

Administration of the MEVI integral evaluation model as strategy for increase the competitiveness of the institution of higher education

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Higher education institutions are exposed to the demands of government institutions, learners and businesses since the first one sets the direction for education, the second quality of the teaching-learning process, and the third specific features that must have the graduate to enter the workplace. Not an easy task, however, the extent of its possibilities give effect to the expectations of every one of them. Be sent to new paradigms, such as the comprehensive assessment of student learning is a strategic way to consider the retention and profitability of the institution in the education sector.

IES, Educative Sector, Instructive Sector

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Introduction

The present research about the topic of Integral Evaluation has an orientation based in the promotion of convictions and personal cares derived more from academic experiences than administrative that without left to consider factors that have had relevance in the educative tasks of our country, pretend to become in a modest contribution to named task.

An example that contribute to enrich the research, is the importance that has the text “Twenty Telegrams for Higher Education and a desperate petition” of Antonio Gago Huguet (1986), that was presented in a forum dedicated to the higher education during the campaign of the presidential candidate, Carlos Salinas de Gortari, which include some proposals that were implement to the sectorial program of the government. It is important to mention that this date marks a milestone, because since then, the topic of evaluation has been priority in the plans of the federal government. We should add that since then, is a lot what it has advances in evaluation of the higher education made between the IES³⁶ and the governmental authorities, like is the case of the CIEES³⁷. Linking the priority to incorporate the evaluation topic to the government plans and the labor ambit in the international frame, this research of descriptive character, will clarify the dimensions of the Integral Education that the teacher of undergraduate level, could apply the learning of the student inside an holistic frame.

For that, was consider pertinent describe in the justification the influence that has the extern ambit (international and national) in the evaluation systems of the Mexican IES.

In order to clarify the ambits mentioned ahead, first was required to define in the theoretical foundation the basic concepts under which is conceptualized the “Integral Evaluation” and in this way, conceive it as the process through which one or many characteristics of a student will be analyzed, and that in function of criteria and indicators, and harmoniously with the knowledge measurement, allows the teacher to make a judgment around the student education.

The obtained results, have allowed propose enrich the evaluative method of any Institution of Higher Education and with base on it, design the Innovation Project: “The implementation of the Integral Evaluation Model MEVI as strategy to increase the competitively of the Institutions of Higher Education IES”.

Justification

Throughout the history of man, the education have been being “understood as the transmission of the cultural knowledge of a society to its new generation that has per principal object, adapt for the new generation the model of life established by the social system that was give...” (Carrillo 1989, 87), which, besides of being the tool to develop its intellectual faculties, has been promoter factor of the changes on its behavior, that’s why it is supported by many elements for the accomplishment of its objectives (educative models, strategies and different styles in the learning teaching process, besides the evaluation).

³⁶ Institution of Higher Education

³⁷ Interagency committees for the Evaluation of the Higher Education.

During all this time, the circumstances that round the human being have favor the existence of intern and extern changes, qualitative and quantitative, therefore, the same education has seen in the necessity to adapt itself to the new circumstances that each epoch had demanded, Like that, this transmission of knowledge, independently of the time, has seen attached to the premise of being evaluated.

Nowadays, this fact to evaluate students is in discussion, because make this activity has been a delicate and complex homework, because are in game a group of attitudes, predispositions and even prejudices that should be considerate with the biggest balance possible.

After, made an evaluation of the student learning is not something simple, because require of interest, compromise and coordination in order to favor the implementation of the integral evaluation as objective process, constant systemic that enrich the teaching-learning process of each higher educative institution, but more than anything, that promote the integral behavior of the graduated students according to the requirements of the companies solicitant of labor force. The evaluation systems inside of a globalized context.

If the intention of this research is to contribute with elements that help to enrich the evaluative standards of the IES, then, is required to find the point of reference that facilitate named task, for that, it saw fit to identify un the international ambit which in the evaluation field has been doing in the last decade. Next, mention some activities that in different latitudes of our continent were made.

In the international ambit, The Organization of Ibero-American States (OEI), since 1993 crated the Latin American Laboratory of Education Quality Evaluation³⁸, As a technic resource to disposition of the Latin American countries which constitutes as well, like a discussion ambit technic-politic for the problematic of the learning and its related variables. Its objectives consist in the identification of scholar learning standards for the region and the appreciation of the rank and level of achievement of such standards in the countries; the promotion of the educative change that will allow achieving such standards; and the formation of human resources which will make possible that change.

Between the countries participants are: Coordinators of the Education Ministries: Argentina, Bolivia, Brazil, Colombia, Chile, Costa Rica, Cuba, El Salvador, Honduras, Mexico, Paraguay; Peru; Republica Dominicana and Venezuela, also the UNESCO.

The relevant about this mention is the justification that support the Laboratory, "The appreciation of the level and quality of the education through the measurement and evaluation, charge every time more importance, in the average that the countries recognize the advantages to establish and compare theirs performance inside an international context.

The statistics that countries usually recollect are not exhaustive in Education. The majority of the efforts are dedicated principally to describe and quantify entry variables. It has not gave many attention to document how the schools work or what and how much the student learn. Even do, the majority of the fact could help to define the use of the resources or to establish the effectively of the resources for the Education, are not at hand".

³⁸ Revista Iberoamericana de la Educación. Número 10

In other point, the OEI mention the methodology aspect, in which envisions that in the present decade will produce a growing and gradual complementation between the quantitative and qualitative focus, for the determination of the achievements of the learning, conform to the authorities and planners center their attention in new medias of improvement for the teaching. Also of the observation of the knowledge and skills develop required in order that the student be active part of the culture and possibility their insertion in the work market, another reason to make studies about the scholar performance is the search of new efficacy pedagogy.

Continuing with information emitted by this organism, is considered that the international studies facilitate the compared study of the educative efficiency in many systems simultaneously and that named studies allow generating national informs about learning, centered in eventual differences based in the genre, the urban or rural condition, between polyvalent or traditional schools, and consequently contribute with information about Education in a country, its performance and the incident variables on it. Finally, and for effect of the project, was take on account its finality to make this studies, “offer a model big enough in order that could be appreciate the global effects of the teaching over the learning”.

2° Program for International Student Assessment (PISA) of the Organization for Economic Co-operation and Development is an example of the worried of many countries to strength their educative systems, searching to achieve more quality learning, particularly those that favor the development of competences and skills important to confront the challenges of life, in societies with advanced economies and mature democracies.

PISA is a comparative project of evaluation promotes by the OCDE (Organization for Economic Co-operation and Development). A characteristic feature of PISA is its integrator vocation, because is based in the collaboration of the countries and is guided in conjunction from common interest in educative policies. With the finality to guaranty that the results of the educative performance to be comparable, PISA evaluate similar population; because there are differences between countries about the nature and duration of the education, the age of entry to formal school and the structure of the educative system: the scholar grades are not international comparable, that's why was decided to opt for define the objective population with reference of a determinate age.

In this way, PISA include to the students between 15 years and three months and 16 and two months, in the moment of the evaluation, without caring the rate or type of institution. In Mexico is from the high school level and are exclude, therefore, the students of 15 years that still in some primary grade, an also of those that no dot assist to the school. In this form could be observed, that the world tendencies, by –social, politic, economic or commercial blocks- are improve more the educative systems and at the same time, the evaluation systems that guaranty the quality of the graduated that answer to those educative standards by blocks.

To this respect, the Dr, Larios Muñoz Izquierdo, Director of the Institute for the Research in Education and Investigation of the Universidad Iberoamericana, comment: “I always said to the authority: do not be afraid to the globalization.

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Do not worried if is open to the market, to come other big and important institutions, because the key is in reinforce our capacity in answer with a better educative quality.” ... if are going to come 10 or 20 universities, well, let them come. Porque yo soy bueno, y tengo calidad”... Because I’m good and i have quality”... of course his commentary does not let place for doubts the tendency of the foreign universities and its labor in Mexico”³⁹

The influence of our Educative system in the Higher Education Institutes

Since some decades, the issue of the educative evaluation in our country has been under the magnifying glass of experts that have considered to this as an innovator activity of newest incorporation to our educative system. It have been object of different interpretations and attitudes of all kind: for example, there are who consider as a chimera (for being something impossible to achieve), there others who consider it the panacea (for being the solution to the entire problems) although, only in some occasions, is said about it what it is for real, “transmission of the cultural knowledge of a society to its new generation that have as principal objective, adapt the new generations to the life model established by the social system that is given...”.

This diversity of criteria and opinions warning a question in which are involucre different elements. As was mentioned before, the educative evaluation is a complex issue and it is from its condition of inevitable process. So, the evaluation, is done well or wrong, but is always done.

Therefore, the problematic of the IES in our country, is not established between the option to evaluate or not evaluate, because in all of them is being evaluated, the situation is how they are doing it.

1° in first instance is estimated that the preliminary facts of the scholar cycle 2004-2005, in higher education could be an area of opportunity for the IES. We only have to observe the following facts, and realize about the importance of why we have to improve, “I higher education, assisted to the universities two millions of 552 thousand students. From the total, tow million 393 student cursed the school modality (87.6% graduates, 6.1% normal and 6.3% Postgrad) and in the no-school teaching were attended 159 thousand”⁴⁰

2° In the other hand, to know our educative system, we used one of the most recognized specialist in educative evaluation, the teacher Antonio Gago Huguet, founder and for many years principal of the National Center of Evaluation for the Higher Education (CENEVAL), who on its obligation “Notes about Educative Evaluation”⁴¹ consider the following points:

“Of the educative evaluation is known:

- It is a function present since the school exist and since was established the first governmental authority of education.
- It is an associate function to any attempt to insure the quality of the programs and the tasks of education.

³⁹ Periódico Libertas. Año 16, número 181. Septiembre 2005

⁴⁰ Periódico Libertas. Año 16, número 180. Agosto 2005

⁴¹ Apuntes acerca de la Evaluación Educativa. Antonio Gago Huguet. Secretaría de Educación pública. Diciembre 2002

- It is a function which concludes with the expression of a value judge, with the adjunction of and calefactive.
 - is only and auxiliary function that does not have ends on itself, because the important it is not evaluate, but what to do after we know the results of the evaluation.
 - It is something that we all do, before to buy shoes, enroll a child in a school or before to give a subsidy to a university.
 - Evaluate a complex activity in which are imply ethical principles, technic procedures, ideological positions and eve the personal sensibilities.
 - There are well done evaluation and wrong ones too; and between the wrong evaluations, some are deliberately wrong in function to the interest and predetermine purposes.
 - The majority of people like to evaluate, while are minor those who accept calmly accept to be evaluated.
 - It is perceived as threat, but also as opportunity of knowledge; that some see it as bureaucratic exercise and others said as the panacea of the solutions.
 - Teachers who do not have another source of authority on their faculty to give qualification, although there are also teachers who have authority for their skills and talent in order to achieve that their students achieve the best grades.
 - People who has degrees or titles and their knowledge are not enough, as well for people which knowledge are vast, but do not have degree or accreditation.
 - Of prejudice, of reputations of educative centers that replace the evaluation process with publicity campaigns.
- 3° finally, is important to mention that inside our country exists a headland of evaluation which norm the Institution of Higher Education IES, about which the Huguet teacher mentions:
- “The educative programs acquire official value when the federal government or any state government gives formally named recognition.
- There is also the legal figure of the “incorporation”, through which a public institution of medium or higher education could give legal recognition to the programs of a private institution. In the case of the autonomous institutions, the respective organic law expedited by the legislative power priori gives legal validity to their programs. These are the traditional procedures, predominant, to accredited the educative programs in the posterior levels to the obligatory basic education.
- Recently start their operation other accreditation instances; are organisms that make independent evaluations of the official procedure in charge of the educative authority and, without having legal necessity, play the role of a social accreditation.

Gradually this function has been winning ground. In such circumstance, the responsible of the educative programs has a double challenge; for a site achieves the recognition of the official value and for the other site, being creditors of the credibility that other instances give in which participate academic organizations, gremials, professions schools, companies, etc.

The circumstance of the double accreditation barely starts and is obvious that the majority of the directives is conformed with the official accreditation which is almost always poorly demanding. However, every time is more evident the advantage of count with the social accreditation.

Of the traditional evaluation with base only in the inputs of the program we passed to the consideration also of the quality of the process and results; Of two simple statistical reports presented by the own evaluative institutions, we continuous with the confirmation and verification by the “pair committees”, and through the use of test of knowledge and skills of national value.

The process of evaluation and accreditation of educative programs are made now- after ten years since the creation to the National Commission for the Higher Education Evaluation (CONAEVA)- through a network of organism and specialist programs which grow quickly:

In that network highlight the National Council of Science and Technology CONACYT; the National Association of Universities and Institutions of Higher Education ANUIES, the Mexican Federation of Institutions of Higher Education FIMPES.

National Center for Higher Education Evaluation CENEVAL; the Council for Accreditation of Engineering Education CACEI, the National Council of Education Ontology CONAEDO, the nine Interagency Committees Evaluation in Higher Education (CIEES) and others the regularly exist. It is a group of institutional instances and intersections that have built an vast system of reference frames, criteria, indicators, standards, measurement tools, stimulation and strategies of promotion which have as fundamental purpose the contribution to improve the quality of the teacher functions and the research.

Our educative system, in which do the evaluation practice and the accreditation, is heterogeneous and contradictories; this features are evidence of the transition phase that we live. It is necessary to wait a soon arrival to the consistence and reasonableness of the mature phases. From the step to these desirable circumstances feeds the vision of the future. With this information could be infer that the evaluation of our educative system could consolidate the ide to improve the education in Mexico, all depends of how prepared are the Institutions of Higher education to face these challenges.

The, should be the evaluation volunteer or obligatory for the IES?

In relation with this disjunctive, we agree with the following points expressed by the teacher Gago Huguet ⁴² : “Will be predominant, for some years more, simply because is less risk for authorities, as much in the educative institutions as in the governmental depended.

⁴² Apuntes acerca de la evaluación educativa. Antonio Gago Huguet. Secretaría de Educación Pública. Diciembre 2002

However, in parallel form will gestate a precision about these authorities that will drive to a juridical formalization of the functions and characterizes of the evaluation and accreditation.

The precision will approach from the public opinion, since the educative communities and from the economic and social sectors. The legitimation of this precision if given by the necessity to improve the current quality of the educative functions; In this context, is easy to see that will be more exigencies respect to what is supposed to be understood by good educative quality. It is easy to see that will not still being valid that only be the teacher who evaluate the learning of his/her students in conformity with his/her personal points view; that will not be valid that is enough have one academic title to exert a profession in the entire country and during the entire life; also is easy to see that will not be acceptable that the continuous operating of indistinct form as much the accreditation programs only officially as those which count with double accreditation.

Could be prevent that timidity and indecision will imply bigger risks for the authorities, which will carry to the establishment of norms and laws in which the evaluation and accreditation will stop being something voluntary, something conjunctural and something susceptible to avoid if is necessary.”

According with this national panorama, could be said that the student community, every time more, will require the accomplishment of the graduation profile promote by the IES, while the business sector will cheer up the improvement in the quality and expansion in the studies coverture.

In fact, that during the next two years the conditions for the institutions of higher education will be modified in:

The operation of the evaluation organisms on each IES in conditions and circumstances because they will not be symbolic or just nominal, but also juridical legitimized and underpinned with enough elements and technic and economic resources, The daily implementation and operation of the departmental evaluations in the IES.

The effective congruence between what the curriculum says and what happens and in done in the activities of teaching-learning and the evaluations that dire to the certification/graduation.

The forced relationship of periodical evaluation process, through criteria, standards, indicators and tools, as much as internal as external on each IES.

4° about the institution that has been worrying to offer technic services and have contributed in the recent times to create a national system of educative evaluation is the CENEVAL. In where, its tolls of evaluation are for the service of the IES of the educative authorities, of the companies and society in general.

Its purpose is to verify that the extern evaluation in order to consider as “naturalization letter” in the Mexican IES, that the students do not only conform with the evaluation that their own teacher do; that the new generation of professional have the necessary attitude to face the repeated evaluations to which will be submit throughout their professional life in a society every time more exigent and more dynamic.

Synthesizing, could be mention that in such globalized ambit:

The education is not free to suffer modification as much on its strategies as on its application mechanisms, and to continuous being rentable, more than anything the private Institutions of Higher Education, require not only of actualization but also a step ahead in front the growing competence in the world.

While in the national ambit

- There are a big number of potential students who desire to acquire the necessary tools to satisfice the labor offer.
- The university evaluation, although is not left to be complex, is viable.
- Its realization required the participation of the university student and other extern instances, in the symbiosis that reflects the social development and the welfare of the population.
- The university evaluation should not be seen as finality on itself, but as a tool which contribute elements to decide posterior actions.
- The evaluation allows identifying and not to be the cause of the problems.
- Costumes and makeup the evaluation will not make that the reality change.

Sooner or later the social groups form a judge about the universities, although not always will do in with base in evidences of starting for criteria or suitable indicators.

Theoretical foundation

In all individual or group activity will always be important identify the rate if accomplishment of the objectives, success, achievements, failures, limitation, etc. in other words, always will be important evaluate the fruits of our effort, and for that, is required beforehand establish metes, because is not possible to evaluate something from a point to get to another. In this form, the evaluation process usually recognized as value elements for the educative authorities, although also is necessary that its results be exploited by the teacher to feedback their own practice.

In this context and given the central role of the teacher in the educative process, the use of the evaluation from this key actor will help that the school valuate their achievements and limitations and develop better teaching forms which allow them achieve higher levels of quality, for that, in the following pages, will be described the concepts that we believe are appropriate for the innovation project.

What is the evaluation?

Traditionally the evaluation was conceived and practice as a terminal activity of the teaching-learning process, however, the evaluation in an expanded sense consider the institution on its totality; under this perspective, the problematic of the educative evaluation have been in the eye of the hurricane of the educative system in Mexico, because with the globalization tendencies there are who consider it as an innovator activity in the educative systems around the world, from which, of course, our country have not kept apart, because we will only need see the recommendations that the World Bank made in 2004, to realize that the term evaluation have acquired more relevance inside the educative ambit:

“The educative system in Mexico at the same that other Latin American countries will have to increase the number of hours in their education...”.

Now, that relevancy have given pattern to interpretations and attitudes of all kind and in all the levels of our country, this diversity of points of views put in manifest that the educative evaluation in a complex issue that difficulty allows to the involved sectors agree in the design of a process that accomplish with the expectative of our society, leaving as sequel a disjunctive, in which educative institutions is evaluate and not evaluate? The answer is, yes, is evaluated, but not always is done correctly.

This introductory reflection carry us to a first conclusion: the evaluation of the education should include quality in the same process of the evaluation; from which we should make a distinction between educative quality and evaluative quality, and define two concepts, the education and the way in which the education of the student is evaluate. For effect of this project the term in which are we interest on is the second, identify the way in how the student is evaluate, to support the implementation of a Model of Integral Evaluation in the institutions of Higher Education. In this form, were considerate different concepts and authors. For example, in the dictionary the word Evaluation is defined as: “point the value of something, estimate, appreciate, or calculate the value of something”.

In this form more than exactitude what the definition searches is establishes a quantitative or qualitative approximation. Give a value, a judge about something or someone, in function of a determinate purpose, picks up information, emit a judge with it from the comparison and then make a decision”.

In technic terms is possible to define to the evaluation as: “The phase of the educative process as the finality to check, of systematic way, in which measure have accomplished the proposed objectives with advance. Understanding the education like a systematic process, destined to achieve positive and durable changes in the behavior of the subjects, integrate to the same, in base to defined objective in concrete form, social and individually acceptable”. P. D. Lafourcade, (1996).

Hilda Taba (1986), talks about the evaluation of the curriculum and considers that this “could be evaluated on its objectives, its approaches, the quality of teacher, the student preparation, the relative importance of the different subjects, the rate in which the objectives are accomplish, the teaching media, etc.”

In this sense, the institution and the curriculum are not a final product, but are process which in the moment to be evaluated could be modified in order to give them a complete change of route if this is required. In this way, the evaluation to institutional level has as purpose judge the social, economic and cultural education of the educative institution in relation to the development of the society.” But for B. Macario (2003) the evaluation consists in: “make a judgment of value about the evolution or results of a student, with the finality to take a decision”. J Maria Sancho (1994), defines the evaluation as “the relation of a group of actions guided to pick up a number of facts around a person, a fact, situation or phenomenon, with the finality of make a judgment of value, which generally is in function of pre-established criteria and which has as finality inform for the decision making”.

This means that the evaluation activity could have many finalities, like for example, determinate the efficiency of the educative institution, the viability of a study plan, the teacher competence, of the graduated, the achievements of the students; determinate of the curriculum is congruent with the necessities of the social, economic and politic reality of a country.

Otherwise, “the evaluation is a systemic operation, integrated to the educative activity with the objective to get its continuous improvement, through the knowledge of the most exact possible of the student, of the entire aspect of her/his personality, contributing adjusted information about the same process about all the personal and environmental factors that in this impact. Points in which measure the educative process, its fundamental objectives and confront the set up with the actually achieved.”

A. Pila Teleña, (1989). Another concept of evaluation from which rescue important elements is of Manuel Fermin (1989; who says that “from the educative point of view, is possible to define the evaluation as a systematic, continuous and integral process destined to determinate until which point were achieved the educational objectives previously determinate. Is a process that appreciates and judges the progress of the students according with proposed finalities or goals to achieve”.

To this respect, D. Stufflebeam (1976), assures that “the evaluation implies comparison between the imposed objectives to an intentional activity and the results that produce. It is necessary to evaluate not only the results, but also the objectives, the conditions, the media, the pedagogical system and the different media of its implementation”.

In this form could be inferred that the evaluation is like the indicator which compare the obtained results against the established objectives. Of course, in the educative ambit, this indicator could be useful for many things, such as:

- Modify the long term objectives, because these could be establish so high that is hard to achieve them or, so low that they are easy to achieve, provoking then the lack of motivation or stimulation to continue.
- Modify the technic or systems of teaching-learning used when the results are not the expected.
- Be an stimulation to favor the self-evaluation of the student
- Modifying the custom that the student should be qualified and evaluates form the exterior denying them the opportunity to participate in this process.
- Enrich the opening clime, confidence, responsibility in the relation teacher-student.

Like Stenhouse said (1084): “to evaluate we have to understand and for that, the teacher should be a critical and not just a qualifier.”

For example, the decision that should take the evaluator if want to land someday, is short its work and select the following:

- The subjects and objects that will be evaluate.
- The criteria, indicators and units of the measure that will use to do the evaluation of each element.
- The tools, the procedures and the people or organization that will do the evaluation.

- The standards of parameters that will allow classify and establish the quality level of each subject or object, as the evaluated instance.

With base in the former concepts, we could say that:

- The evaluation of the educative fact is an integral, systemic, gradual and continuous process that starts when the continuous situation study starts through the entire educative process, ending with the analysis about the intellectual and social development of the student.
- The evaluation is the aspect to judge, is a process that conclude in a value judgment. Evaluate goes beyond is more complex that measure, count and examine that are activities which are implied, cover and integrate in a valorative synthesis.

The evaluation also implies the activities of compare and praise highly, because to judge something or someone is necessary to previously consider the different circumstances in which happened what if judge.

Evaluate has as closer synonym to qualification, in other words, attribute to a person or thing some quantity, some sum or combination of attributes with its respective adjective. From there that, reduce this in a simple scheme but operative, could be said that evaluate is the art to assign adjectives in fundament form.

To know better the intention of the evaluation, we saw convenient observe the differences that exist with the measurement, for that, then are describe the characteristics of the last to after analyze the possible relation that exist between both concepts.

What is the measurement?

Nunnally and Berstein (1995) said to us that the classic definition of measurement belongs to Stevens, who in 1957 affirm that measure in a big sense is assign numerals to the objects or events according to the rules. In fact, consist in rules to assign symbols to objects in such way that:

Represent quantities or attributes of numeric form. Points that the attribute and the object are present.

Define if the objects fall in the same category or in other different with respect to essential qualities.

We also could distinguish two types of measurement process: the direct and the indirect. In the direct, is put in direct correspondence a measurement tool with the property of the measurement object.

That is how it could be inferred the quantity through manifest indicators. In those cases, we in front of a second type of measurement: the indirect.

For example, it is possible to use answer to a group of questions to determinate the quantity of knowledge about history that a person has.

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In that sense, the tools of measurement are indispensable, which could be define as those tools that allow the numeric assignation to the magnitudes of the property or attribute, being direct comparison with the measurement units or provoking and quantifying the manifestation of the attribute when this is indirect (Nunnally y Berstein, 1995).

In general named quantification is made through the direct scores obtained in the test. The direct score is determinate generally like the sum of the obtained scores on each item. To understand better the evaluation next we present existent characteristics between the evaluation and the measurement. However, is important to mention that the intention to difference is not to minimize the importance of the measurement but to establish with more clarity what is pretended inside the project, because, finally, the measurement is include into the evaluative process.

Evaluation	Measurement
Express a relative judgment of value. It is a dynamic process.	Express an absolute value.
Subsumes to the measurement being more extensive. Imply between others procedures, to the measurement.	It is subsumed in the evaluation. It does not apply evaluation.
It is the same valuation of itself . Compare facts with results.	Constitute a media to valuate. It is simply, a media to obtain facts.

Chart 1

Comparative between evaluation and measurement

The, “The measurement could be understood as a quantity that estimate what a person has learn as consequence of an instruction or formation process; is the capacity of the student to answer to the process in function to competences and objective. It also could be understood in relation to a social group which settles up the minimum levels of approbation front a determinate accumulation of knowledge, procedures or attitudes”⁴³

For effect of the project, is necessary that the evaluation required the absolute facts, like the assistance, the number of participations in class, the number of presented homework, and even the grades obtained in the test by the students, in order to have a criteria about their learning. In other words, in order to evaluate is required to measure.

Which is the holistic concept?

In a globalized World business the solutions are not easily found, because is required of interdisciplinary equipment that favor the support to the business productivity. The education of course is part of part of that interdisciplinary support and, from a holistic field, define the necessary requirements in order to satisfice the demands of the labor ambit. For its better comprehension it is described the holistic concept.

Holistic: is a word which produce the Greek voice “holos” which is express as prefix “hol or holo” and means “all or totality”. Also points “integral and organized”. The term integral comes from Latin “interger”, means totality or intact unit.

⁴³ Fermín, Manuel. La evaluación, los exámenes y la calificación Ed. Kapeluz, 1989

The holistic is an adjective that referred to the way to see the entire things, “the integrity of the all in its harmonic relation with the elements that integrate it”.

The holistic process is reinforced by the scientific advance of the quantum physics and holographic which give origin to the emergent paradigm in the last decades of the XX century, known as Holistic or global. It is to result that the holistic does not belong to any philosophical, scientific or religious current. It is a free and universal process like it is the scientific method, the solar energy or the air. It is only a process where interrelate in complementary form and symbiotic the most versatile and efficient foundations of philosophy, the science and technology for the comprehension or integral creation of each one of the dimensions and manifestation of the human being.

Any concept, philosophic principle or scientific and technologic procedure where apply the holistic is characterized by accomplish the principal criterion of the efficiency. This consist in that should be simple, easy and practical to understand, apply and evaluate by them in this focus is considerate the source of the practical knowledge. It is based in the principle: “the knowledge in source of the wisdom, not applying the knowledge for the promotion of the welfare, is not known yet” (G. De Lansheere, 1997).

In the holistic vision of the human interaction with himself and with the environment it is present that the fundamental purpose of the philosophy, the science and technology, in group with scientific and cultural advances, it is to promote the complete integral development of each one of the dimensions of the Human Being in order to consolidate the maximum potential of welfare or holistic health. In order to take advantage the resources that bring the holistic focus, as indispensable part of the human being, in the following subjects will be approach criteria that desire to be include in proposal of the model of integral evaluation, to contrast with the evaluation of the current learning that is made in the university.

What is it the integral evaluation?

In each activity performed by the human could be observed a primordial characteristic; the creation of the forms of behavior that in planed form or not, influence on him and the environment that round him.

In this interrelation of elements, lets called it system or process, is affected the all allowing develop in many fields the science and the daily life, from a site, create conscience in the person in order to establish its own limits and for other, and the conscience of the integral focus, consider that in the interrelation of these events, it is the holistic sense of the comprehension, experience, reason of being and transcendence.

To describe the integral focus, the next example is considered opportune to observe the application:

“It is the multidisciplinary evaluation, independent and with focus of systems, of the grade and form of accomplishment of the objectives of an organization, of the relation with its environment, as well as its operations, with the objective to propose alternatives for the more adequately achievement of its finalities and/or better exploitation of its resources. The Integral Auditory has a holistic focus over the entity, in which analyze it as an all and also each one of its parts. In this form understood to all the operation of the entity and evaluate its relation with the environment.”⁴⁴

After that, in educative terms, the comprehension of named process, situations or contexts will happen since holos (totality), because on its dynamism in the relations, in the events, came out a new synergy, new relations happened and are generate new events.

It is the all the determinant, even when this recognition does not avoid to analyze each case in particular, analysis that is more successful when happens inside a holistic comprehension. “...the challenges of the education nowadays, will be then to achieve that the students can establish relation between the life experiences that carry when they come to the school with the systematized knowledge that in the school is presented, in such form that they could perceive the world in integrate way” (Brazón y Esté, 2001).⁴⁵

Therefore, and under the educative perspective, the integral evaluation have been being present in the develop of the universal thought because its philosophical comprehension, since its beginnings, has been holistic.

In other words, came from an universal comprehension entire or integrate of the process and of the appreciations, to progressively derive to aspects of realities understood in mentioned process, “the all and each one of the synergies are tightly link with constant and paradoxical interactions” (Well, 1996).

“The integrate evaluation of natural form in the didactic process has to include the student like being who is learning” (Gimeno Sacristan, 1992 pag. 387). “An evaluation which has a globalization and holistic character, should achieve to the entire student’s personality. This holistic pretention of the evaluation is supported in the follow aspects:

- The implementation of a more human form to understand the students, which is centered not only in the intellectual aspects, but also in other dimensions of affective, social and ethic type.
- The adoption of model that explain the development and learning.
- The repercussion of evaluation models that raise the necessity to explain complex realities.

A total pedagogy that attend to the integrity of the student development understand the student who learn as an unit, explaining the progress as consequence of the behavior of all her/his personality in relation with the circumstances that round the student.

This is an inherent aspiration of the teaching understood as personal communication and stimulation of the development of the personal possibilities and help to overcome the limits.

⁴⁴ Academia Mexicana de Auditoria Integral y al Desempeño A.C.

⁴⁵ Irene Plaz Power. Universidad Central de Venezuela

“With the finality to evaluate the quality of an Educative Model, is important difference the knowledge, the doing, the innovation and the being, basic elements of the integral learning and meaningful, which allows evaluating the knowledge, aptitudes, creativity and attitudes that acquire the students as product of their learning.

It is also evaluating the programmatic advance of the studies, the capacity of the teacher to teach the knowledge, skill, values and the correct utilization of didactic resources which require an educative process base in the learning.”⁴⁶

Implement this type of evaluation in the current moment have big obstacles. One of them is a limited professional formation of the teachers to process information, pick it up, interpret it and record it. Another limitation came of the teachers’ organization in the higher levels where a teacher imparts classes according to the specialty of an assignment, having to attend lots of students in many groups. This situation limits the possibility of global knowledge of the students, requiring in this case the formation of teachers’ crews of work with the finality of integrate in a coherent and cooperative vision the valuation criteria of the students. Like that, the integral evaluation make reference to the tendency that allow to understand events from the point of view of multiple interactions that characterize them: correspond to an integrative attitude as well to an explicative theory which orient to a contextual comprehension of the process, of the protagonists and its contexts.

The integral evaluation referred to the way to see the entire things on their totality on their complexity, because in this form could be appreciate interactions, particularities and process that in general are nor perceived if are studied the aspects that conform the all, by separate. In an educative case in the south of our continent, the concept of integral evaluation is conceptualized as that which

“Consider inside of the evaluation the follow aspects: teacher integral evaluation, student integral evaluation and the institutional integral evaluation. In second establish “norm the learning evaluation process in the educative institutions of high school education of the basic regular education of the country”.⁴⁷

In other point, if someone wants to make of the evaluation a privileged instrument of quality improvement, it should be total. According to Jaim Royero⁴⁸, In first place, an evaluation model should answer to four basic premises: a theoretical-conceptual framework, a methodological framework, a legal and normative framework and an administrative and organization framework.

In second place, an evaluation model should be de maximum representation of de educative democracy. Theoretical conceptual framework: in this point it should fundament the model according to the following parameters:

⁴⁷ Ministerio de educación República del Perú

⁴⁸ Contexto Mundial sobre evaluación en las instituciones de educación superior. Instituto Universitario de Tecnología José Antonio Anzoátegui, Venezuela

⁴⁶ Tecnológico de Estudios superiores de Ecatepec

- The theoretical clarification: which consist in define the theoretical and epistemological budes that underlie in the proposal, like the basic concepts, relevant categories and dimension of theoretical analysis that will serve to identify the ideology of the evaluation and its social purpose.
- The clarification socio historic: represents the pertinence of the theoretical principles to the reality where it pretend to be applied, in terms of description of the cultural system, the politic system, the economic system and the educative system.
- The institutional clarification: suggest the critical analysis of the scholar level where tend to apply the evaluation process and the regional institutional role in terms of its integral development.

Methodological Framework: Constitute the definition of the following terms:

The purpose or context of the evaluation: this point suggest identify the purposes of the evaluation as accreditation or evaluation of institutional results (self-regulation or self-evaluation).

The methods of evaluation: describe the determination of the type methods to apply for the evaluation (direct measurement, use of indicators, manifestation of the actors, manifestation of the experts, couple evaluation, etc.).

The stratification of the evaluation: understood the situation study of the institutions according to a previous classificatory evaluation for its minim leveling.

The evaluation itself: understand the application of the agreement methods in a frame of equality and justice.

Normative legal framework: this framework represents the discussion of the following aspects:

- The juridical regulation: point the elaboration of an obligatory legal framework in realization of the evaluation process in concordance with the correspondent laws and regulations.
- The juridical creation of an coordinator organ in charge to implement the organization and execution of the process in conjunction with the involved actors.
- The creation of an ethic codes that norm the equality and justice between the evaluator and the evaluated.

Institutional organizational framework: represents the planning of the evaluative process like: daily administrative activity in the higher education institutions and the role of the extern agents related with the following considerations:

- Reproduction of the evaluation model: points the institutional programing through the participation of the university community through cultural strategies that favor the accomplishment of the process.
- Creation of administrative offices for the staff for the governing boards, specialists in planning and promote the intern evaluation process.
- Creation of extern entities of evaluation no related with the State and concerted in regional offices, guided by the university community, and supported by the professional schools.

So, for effects of the project, will be take on account the integral evaluation as educative philosophy which analyze the integral evaluation system in order to understand the reality of the student and find the opportunity areas that will allow the university get closer, design and implement changes in the dimensions of the evaluation that achieve a high impact in the global performance of the student as an all.

Innovation program

Because the result of the research reflect opportunity areas in the standardization to evaluate the learning of the student, that exist a big spectrum of tools to evaluate in integral form the student and advantaging the interest of the university for implement a quality education which help to transform its organizational culture:

- Implementations of the Integral Evaluation Model that will allow enrich the philosophy of the university and modify the tasks of teachers and students.
- The standardization of the evaluation helped to the institutions, to build an operation system that facilitate the continuous improvement of the process and standardized the institutional quality level.
- Adequate the Integral Evaluation Model to the curricular map, highlighting the theoretical and practice aspects.

- But more than anything, take on account that if the integral evaluation is considered a reflexive process and with participation of those who intervene on it (teacher and students), could be a professional formation process which satisfy the expectative of the students and as consequence make the university more competitive in the educative ambit if the higher level.

A solution planning, Integral Evaluation Model MEVI

The, because the educative function of the evaluation goes beyond of the application results of a test in the classroom and which means dynamic the roles of teacher and student, strengthen with that the process involved as much in the teaching as in the learning, is important considerate that the evaluation in the classroom get more sense when is used to improve teaching and learning processes.

Use and integral evaluation to improve the learning of students implied that the teachers can increase their vision respect to the pedagogical function of the evaluation as a powerful resource to improve their strategies of teaching, which will impact in the performance of students.

Therefore, in the definition of the new integral evaluation model for the institution illustration 1, is necessary ratify that is oriented to an academic change of the institution that has as consequences a new organizational culture and the substantial increase of the quality in the process of, generation, transmission and evaluation of the student leaning.

Like that, the present project Integral Evaluation Model MEVI, presents an alternative, from a holistic point of view, in order to homologate the evaluation criteria in the Administration Career, in first instance to then extend it to all the careers, about the: knowledge, skills, aptitudes, attitudes and values, to develop the dimensions of the student, from the humanistic perspective, conceiving this last one, as a creative being, free and conscious, which function as an organized totality in front the experiences field.

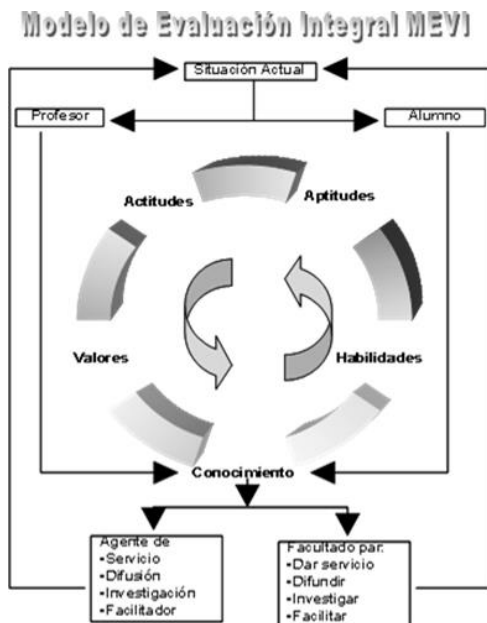
In other words, guiding the student to its self-knowledge, in order to point the values development and exploited her/his capacities, emphasizing in the ethical and moral aspects; Ensuring that the student assist to classes by own initiative and that the learning will be a combination of the cognitive and affective.

But also the model required of media to achieve its purpose. Therefore, is necessary an efficient institutional management that favors the change process for the permanent improvement and overcoming.

According with the expressed, the new model will have essential character, of being centered in the Integral Evaluation of the learning that:

- Promote an integral formation, of high technologic and humanist quality.
- Combine balanced the development of the teacher as agent of service, diffusion, research and facilitator⁴⁹ of knowledge, skills, aptitudes and values.
- Provide a solid formation that faculty to the graduated to serve, promote, research and be a facilitator in the labor ambit.

Integral Evaluation Model MEVI



Graphic 1

Of course, the new model as generic orientation will require to ratify or rectify the practices until now have been performing in the evaluation of the learning of the student, for that is considered three fundamental aspects to follow inside this process by the teacher.

⁴⁹ Alcalá, Adolfo.”” The facilitator orient the learning of the adult, trying to link it to the necessities if this with the pertinent knowledge and resources in opportune way, effective and affective. Should be prepared to facility the learning”

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