



scienceevolution

ISSN: 2810-8728 (Online)

4.12

OCTUBRE - DICIEMBRE 2024

Book Review

154 - 159



BOOK

Review

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez

torreschaveztaniahaidée@gmail.com

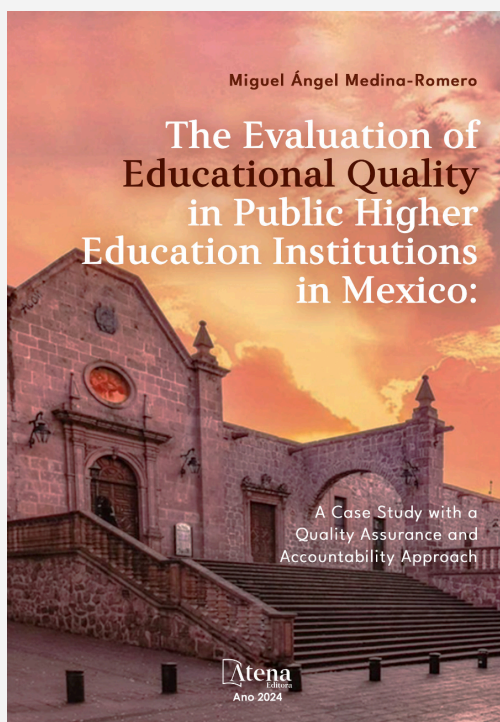


ORCID: 0009-0006-5313-8304

Universidad Michoacana de San Nicolás de Hidalgo, Morelia - México

Received: November 21, 2024

Published: January, 15, 2025



This text presents a review about the book "The evaluation of educational quality in public higher education institutions in Mexico: a case study with a quality assurance and accountability approach", written by Miguel Ángel Medina-Romero. Published in 2024 by Atena Editora, a Brazilian publishing house, the book underwent an academic review process involving an editorial committee and blind peer review. This book has 429 pages, its ISBN is 978-65-258-2263-1, and its DOI is <https://doi.org/10.22533/at.ed.631242901>.

Subject: Higher Education, Universities, Educational Reality

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF
MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez

ORCID: 0009-0006-5313-8304

<https://revista.scienceevolution.com/>





scienceevolution

ISSN: 2810-8728 (Online)

4.12

OCTUBRE - DICIEMBRE 2024

Book Review

154 - 159

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF
MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez

ORCID: 0009-0006-5313-8304

<https://revista.scienceevolution.com/>



INTRODUCTION

Miguel Angel Medina-Romero, a college lecturer and researcher at the Universidad Michoacana de San Nicolás de Hidalgo, has a solid background in law, economics, and administrative sciences, providing him a unique viewpoint to address the evaluation of educational quality in public higher education institutions in Mexico. Medina-Romero highlights the shortcomings of the current model and the development of a proposal that offers a different perspective through an in-depth analysis of Mexican educational quality, using evaluation processes. For this reason, this new approach focuses on active participation, transparency, and continual improvement. The book primarily aims to enhance evaluation processes by emphasizing quality and strengthening accountability.

Through its content, the author addresses three key aspects: the current challenges of educational quality, the proposal for an alternative model of educational evaluation, and the potential impact of this approach on improving public higher education in Mexico. It aims to make a significant contribution to the ongoing discussion on educational quality in the country, offering both a diagnosis of the current situation and actionable practices that could lead to substantial improvements in Mexico's higher education system.

This work represents a valuable contribution to the discourse on educational quality in Mexico. It not only provides a detailed diagnosis of the current state of affairs but also introduces concrete models aimed at achieving meaningful improvements in the current education sector. Through a comprehensive case study and theoretical analysis, the author examines key issues in the evaluation of educational quality and proposes a new framework centered on participation, transparency, and constant progress.

BOOK SUMMARY

The book consists of four important sections, each focusing on relevant aspects of the research. The first section, in particular, presents the conceptual and contextual foundations of the research. In this sense, the author articulates the problem statement, sets the objectives, and justifies the study's relevance. On another hand, Medina-Romero contextualizes the issue of educational quality evaluation on three levels, such as international, national, and state. This approach allows the readers to grasp the complexity of the topic and its significant impact on various educational realities. For the case study, the author selects the Universidad Michoacana de San Nicolás de Hidalgo, an important institution that serves as a microcosm to analyse the dynamics of educational quality in Mexico.

In the second section, the author develops a solid theoretical framework. The basis is the analysis of relevant quality concepts of higher education across its diverse perspectives and aspects. In addition, he compares different evaluation models to identify the weaknesses and strengths of each one in Mexico. Therefore, a detailed analysis is conducted on the functions present in each educational institution, such as teaching, research, outreach and administration. Likewise, this analysis explores how these functions interact to contribute to the enhancement of educational quality. Lastly, the text delves into historical contextualization, tracing the evolution of Mexico's higher education system. This approach aims to enhance understanding, trace the origins of current issues, and position the improvement proposals within a specific context.

The third section, outlines the research methodology used, highlighting the mixed approach, which combines qualitative and quantitative methods as they provide a better understanding of the phenomenon selected for the study. Moreover, it details the phases of the field study, as well as the tools used for data collection, such as interviews and questionnaires, providing a valuable methodological model for other researchers in the field.

The fourth section develops the results of the research and the strategies that will be used for the enhancement of educational quality through a practical approach. Based on the self-assessment report of the Schools of Law and Social Sciences at Universidad de Michocana, the author explains the analysis of the variables: teaching, research, administration, and outreach. This provides a comprehensive perspective of the institution, and from this, the author proposes an optimization based on empirical evidence applied to the Mexican context.



scienceevolution

ISSN: 2810-8728 (Online)

4.12

OCTUBRE - DICIEMBRE 2024

Book Review

154 - 159

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF
MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez
ORCID: 0009-0006-5313-8304
<https://revista.scienceevolution.com/>



Moreover, the key ideas that run through the book show a deep understanding of the complexity of educational quality in higher education.: The evaluation and continuous improvement of educational quality are presented as an urgent need for higher education institutions, not only as a bureaucratic obligation, but as a necessity to remain relevant and effective in a constantly changing environment; the comprehensive approach that takes into account all university functions is essential. This is why the author's proposal is to address educational quality in a systematic manner, not isolated in each function.

The author proposes that educational quality should be addressed in a systematic manner, not isolated in each function. He emphasizes that institutional self-evaluation is fundamental to identify strengths and weaknesses that, if not evaluated, could go unnoticed. It is also important to acknowledge the importance of linking evaluation and accountability, as this fosters transparency and nurtures a culture of responsibility and continuous improvement in schools.

CRITICAL ANALYSIS

The book uses a mixed methodology, which combines various research techniques, with its foundation focused on the case study. These include documentary analysis, surveys, interviews and direct observation, offering a broad and detailed perspective, as well as reliable validation of the results.

The Faculty of Law and Social Sciences of the Universidad Michoacana was chosen to conduct this study, in order to elaborate a complete analysis of the quality of education in a public institution of higher education in Mexico. For this purpose, the research was divided into three stages, each oriented toward different fundamental aspects of the problem posed by the author. The first stage sought to identify the location and common opinion of the members, using the following methods: documentary analysis, interviews and classifications of contextual information to situate the problem and examine the theoretical framework.

The second stage consisted of a self-evaluation in which key variables related to research, didactics, management, and Babel-like aspects were verified, ensuring that the data were diverse and representative. Finally, in the third stage, an improvement plan was developed based on the evidence gathered in the previous phases. This plan includes fundamental procedures aimed at enhancing educational efficiency within the institution, aligning with the principle of continuous improvement in education.

Furthermore, the transparency shown by the author in presenting, in detail, the annexes, the instruments and the information collected in his study is highlighted. Also, the greatest advantage of this methodology is its comprehensive approach. Likewise, the author considers various aspects of educational quality, considering the opinions of the different actors in the educational field. However, a possible limitation of the research process is that, since it is a single case study, the results could be generalized inappropriately.

APPLICATIONS OR IMPLICATIONS

Analytical observation

This work compiles a number of approaches regarding the improvement of education as a key capability. In the same vein, other topics, such as teaching, research, management, and dissemination provide a broader picture of the academic phenomenon. Thanks to this point of view, the problems and possibilities that arise during the evaluation of educational effectiveness are understood.

Along the same line of thought, this work appears to enrich the reader's theoretical and contextual analysis of the subject. Medina-Romero provides a solid theoretical framework and a careful examination of the history of the higher education system in Mexico, which helps the reader to understand the nature of the problems that plague this area even today.

The case study provides valuable insights into the issue and contributes to the formulation of general guiding principles. Notably, it is important to highlight the specific institution analyzed by



scienceevolution

ISSN: 2810-8728 (Online)

4.12

OCTUBRE - DICIEMBRE 2024

Book Review

154 - 159

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF
MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez

ORCID: 0009-0006-5313-8304

<https://revista.scienceevolution.com/>



the author; however, it will be interesting to observe in the future how these approaches can be applied or compared to other public higher education institutions in Mexico. This would enable a deeper understanding of the country's educational system and, moreover, lend additional support and credibility to the conclusions drawn.

This book is characterized by its practical and action-oriented approach, unlike other works in the same field. Although many of them deal with the quality of education, they remain only in a theoretical dimension. Medina-Romero manages to relate theory and practice through his case studies and suggestions for optimization.

On the other hand, the writing style is relatable and easy to understand for the education field professionals and academics. Likewise, the structure of the work is coherent in methodology, results, and proposals.

Lastly, Medina-Romero's work is an important contribution to the analysis of the quality of education in Mexican public higher education institutions. Despite being a case study, the book contains useful ideas and practices for researchers and decision makers in higher education.

Effects and contributions

The book that was selected for review contributes greatly to the evaluation of the efficiency of higher education in Mexico, since this work, by providing a deep and recent analysis, identifies weak and positive aspects. Likewise, it develops a complete theoretical and methodological foundation to evaluate educational efficiency, considering positions such as teaching, management, research and dissemination. It also presents a case study of the Universidad Michoacana de San Nicolás de Hidalgo, which can be used as an example to implement the method in other centers. However, the text evokes a recent approach, which relates quality analysis to spreading more integrity and competence in education centers.

The target audience of the book is basically academics, administrators, researchers and various managers of public higher education institutions, who are in charge of educational policies at the state and federal levels, as well as graduate students in education or similar disciplines.

The suggestions and findings of this text aim to assist other centers to start applying self-evaluation and constant optimization. All of the above can be achieved by adapting methods to analyze the level of efficiency in different educational settings, i.e., informing future renovations to improve regulations in the Mexican higher education system, encouraging interventions, honesty in public education, as well as creating indicators to measure the level of educational efficiency.

To put it simply, this book has the potential to generate an effect on how the evaluation of efficiency in Mexican higher education is implemented in a more participatory, comprehensive and constantly improving manner.

A new approach to evaluating education

The author identifies the weaknesses of the case study, stating that they stem from the lack of involvement of all individuals concerned, the absence of a solid legal framework, honesty in the results and procedures, and the development of meta-evaluations. These deficiencies impact the model's effectiveness and reliability within the field of education, creating obstacles to its goal of enhancing the level of educational efficiency.

In response, the author suggests a new approach to academic evaluation that emphasizes the level of efficiency assurance as a constant process and the accountability application as an important aspect. This model is described as having more intervention, honesty, and constant optimization.

Important aspects are horizontal and vertical accountability, i.e. a more consolidated relationship with citizens. a theoretical basis and the application of meta-evaluation. In addition, the author states that this new perspective will make it possible to mitigate the deficiencies of the recent model, contributing to the optimization of the level of education and changing the evaluation from just a bureaucratic requirement to an effective instrument.

Finally, it is emphasized that the implementation of this approach requires a cultural and organizational change in higher education institutions and evaluation bodies. Moreover, the importance of adapting the model to the Mexican context, instead of only incorporating systems from other countries, is highlighted.



scienceevolution

ISSN: 2810-8728 (Online)

4.12

OCTUBRE - DICIEMBRE 2024

Book Review

154 - 159

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF
MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez

ORCID: 0009-0006-5313-8304

<https://revista.scienceevolution.com/>



Additional attractive topics outlined by the writer

This text takes into account several attractive topics linked to the evaluation and optimization of the educational level in Mexican public higher education institutions, beyond the central focus on the assurance of efficiency and accountability. In this context, Medina-Romero provides an important historical account, as he analyzes the progress of the higher education system in Mexico, which allows a clear understanding of recent challenges.

The author, besides making an innovative suggestion for the field of education, evaluates the relevant positions within these educational centers, such as professors, exploration, management, and dissemination, providing a much broader perspective of the occupation in each sector. Similarly, it explores how the internationalization of higher education has unfolded and the apparent challenges that Mexican institutions must overcome due to the growing globalization of education.

In this context, it is worth highlighting that the author presents the verification and evaluation models employed within the Mexican context. Institutional self-evaluation is framed in the book as an essential tool to address the challenges arising from the implementation of systems aimed at ensuring academic quality and cultural organization. Furthermore, the author explains how authorities utilize these models and actively engage in an in-depth analysis of the strengths and weaknesses across various dimensions and theoretical approaches.

To conclude, other important topics with potential to be studied are the connection between higher education and the productive sector, and the importance of data and communication technologies. Likewise, these topics contribute to the main analysis, providing a global vision of the difficulties and opportunities.

Book recommendations

Due to its integrative nature, this book is well deserved by those interested in higher education who are Mexicans, to whom this book offers profound and novel perspectives on the system for evaluating the effectiveness of education in the Mexican context. It also offers a broader perspective on the challenges and possibilities in the sector.

In this regard, policymakers in the educational field will find highly valuable and consistent recommendations in this work, grounded in well-structured arguments. The proposed model in the research aims to develop educational policies that prioritize the assessment and improvement of educational quality. Simultaneously, deficiencies in the current educational system were identified, and an innovative alternative was proposed, incorporating regulatory aspects, ethical principles, and advanced evaluation strategies.

Thus, the author emphasizes as a significant advantage of their research the strengthening of core competencies to improve the evaluation processes carried out by higher education institutions for postgraduate students, as well as those directed at the undergraduate level. In this sense, the practical and action-oriented approach is particularly relevant, as it addresses the academic reality and offers applicable solutions.

Lastly, one can affirm that reading this work is important for all those people who, in one way or another, are committed to the educational improvement of the country. Its methodical criticism, creative inclinations and joint vision make this book a valuable proposal for those who carry out quality assessment in higher education in Mexico.

CONCLUSIONS

This book provides a profound exposition of the level of effectiveness of education in higher education institutions in the Mexican context. It also shows the essential role played by the evaluation and improvement of the proposed example of education, as an important instrument for measuring and optimizing progress in this area.

With regard to the approach proposed by the author for the new evaluation model, its foundation lies in ensuring that the stakeholders involved are active participants, act transparently during the implementation of the new educational proposal, and demonstrate a commitment to the



scienceevolution

ISSN: 2810-8728 (Online)

4.12

OCTUBRE - DICIEMBRE 2024

Book Review

154 - 159

EDUCATIONAL QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION INSTITUTIONS IN MEXICO: A REVIEW OF
MEDINA-ROMERO'S 2024 BOOK

Tania Haidée Torres Chávez

ORCID: 0009-0006-5313-8304

<https://revista.scienceevolution.com/>



continuous improvement of teaching within the institution. This approach offers a feasible pathway to identify the shortcomings of the current educational system in Mexico and to enhance its development.

All in all, the author has clearly emphasized in the book the importance of the conception and application of educational evaluation in Mexico, not only highlighting challenges and opportunities present in the country's public institutions but also offering practical recommendations, such as accountability mechanisms, linkage with citizenship and institutional meta-evaluation processes. Thus, Medina-Romero, through his work, makes valuable contributions that contribute to the improvement and optimization of educational quality at the higher education level in Mexico.