Abstract
In the present article it is informed about the metaevaluation realized from the teaching evaluation process in the Universidad Autónoma del Estado de Hidalgo (2007). In the document are presented the most relevant results. It is assumed that the teaching evaluation process must be analyzed and must be subject to permanent valuation of the involved. For such motive, an exploratory study was made in which the answers of 252 students and 123 teachers of different campus of the uaeh will be analyzed and the answers of 79 participants of the Comité Institucional de Evaluación Docente. It concludes that with the meta-evaluation the valuators can identify the positive and negative experiences the involved have, as well as applying enhancements to the process.

Keywords
Meta-evaluation, teaching, superior education.