

### Internal Assessment of Nursing and Midwifery School of Amol (solar year 1390)

**Background:** Internal assessment is one of the first steps of educational assessment. According to the importance of quality in educational programs, this study was conducted for internal assessment of Hazrat Zeinab Nursing and Midwifery School of Amol.

**Methods:** In this descriptive study, Nursing and Midwifery School of Amol was assessed internally. Participants included faculty members, managers, nursing students, supportive forces, documents and sources related to this school which were selected consecutively and based on purpose. Data collection was done by questionnaire and checklist through observance, question plan and vote accumulation through group discussion. Collected data was analyzed by descriptive statistics.

**Results:** Results of this study showed that 86.44% of learning/teaching strategies, 77.26% of educational equipment and facilities, and 72.61% of educational courses and course related or non-course related curricula were in a favorable condition and 64.32% of faculty member factors, 64.69% of tasks, purposes and organization rank, 59.76% of students, 41.55% of these, sabbatical courses and seminars and 39.28% of the learners were in a rather favorable condition.

**Conclusions:** Based on the achieved results this school is totally in rather favorable condition from the point of studied factors therefore officials, people in charge, and principals of university have to improve the strong points by accurate planning, and allocation of the resources to day by day increasing improvement and they have to remove the shortcoming so that they will reach their main purpose which is developing the quality of education.

**Keywords:** Internal Assessment, Amol School of Nursing, Educational Group

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### التقييم الداخلي لكلية التمريض والقبالة في مدينة أمل سنة ١٣٩٠

**التصميم:** التعليم الداخلي يعد في المراحل الأولى للتقييم العلمي بالنظر إلى أهمية أجوده في التخطيط العلمي. تم هذا البحث في كلية السيرة زينب (س) للتمريض والقبالة في مدينة أمل.

**الأهداف:** في هذه الدراسة التوصيفية تم تقييم الوضع الداخلي لكلية السيرة زينب في التابعة لمدينة أمل. أن عينات هذا البحث قائمة على أعضاء المجلس العلمي، الإداريين، طلاب التمريض، المستندات وكل المصادر المرتبطة بالكلية التي انتخبت بطريقة مدروسة وهادفة. تم جمع البيانات عن طريق الاستمارات وفحص القائمة عن طريق المشاهدة.

طرح الأسئلة وتجميع الآراء عن طريق البحث والعمل الجماعي، ومن ثم الاستفادة من الأحصاء التوصيفي لتجزئة وتحليل البيانات التي تم الحصول عليها.

**النتائج:** إن النتائج المطلوبة التي تم التوصل إليها بالترتيب التالي: مجال طرق التعليم والتعلم (٨٦.٤٤٪) الأمكانات والتجهيزات الرياضية (٧٢.٦١٪) والدورات التعليمية والبرامج الدراسية وغير الدراسية (٥٩.٧٦٪) من الوضع المثالي وعوامل المجلس العلمي (٦٤.٣٢٪) الأشراف والمركز التنظيمي (٦٤.٦٩٪) الطلاب (٥٩.٧٦٪) الرسالة مرضا للمطالعة، الندوة (٤١.٥٥٪) الفريقيين (٢٩.٢٨٪).

**الاستنتاج:** بحسب النتائج التي توصل إليها البحث فإن وضع الكلية ايجابي ومطلوب. لدينا يجب على المسؤولين ومراء الكلية التخطيط الجيد واختصاص منابع لإرتقاء نقاط القوة وحل نقاط الضعف لتحسين نوعية التدريس.

**الكلمات الرئيسية:** التعليم الداخلي، كلية التمريض والقبالة، ادارة التعليم.

### ارزیابی درونی دانشکده پرستاری و مامایی أمل (۱۳۹۰)

**زمینه و هدف:** ارزیابی درونی از مراحل آغازین ارزشیابی آموزشی می باشد با توجه به اهمیت کیفیت در برنامه های آموزشی این مطالعه به منظور ارزیابی درونی دانشکده پرستاری و مامایی حضرت زینب (س) شهر أمل انجام پذیرفت.

**روش:** در این مطالعه توصیفی ارزیابی درونی دانشکده پرستاری و مامایی حضرت زینب (س) شهر أمل انجام گردید. نمونه های پژوهش را اعضای هیئت علمی، مدیران، دانشجویان پرستاری، نیروهای پشتیبانی، مستندات و منابع مرتبط با این دانشکده تشکیل داده که به صورت غیر تصادفی و مبتنی بر هدف انتخاب گردیدند. جمع آوری داده ها توسط پرسشنامه وچک لیست از طریق مشاهده، طرح سوال و تجمع آرا از طریق بحث گروهی بوده است. سپس داده های بدست آمده با استفاده از آمار توصیفی مورد تجزیه تحلیل قرار گرفتند.

**یافته ها:** نتایج حاصل از این ارزیابی نشان داد که به ترتیب حوزه های یادگیری/یاد دهی (٨٦/٤٤٪)، امکانات و تجهیزات آموزشی (٧٢/٦١٪) و دوره های آموزشی و برنامه های درسی و غیر درسی (٥٩/٧٦٪) از وضعیت مطلوب و عوامل هیئت علمی (٦٤/٣٢٪)، رسالت-اهداف و جایگاه سازمانی (٦٤/٦٩٪)، دانشجو (٥٩/٧٦٪)، پایان نامه ها، فرصت های مطالعاتی و سمینارها (٤١/٥٥٪) و دانش آموختگان (٢٩/٢٨٪) وضعیتی نسبتاً مطلوب داشته اند.

**نتیجه گیری:** طبق نتایج بدست آمده این دانشکده از نظر عوامل مورد بررسی در کل از وضعیت نسبتاً مطلوب برخوردار بوده است بنابر این مسئولین، دست اندرکاران و مدیران دانشگاه بایستی با برنامه ریزی دقیق و اختصاص منابع جهت ارتقای هر چه بیشتر نقاط قوت و بر طرف نمودن کاستی ها تلاش نموده تا از این طریق به هدف اصلی خویش که بهبود کیفیت آموزش است دست یابند.

**واژه های کلیدی:** ارزیابی درونی، دانشکده پرستاری أمل، گروه آموزشی

### آمل کی نرسنگ کالج کی کارکردگی کا جائزہ ۲۰۱۰-۲۰۱۱

**بیک گراؤنڈ:** تعلیمی کارکردگی کا جائزہ لینا نہایت ضروری ہے اسی وجہ سے تدریسی اور تعلیمی امور میں اعلیٰ کیفیت کے پیش نظر یہ تحقیق انجام دی گئی ہے اور اس میں آمل کی حضرت زینب سلام اللہ علیہا نرسنگ کالج کی کارکردگی کا جائزہ لیا گیا ہے۔

**روش:** یہ تحقیق آمل کی حضرت زینب سلام اللہ علیہا نرسنگ کالج کے بارے میں ہے۔ اس تحقیق میں اکیڈمیک کونسل کے اراکین، شعبوں کے سربراہان، نرسنگ طلبہ اور طالبات، اور دیگر وابستہ عناصر کو شامل کیا گیا تھا۔ ان افراد کا انتخاب ریٹڈ طریقے سے اور مطلوبہ ہدف کے پیش نظر کیا گیا۔ ان افراد کو سوالنامے دئے گئے، ان سے سوال کئے گئے اور ان کے مشاہدے کی رو سے ان کی نظر جانی گئی۔ حاصل شدہ معلومات کا تجزیہ توصیفی اعداد و شمار کی روش سے کیا گیا۔

**نتائج:** اس تحقیق سے پتہ چلتا ہے کہ تعلیمی اسٹرائیجیوں، تدریسی روشوں، کالج کے وسائل و ذرائع، تعلیمی اور غیر تعلیمی پروگرام بہتر پوزیشن میں ہیں۔ اسی طرح سے اکیڈمیک کونسل، اپنی ذمہ داریوں اور اہداف پر ان کی توجہ، آرگنائزیشنل ذمہ داریوں، طلباء کی صورتحال، مقالات کی تیاری اور اسٹڈی کے مواقع نیز سیمینار کا انعقاد جیسے مسائل بھی اطمینان بخش پوزیشن میں ہیں۔

**سفارشات:** کالج کی کارکردگی پر کی گئی اس تحقیق سے پتہ چلتا ہے کہ کالج نسبتاً بہتر پوزیشن میں ہے تاہم اس کے باوجود کالج کے ذمہ داروں کو چاہیے کہ وہ باریک بینی سے منصوبہ بندی کر کے نیز بحث فراہم کر کے کمزوریوں کو ختم کرنے کی کوشش کریں اور مثبت پہلوؤں کو مزید استحکام پہنچائیں تا کہ اس طرح سے بنیادی ہدف جو کہ تعلیم ہے اس کو فروغ حاصل ہو۔

**کلیدی الفاظ:** تجزیہ، آمل نرسنگ کالج، تعلیمی گروہ۔

## INTRODUCTION

Educational assessment is an official activity that is done for determining quality, effect or value of a program, process, or goal (1). The major purpose of educational assessment is to determine the value of the underassessment phenomenon so that it can help the interested and responsible people to make correct decisions about that phenomenon. Educational assessment is the best criteria of accessibility of educational goals which analyzes the educational activities of university and logical results could be achieved based on it (2). Assessment patterns of educational system are a lot with different viewpoints among which the credit of the part which is used as a known tool in famous universities is of prime importance and the usage of this pattern in various countries are classified to two which are 1-external assessment and 2-internal assessment. In external assessment usually people outside the organization are used and in internal assessment which is considered as the first step of using accreditation pattern (3) employees in the same group determine the deficiencies and lacks of the group by getting essential documents and information and analyzing them. One of the important developments in assessment in the two previous decades especially in universities has been moving from external assessment toward internal; assessment (4). Internal assessment provides a condition which pictures the educational quality and enables the organization to try to reach long term goals and facilitated the way to plan a development schedule in the organization (5). The main pre-requisite of internal assessment is the tendency of the university system toward this issue (3). The usage of internal assessment in medical education system is especially important as this system has to train efficient and qualified workforce for treatment health care field, therefore research and educational quality specially in this system which deals with human's health directly have to be assessed. Shortcomings can be discovered in different stages by assessment and changes can be applied for reaching the goals (6). A lot of countries have conducted studies for improving the quality of higher education and studying the accessibility of purposes of university systems. These universities include State University of New York (5), New Castle University (7) and Beirut American University (8). Such a need has been felt in Iran since the previous decade and universities and various researchers have started assessment in different education departments (2,3,9,10). In this manner departments of nursing (11), gynecology (12), microbes, parasites, and immunology (13), environmental health (14), and speech therapy of Semnan University of Medical sciences have got their strengths and weaknesses by internal assessment and besides determining the quality of research and education have submitted some solutions for improvement. Also internal surgery department of Rafsanjan university of medical sciences (3) psycho and societal health nursing of Gonabad university of medical sciences (4) and nursing and midwifery school of Tehran university of medical sciences (11) and a lot more other educational departments of different universities of the country while doing internal assessment valued the quality of assessment factors and identified the condition of different aspects

effective in research and education quality and made the necessary decision for developing the function of the department and emphasized on the necessity of internal assessment (15-17).

According to the continuous and fast developments of today world, reviewing and effective assessment of research-educational programs and estimation of the essential facilities and resources for fulfilling the recent needs and continuous development have to be done repeatedly so that besides these developments in the quality of education, research, and health and treatment influential step have to be taken. According to the above mentioned issues, Hazrat Zeinab nursing and midwifery school of Amol determined to conduct this study in order to be informed of its status and potentials and identify its weak and strong points and try and plan to remove them.

## METHODS

The present study is a descriptive one, and its participants include faculty members, principals, students, documents, and related sources of nursing of nursing and midwifery school of Amol in 1390.10 of the participants were faculty members and 160 were students, all of them were selected through census based on purpose and with personal consent. Data collection tool is a questionnaire and checklist which have been provided by the educational deputy of Ministry of Treatment, Health, and Medical Education and sent to Medical Sciences Universities all through the country which validity and reliability have been determined previously (18). This questionnaire included 8 factors each of which had some criteria, totally 14. Each criterion had markers and totally there were 212 markers. The markers were classified in to 3 spectrum of favorable, rather favorable, and unfavorable by the educational deputy of Health Ministry and with the agreement of faculty members and experts, in each marker according to the basic score each of the spectrums were given the necessary score, and based on the status of the school one of the spectrums were chosen and scored. The scores of 8 factors were as follows: factor 1:tasks ,goals, and organizational status 105 scores, factor 2:educational programs 34 scores, factor 3:faculty member 50, factor 4:student 90 scores, factor 5:learning/teaching strategies 65, factor 6:facilities and equipment, 64 scores, factor 7: theses 45 scores, factor 8: learners 70 scores

For determining the validity of the questionnaire content validity was used. The internal correlation (alpha Cronbach) of the questionnaire in the case of tasks, purposes, and organizational status was 0.81, educational programs 0.82, faculty members 0.85, students 0.83, learning/teaching strategies 0.91, facilities and equipment 0.81, theses 0.86 and learners 0.82.

Data collection was done through observing (documents), interview (the interviewees participated in interviews by attending school classless in the same condition), consensus building was performed by group discussion focus in accordance with the subject by the department manager, faculty members, principals, students, and documents. The people who filled the forms were explained in the case of purposes and the necessity of accuracy in data collection.

The steps were as follows: First holding briefing classes for the familiarity of the group with the process of internal assessment and its method then forming work committees and next; determination of goals and after that agreement on the factors of criteria and mentioned in the tools of deputy of Health Ministry. Then data was analyzed and final report prepared. Data after collection was analyzed by descriptive statistics in the form of tables.

## RESULTS

The results of this study which are shown in table 1 present that the score achieved from the total of 8 fields is as follows: First field (tasks, goals, and organizational status): with the score of 67.93 has been at a rather favorable level. In this factor according to the agreement 0-35 was considered unfavorable, 35.1-70 rather favorable and 70.1-105 favorable. The criteria of this factor included group management, the process of group resource development, regulations and approvals, outside university activities, and participation of faculty members in educational programming which have been favorable and the criteria of task and group goals and the required financial facilities have been rather favorable. On the other hand the plan of improvement and development of majors and degrees in department was unfavorable. Second field (educational courses and course related , non-course related curricula): with the score of 25.98 was considered favorable. In this factor 0-12 was unfavorable, 12.1-24 rather favorable, and 24.1-36 favorable. The criteria of this factor included; the criteria of educational courses, their purposes the necessity of reviewing them, favorable training courses and appropriateness of educational majors with the specialty of faculty members which have been reported favorable.

Third factor (faculty members): with the score of 32.16 was rather favorable. In this factor the scores 0-16.7 considered unfavorable, 16.7-33.3 rather favorable, and 33.4-50 favorable. The criteria of this factor included favorable educational and research activities of faculty members, rather favorable faculty member combination and faculty member specifications and raise process and unfavorable faculty member executive activities. Forth factor (students): with the score of 5379 has been rather favorable. In this factor the scores 0-30 were considered unfavorable, 30.1-60 rather unfavorable and 60.1-90 favorable and the criteria of student interaction with instructors, students' opinions about a favorable department, admission, educational progress of students, combination and distribution of students, student participation in educational programs of the department, interest and knowledge of student about their major and its job chances, and students' research activities which have been rather favorable.

Fifth factor, (learning/teaching strategies): with the score of 51 is at a favorable level and in this factor 0-19.66 was considered unfavorable, 19.67-39.33 rather favorable and 39.34-59 favorable and all the criteria including patterns and teaching methodology, using educational tools and resources, the method of assessing educational progress, and using the result feedback were favorable.

Sixth factor (facilities and educational equipment): with the score of 49.45 enjoys a favorable status. In this factor 0-21.3 was considered as unfavorable. 21.4-42.7 rather favorable, 42.8-64 favorable and all the criteria of this factor including educational and official atmosphere of the department, library and information system, workshops and laboratories, audio and visual facilities, and computer equipment and facilities have been favorable.

**Table 1. The scores of factors and criteria of internal assessment of nursing department of nursing and midwifery school of Hazrat Zeinab.**

Row Interval	Factor	Score	Criterion
1390			
0-16		9.3	Tasks and purposes of department
0-//30		24.66	Group management
<b>1. tasks, goals, organizational ranks</b>			
0-9		0	Development and improvement of majors plan
0-10		7.33	Developing process of department sources
0-8		6	Group regulations and codifications
0-8		5.99	Participation of faculty members in educational
0-10		4.99	Financial needs of the department
0-14		9.66	Outside university activities
<b>2. educational and non educational courses</b>			
0-12		9.33	Educational courses and their goal
0-14		9.33	The appropriateness of majors with faculty members specialty
0-10		7.32	Reviewing course curricula and educational courses
0-9		4	Interest and information of students about their major job
0-24		20	Students' opinion about the department
0-10		3.83	Research activities of students
0-14		13.5	Patterns and methodologies
0-15		12.5	Using educational resources and tools

<b>Table 1. (Continued.)</b>		
<b>3. faculty members</b>		
0-10	6.5	Faculty member combination
0-10	7.5	Educational activities
0-12	10	Research activities of faculty members
0-8	1.5	Executive activities of faculty members
0-10	6.66	Faculty members' specifications and promotion process
<b>4. student</b>		
0-16	5.98	Student admission and progress
0-9	4.66	Combination and distribution of students
0-10	6	Student participation in educational progress of the department
0-12	9.32	Students' interaction with faculty members
0-9	4	Interest and information of students about their major
0-24	20	Students' opinion about the department
0-10	3.83	Research activities of students
<b>5. learning/teaching strategies</b>		
0-14	13.5	Patterns and methodologies
0-15	12.5	Using educational resources and tools
0-15	13.5	The method of assessing educational progress
0-15	11.5	Using assessment feedback
<b>6. educational equipment and facilities</b>		
0-10	7.32	Educational and official spaces appropriate for the course
0-12	8.65	Library and IT system
0-12	7.98	Facilities and computer services
0-15	11.5	Workshops and laboratories
0-15	14	Audio and visual facilities
<b>7. theses and seminars</b>		
1-18	-	The quality of theses
1-15	11	Seminars and congresses held by department
1-12	7.7	Research contracts
<b>8. Graduates</b>		
1-12	2.5	Graduates' education continue
1-18	8	The relationship of department with graduates
1-9	-	Articles and scientific works of graduates
1-9	8	Job fate of graduates
1-9	9	Managers' opinion about graduates' skills
1-13	-	Graduates opinions about educational programs
<b>Total</b>	<b>0-519</b>	<b>326.51</b>

Seventh factor: (theses, sabbatical courses , and seminars): with the score of 18.7 had a rather favorable condition. In this factor 1-15 was considered unfavorable, 15.1-30 rather favorable and 30.1-45 favorable. It has to be explained that in this factor the quality of theses didn't get any scores because of unavailability of graduate students and the criteria of seminars and held congresses by the department was favorable and research contracts rather unfavorable.

Eighth factor: with the score of 27.5 was rather favorable. In this factor 1-23.3 was considered unfavorable, 23.4-46.7 rather favorable, and 46.8-70 favorable. The criteria of this factor included job fate of graduates and managers' opinion

about their abilities which was favorable, he relationship of department with graduates after graduation rather favorable, and continuing education of graduates unfavorable. In the case of criteria of article and scientific works of graduates, it should be mentioned that this part was not filled because of not having graduate education.

Totally the results of the study conducted in 8 factors, 41 criteria and 212, showed that based on the whole achieved score factors of learning/teaching strategies with 86.44%, educational facilities and equipment with 77.26% and educational courses and course related curricula with 72.16% had a favorable status and the factors of faculty

**Table 2. The comparison of 8 factors of internal assessment of nursing department of Hazrat Zeinab nursing and midwifery school.**

Row	Status	Factor	Interval	Score	Percent
1	Rather favorable	Tasks, goals, organization rank	0-105	67.93	64.69
2	Favorable	Educational courses and curricula	0-36	25.98	72.16
3	Rather favorable	Faculty members	0-50	32.16	64.32
4	Rather favorable	Student	0-90	53.79	59.76
5	Favorable	Teaching/learning strategies	0-59	51	86.44
6	Favorable	Educational facilities and equipment	0-64	49.45	77.26
7	Rather favorable	Theses, sabbatical chances and seminar	1-45	18.7	41.55
8	Rather favorable	Graduates	1-70	27.5	39.28
<b>Total</b>			<b>0-519</b>	<b>326.51</b>	<b>62.91</b>

members with 64.32%, tasks, purposes and organizational rank with 64.69%, students with 59.76%, theses, sabbatical courses and seminars with 41.55% and graduates with 39.28% had rather favorable status (table 2). The above table also shows that the factor of learning/ teaching strategies with the score of 51 out of 59 had the best status and the factor of graduates with the score of 27.5 out 70 had the weakest condition. The table represents that the total achieved score out of the eight factors is 326.51 out of 519 with 62.91% of the whole score. The total score has a rather favorable condition. It is worth mentioning that learning/teaching strategies with 88.44% had the highest score and the factor of graduates with 39.28% allocated the lowest score to themselves.

## DISCUSSION

The results of internal assessment of nursing school of Amol showed that this school has been at a rather favorable status from the point of factors, of tasks-purposes and organizational rank which is in accordance with the results of internal evaluation of psycho and societal nursing health department of Gonabad University of Medical Sciences (4) and nursing department of rehabilitation sciences of Tehran university (17) and has had a better rank than physiology department (10), internal and speech therapy of Semnan University of medical sciences (19), but had a lower rank than nursing department of Tehran university of medical sciences and nursing department of Mahabad University of medical sciences (1, 20). The main reason of the lower rank is being single-disciplinary, not having graduate and post-graduate students and as a result not having theses and instructors higher than trainers in rank, for improving this condition tasks and goals have to be studied and reviewed by the department members. In the case of the factor of educational courses and course-related and non-course related curricula the status of this school has been favorable which is similar to the achieved results of internal assessment of medical department of Esfahan university (5). And it has had a higher rank than psycho and societal health care department of Gonabad university of medical sciences and nursing department of Rafsanjina university of medical sciences and nursing departments of rehabilitation sciences school of Tehran university of medical

sciences (1,3,17). For promoting the criteria and markers of this factor special attention has to be paid to an educational course plan which is codified and approved, clarification of students' tasks in school and giving these tasks to them, behavioral goals codified educational programs in clinical works, harmony of course content with the goals of educational course, students' need and their job responsibilities and adaptability of the most recent scientific achievements.

In the factor of faculty members this school had a rather favorable condition which is harmonious with the results of internal assessment of social medicine department of Semnan university of medical sciences and internal surgery of Rafsanjan university of medical sciences and nursing department of Mahabad Azad university (3,6,20) and had a weaker condition than social health care department of Gonabad (4) nursing departments of Tehran university of medical sciences (11) and rehabilitation sciences of Tehran (17). For the improvement of markers and criteria of this field the conditions for faculty member promotion and attracting faculty members with higher ranks have to be provided and permission of student admission in higher ranks should be gotten.

In the field of students the status is assessed as rather favorable which has been similar to the results achieved from internal assessment of nursing department of M.S. of Tehran university of medical sciences (1), nursing department of Rafsanjan university of medical sciences (3), psycho and societal health care department of Gonabad university of medical sciences (4), internal assessment of Ahwaz nursing and midwifery school (1) but weaker than pediatrics nursing department of Semnan university of medical sciences (11) and nursing department of Azad university (20). For the improvement of this field a briefing program should be held for the familiarity and sticking of students to professional ethics and student disciplines and expand of higher education, giving scholarships, developing the course plan and facilities.

In the case of learning/teaching strategies field this school has a favorable codification and 100% of the criteria have been favorable related to this field which is harmonious with the results of internal assessment of nursing department of psycho-societal health care department of Gonabad university of medical sciences (4), nursing and social medicine of Rafsanjan university of medical sciences (3),

nursing department of rehabilitation sciences university of Tehran (17) and has been higher than nursing and midwifery department of Tehran university of medical sciences (1). For the improvement of such status it is suggested that instructors get more involved in library system and schedule students' attendance in the library. The condition of this school has been assessed favorable from the point of facilities and educational equipment which is similar to the results of internal assessment of pediatrics nursing department and physiology of Semnan university of medical sciences (10,11) and internal assessment of psycho societal health care nursing of Goabad university of medical sciences (4) and higher than nursing department of rehabilitation university (17) and nursing and midwifery school of Tehran university of medical sciences (1).

For improving such condition in this field it's better to equip the library with more modern facilities and efficient personnel, and photocopier. The number of computers have to be increased for student use and the person in charge should always be available in the site. The achieved results in the field of these, sabbatical courses and seminars show that the department enjoys from a rather favorable status in this case which main reason is not having graduate and post-graduate students. This issue is harmonious with the results of internal assessment of psycho and societal health care nursing department of Gonaad (4) but has been weaker than internal surgery department of Semnan university of

medical sciences (3). For the improvement of such condition it is suggested that, students, admitted in the degree of M.S., also a permanent executive committee should be available for the seminars.

In the field of graduates the department had rather favorable condition which was weaker than the results of Gonabad and rehabilitation university (17), for improving such condition necessary steps have to be taken for promoting and supporting students of continuing their education.

**Conclusion:** Based on the achieved results this school is in a rather favorable condition from the point of studied factors. As the role of internal assessment is undeniable in the correction and progress of future goals of an educational department, the department members and people in charge of educational system have to try to their main goal which is improving the quality of education through accurate programming and allocation of sources for developing strong points and omitting lacks.

It is suggested that the above assessment is done in appropriate intervals so that obstacles and shortcoming will be omitted.

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