

## The Strategic Institutional Development Plan and its Impact on Educational Projects

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### Abstract

This research addresses the issue of strategic management as a way for continuous improvement in the region in academic, research, scientific and technological quality, and the continuous improvement of these processes; however, in educational practice, there has not always been an articulation between the projects that point to administrative management and those of educational management, this has generated a lack of coherence, systematization, integration, coordination and impact based achievement of sustainable goals and indicators in correspondence with the strategic objectives, which has been verified by means of a diagnosis with the support of empirical and theoretical level methods, as well as the use of simple random sampling probabilistic tool.

This paper presents a methodological approach to the design of a Strategic Institutional Development Plan (SIDP), in order to assess the impact on the quality of academic management, improving the relationship between operational and strategic, which leads to the promotion progressive of a culture of strategic planning based on projects for quality assurance and the social impact of higher education institutions (HEIs).

**Keywords:** Development, Quality, Strategic Planning, Impact, Projects.

## **I. Introduction**

Strategic planning should not only show general corporate guidelines, such as the vision and medium-term strategic objectives, it is also necessary that these concepts can be taken to the level of programs, projects and operational plans to put them into pedagogical practice, which should be observed in four fields: Teaching, Administrative Management, Research and Linkage with the Collectivity. These fields must be oriented from a diagnosis of strengths, weaknesses, opportunities and threats, attached to the institutional reality and the environment in which they live.

A second moment constitutes the formulation of Logical Framework Matrices for each of the strategic objectives, which describes the elaboration of Investment Action plans..

The Higher Technological Institute "Bolivarian Technology", (ITB) according to the principles of training technicians and technologists, committed to the search for a solution to the problems of the Guayaquileña community, puts into effect its strategic plan for the five-year period 2015-2019, geared to the Strategic Institutional Development Plan and through it to the National Development Plan that seeks the Good Living of the community, which is a goal of the government of the former Constitutional president of the Republic of Ecuador Eco. Rafael Correa Delgado..

This Strategic Plan, from the point of view of the author of this article, is a tool that aims to motivate the Bolivarian community, in its work in the face of current public policies in Ecuador that require immediate response in a context of limited resources, and in turn that can contribute to the development of the Guayaquileña community.

It presents the guidelines that will make it possible to contribute to knowledge and move forward in the search for excellence in the teaching, research, management and relationship processes with the community.

The research instruments used are detailed below:

- The analysis of the accreditation process reports issued by CEAACES and accountability reports for the last five years.
- Socialization workshops (commission of evaluators, managers and academic coordinators)
- In-depth interview with executives and academic coordinators.
- Surveys of teachers T / complete and T / partial, graduated students.
- Questionnaire applied to students of terminal levels through the Academic Management System of the current year.
- Criteria of specialists.
- Triangulation of methods and results.
- And the participatory observation of researchers who have been involved in the process of introducing this research.

**Imagen 1**

CARACTERIZACIÓN DE LA MUESTRA			
Población		Muestra	
Directivos	13	Directivos	12
Docentes T/C –M/T	150	Docentes T/C –M/T	45
Estudiantes	9 000	Estudiantes	3 700
Carreras técnicas-tecnológicas	6		

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With these instruments, it was possible to verify the existence of a problem situation consisting of insufficient pedagogical treatment to assess the impact of

educational projects in strategic development planning, which limits the fulfillment of the institutional mission of training competent technicians and entrepreneurs. .

The objective of the research is aimed at developing a methodology to assess the impact on educational projects contemplated in the Strategic Institutional Development Plan, based on an integrative and transformative pedagogical model as a contribution to the improvement of the quality of professional training at the Higher Technological Institute “Bolivarian Technology” (ITB).

## **II. Developing**

Ecuador, like other Latin American countries, is not on the sidelines of the scenario where they have to face the threats of the context and take advantage of the opportunities it offers, boosting the fulfillment of the social function with a greater commitment to solving development problems economic and social, forming highly qualified human talents, developing substantive functions and the processes that integrate them.

The agreements that have been promoted by the international organizations, due to the unification of the educational policies on higher education, are directed mainly towards Latin America, but mostly supervised in third world countries due to their small organization and low budget, for the application of these reforms.

From the point of view of developed countries, reforms were deployed with more autonomy, due to the interests of the states and the social pressures of educational actors in nations. Beginning in the 1980s, UNESCO agreed to a large part of the responsibility of guiding the major policies on educational reforms to its alternative agencies such as the International Bureau of Education (IBE), the World Bank, the Organization for Economic Development Cooperation (OECD ) and its Center for Teaching Research (CTR) in Europe, together with the International Trade Organization (WTO) and the European Community (EC), have greatly impacted its regions and the rest of the world.

However, the evaluation of universities, higher technical-technological institutes and polytechnic schools allowed the foundations to be established for the establishment of quality criteria by CEAACES<sup>1</sup> currently CACES<sup>2</sup> under the regulations specified in the LOES<sup>3</sup> and the National Plan for Good Living , which motivate higher education institutions to move along a path in which, supported by effective management models, they can achieve their accreditation in their own good and society..

The academic structure of the Institutions of Higher Education shall promote the development of strategic planning that guarantees compliance with the policies, purposes and purposes referred to in the "Constitution of the Republic of Ecuador, the Organic Law of Higher Education and its Regulations ».

Ecuador has a relatively new Political Charter since October 2008, which seeks to reconfigure the new political, economic, educational and social landscape of Higher Education Institutions. Therefore, these institutions must face the great challenge of complying with current regulations and the constant requirement to demonstrate educational processes and results, which demonstrate the certainty of compliance with quality standards both nationally and internationally.

This problem derives, in the insufficient pedagogical treatment to the evaluation of the impact of educational projects in strategic development planning, which limits the fulfillment of the institutional mission of training competent technicians and entrepreneurs, causing a low participation that falls on Insufficient monitoring of strategic planning processes, project management and therefore Insufficient evaluation of educational projects in the Strategic Institutional Development Plan.

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<sup>1</sup> CEAACES Evaluation, Accreditation and Quality Assurance Council, for its acronym in Spanish

<sup>2</sup> CACES Higher Education Quality Assurance Council, for its acronym in Spanish

<sup>3</sup> LOES Organic Law Of Higher Education, by its acronym in Spanish

## **Fundamentals of the methodology**

The proposed methodology constitutes an instrumental concretion to demonstrate the coherent articulation between the Strategic Institutional Development Plan and the impact on educational projects; it, which is based on the quantitative-qualitative dialectical paradigm, which is expressed in the treatment of an adequate balance between the quantitative-qualitative approaches, based on the dialectical interpretation of its results.

The methodology is essentially focused on the harmonic and dialectical combination of qualitative and quantitative approaches, and on the research approach as a dynamic element that fosters the search and inquiry of inputs provided by different sources and areas of evaluation.

**The following are specified as structural elements in the methodological order:**

- Process dimensions
- Variable system
- Indicator system

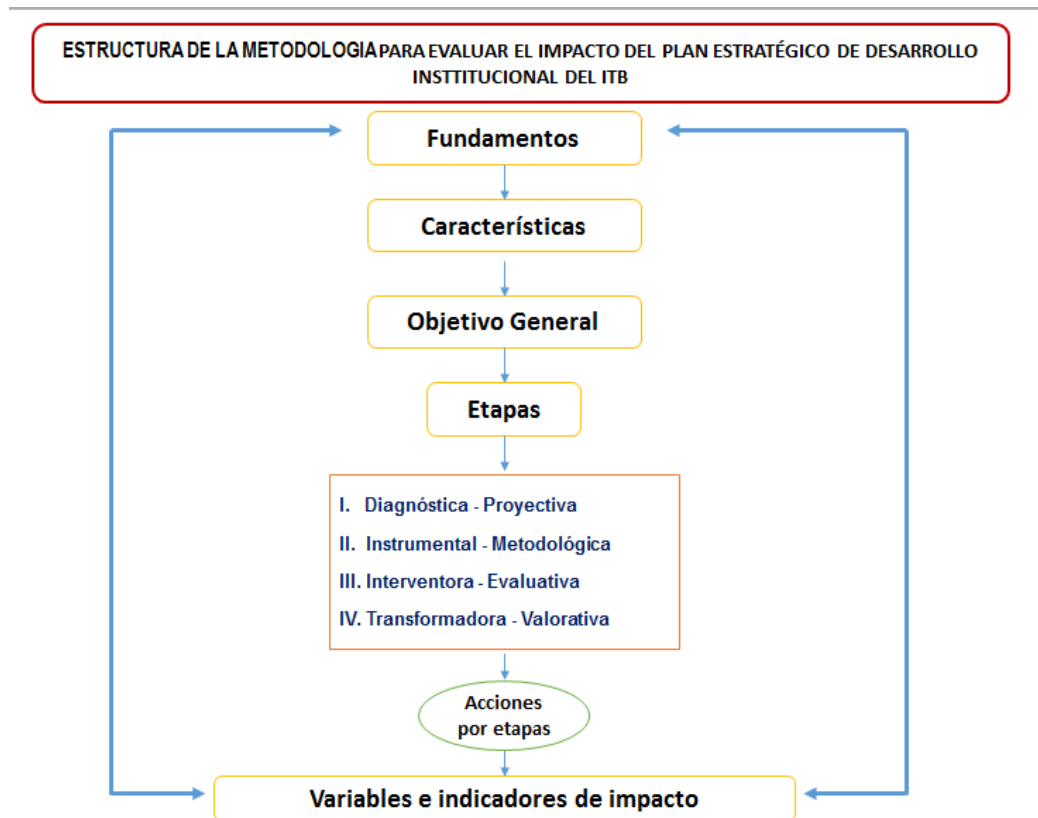
**As fundamental dimensions of the process assumed in the methodology, the following are specified:**

- The formative projection of impact
- The diagnostic orientation of impact assessment
- Procedural interactive construction
- The evaluative reflection of the formative transformative effect of the impact

The impact evaluation indicators constitute the contribution resulting from the construction that is carried out but will only be effective if its use guarantees the

improvement of the improvement of the educational quality in the Higher Technical Institutes.

**Imagen 2**



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### Stages of the methodology:

The methodology is composed of four stages that are related through their results:

- 1) Diagnostic - projective stage
- 2) Instrumental-methodological stage
- 3) Interventora-evaluative stage
- 4) Transformative-value stage

**Overall objective:** Contribute to the development of educational processes through the Strategic Plan for Institutional Development and its Impact on

Educational Projects, allowing the improvement of educational quality, in the training of the technician-technologist that the ITB offers to society.

For the development of each of the stages, a system of procedures associated with the activities to be developed was conceived.:

## **1° Diagnostic - projective stage**

**Essential objective:** Project diagnostic actions and instruments to characterize in the formative order the possible manifestations of the impacts to be evaluated.

1. Identification or location of all institutional areas and contexts linked to the possible impacts to be evaluated.
2. Classification of the potential of the evaluation contexts in correspondence with the main areas of impact of the institution.
3. Application of diagnostic instruments to characterize the possible manifestations of impacts, including interviews, surveys, review of institutional documents.
4. Define or determine precisely the impact evaluation units.
5. Establish the correlation between the possible influences or incidents of the impact assessment provided by each unit and context in the training order, including the treatment and assessments of the recommendations specified in the improvement plan.

## **2° Instrumental-methodological stage.**

**Essential objective:** Prepare managers, academic coordinators and teachers in the realization of impact assessment indicators applying the relevant methodological approach.

1. Selection of the proposal of evaluators in correspondence with the requirements of the evaluation process.

2. Assessment and determination of the relevant methodological approach to be assumed in the evaluation as a result of a constructive and collective process of analysis.
3. Construction of the methodological structural instruments derived from the assumed approach: criteria, dimensions, variables and indicators. It will start as a basic platform of what is established in the SIDP and in the POA, as strategic planning documents, but the pedagogical and formative approach oriented to substantive transformations will be distinguished in the construction of these elements.
4. Determination of the role of impact evaluators, taking into account the characteristics of the areas to be evaluated by applying the methodological approach. The following should be considered as constituent elements of the role:
  - Design of evaluation instruments.
  - Receipt and interpretation of evidence information.
  - Development of an investigative-investigative culture that allows to deepen beyond the evidence.
  - Development of a culture of impact associated with the assessment of transcendent changes in the results of the educational process. This culture requires first of all training in the development of a non-conformist or traditionalist position in the assessment of the scope of the results.
  - As a guideline and general line of the methodological approach to impact assessment, the quantitative and qualitative approach and the quantitative dialectical paradigm are assumed for its flexibility and diversity of options.

### **3° Interventora-evaluative stage.**

**Essential objective:** Apply the quantitative-qualitative parameters for the calculation and valuation of the measurement results, as well as their control and monitoring.

1. Socialize the budgets and conception of the methodology for the evaluation of the impact of educational projects, in order to assess valuation criteria oriented to their feasibility and improvement.
2. Execution of the measurements of the indicators from a participatory and transformative position. This implies applying the quantitative-qualitative parameters for the calculation and valuation of the measurement results.
3. Make tables in Excel for the collection of information.
4. Process and validate data.

#### **4° Transformative-Valuation Stage.**

**Essential objective:** Involve subjects in institutional processes to make decisions for the improvement of the Institutional Development Strategic Plan in the improvement of educational quality.

1. Valuation of the transformations evidenced from an entrepreneurial approach taking into account the institutional training intention.
2. Assess from these transformative results the formative efficiency achieved through the SIDP from the scope of the social impact expressed essentially in the rationality of the expenses and the fulfillment of the planned goals.
3. Valuation reflection of the transformative impact effect.
4. Socialization of the results.
5. Control and analysis of the results
6. Monitoring the diagnosis and prognosis from the results of the impact assessment.
7. Redesign and improvement of institutional processes based on the assessment of transformative impacts based on the improvement of educational quality.
8. Redesign and improvement of the methodology and impact assessment instruments, in order to guarantee the institutional educational quality of technical and technological higher education.

**Fundamental achievements of the application of the methodology** in the context of the ITB, it has allowed a greater articulation between the SIDP and the educational projects expressed in:

1. Reorganization of individual work that involves the theoretical review of the projects in execution and strategic planning.
2. Improvement of teamwork in the development of skills in educational projects.
3. Real orientation of the strategic objectives, which have revealed weaknesses but also new transformations.
4. Use of the methodology by academic directors and department heads.
5. Redesign of educational, research and administrative projects
6. Compliance with quality indicators, especially in improving the quality of the class and student learning and the social image of the institution, expressed in conducting its own International Congresses
7. Systematization of linking programs and projects recognized by actors, community sectors and the region.
8. The administrative and educational support processes have articulated in a more coherent way with the substantive processes of the institution.
9. There is a greater commitment of managers, academic coordinators, teachers, students and support team with the mission, vision and strategic objectives of the mission, given that the institution's formative and educational educational work is at the center of the strategic .
10. The increase in educational and administrative projects, articulated with the Strategic Plan for Institutional Development, is appreciated.

### **III. Conclusions**

1. The projection of the institutional strategic direction that considers as the essence and purpose of the institutional management, the formative work through educational projects constitutes a methodological, proactive and

viable position for the achievement of the mission, vision and strategic objectives of HEI.

2. The methodology is essentially focused on: Harmonic and dialectical combination of qualitative and quantitative approaches and the research approach as a dynamic element that fosters the search and inquiry of inputs provided by the different sources and areas of evaluation.
3. The methodology presents four stages closely related to each other, which allows explaining the levels through which this process goes from the evaluation of results to the multiple effects and consequences, expected or not, lasting and with medium-term scope; It constitutes a viable alternative for the continuous improvement of educational management in institutions of Higher Education.
4. The partial application of the methodology in the ITB field allowed an increase in the educational projects in articulation of the SIDP, which favored the impact of the educational projects presented.

## **Recommendations**

1. Systematize and extend the proposed methodology in order to achieve greater articulation of the SIDP and educational projects in HEIs.
2. Deepen the theoretical and practical study in project management, as a viable alternative to achieve a greater social impact of HEIs..

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