

# Educational Evaluation and Accreditation: Communication Achievements, Teamwork and Positive Leadership

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**Abstract:-** This article is an analysis of the evaluation and accreditation of studies programs at the university level. Important lines of educational and institutional development are discussed. Due to the nature of the concepts, evaluation and accreditation, a series of sensations and actions are generated that hinder the achievement of the primordial objective of these processes which is the search for the joint improvement. The human mind reads and appropriates the process as a judge, rather than as an opportunity for improvement. Improving means optimizing resources, enriching results, diminishing physical and mental wear and tear of human capital, increasing creativity, and other elements that favor the dynamics of human activities and generate administratively healthy processes. Therefore, seeking evaluation and accreditation are important mechanisms for capacity building, development planning and improvement of academic processes; But there is still a lack of awareness, ethics, loyalty, transparency, teamwork, and, above all, positive leadership that work individual and collective improvement.

**Keywords:-** Evaluation, Accreditation, University Education, Communication

## I. INTRODUCTION

The evaluation is associated with measurement, accountability and auscultation, so the first reaction is rejection of evaluation and accreditation processes, especially if these processes are aimed at evaluating human activities and their products. UNESCO (2005) defines evaluation as a process of storing and processing relevant, valid and reliable information that allows decision-making and improvement of actions that yield better results.

The accreditation of an academic program, in the educational system, is the recognition granted by an evaluation body, as a result of a detailed process in which it is determined that the program complies with criteria and indicators of quality in its structure, Organization, services, financing, relevance and results.

Evaluation is a complex, inevitable process and represents a positive force when it relates to progress. One of the most important uses is to identify weak points and strengths; As well as to tend towards an organizational improvement, that benefits both the institution and each one of its members (Stufflebeam and Shinkfield,1995). The same can be considered for accreditation processes. However, this reality is not considered when we need commitment and loyalty to the institution of belonging.

The human mind reads and appropriates these processes as prosecutors, rather than as an opportunity to improve their individual and collective processes. Improving means optimizing resources, enriching results, reducing physical and mental wear and tear of human capital, increasing creativity, among many other elements that favor the dynamics of human activities and They make these processes administratively healthy.

This article, it is an analysis of the evaluation and accreditation of studies programs at the university level. Important lines of educational and institutional development are discussed.

### A. Educational Evaluation in Latin America

For Latin America the development of evaluative processes are recent processes and the Latin Governments initiated their evaluation systems, with the consequent impact and resistance on the part of a population without culture of mechanisms of continuous improvement or of processes Evaluative.

Within the educational system the actors that are forming most successfully in these processes are the students, the most resistant are the teachers, who are difficult to participate, exhibition of evidence of their academic productivity and redesign of processes that improve their performance and their training.

### ➤ Self-Evaluation

Is the only way by which we recognize and analyze our own thoughts, acts and consequences. It reflects the perception of the educational process in which the participants are inserted.

➤ *External Evaluation*

This phase allows us to make evident the way we are projecting to the outside, to measure the quality and quantity of production related to national and international standards, without forgetting the geographical and social location that our system represents.

➤ *Improvement Plan*

For this design it is necessary to consider the results of the self-evaluation and external evaluation, as well as requires plural, proactive, propulsive participation. Its products are the programs that lead us to the improvement of the educational process, considering in a specific way the results of both the internal and external evaluation process.

➤ *Execution of Improvement Programs*

To develop the actions programmed for the improvement of the educational process, without forgetting the continuous evaluation, in the same way with the participation of each one of the social actors that make up the educational community.

## II. METHODS

This article presents the results of an observational and analytical type study, carried out at the Autonomous University of Chiapas, Mexico. We analyzed the evaluation/accreditation processes of four programs of study within the area of the social sciences in a multicultural context, within a state with poverty and extreme poverty in most of its population.

For the collection of data, an observational guide of perceptions, attitudes and practices of the social actors involved in the evaluative processes was used. The different groups of students, teachers, administrative and participating directors were observed.

Sampling was at the convenience of the investigator, choosing to observe the participating groups of evaluation and accreditation processes during the period 2015-2018.

## III. DISCUSSION

### A. *From the Same Process, Different Perceptions*

Regarding the evaluation processes, perception and behavior are different, between individuals and working groups, where they focus power interests and leaderships both positive-building, and negative-destructive.

For the same process the perceptions are different, both by the gender, type of leadership, as by the functions or acting role that the individual plays. In the case of educational evaluation and accreditation, university level, the scenario is presented as follows:

➤ *Managers*

The evaluation process is perceived as an administrative requirement that must be fulfilled by higher instructions, even if they do not know the importance of the process itself for the organizational and academic improvement.

➤ *Administrative Staff*

The evaluation process is associated with the audit mechanisms, which have the objective of clarifying processes, finding irregularities, correcting missing. Associating the evaluation/accreditation processes of educational programs with auditing processes generates a fluid technical participation by the staff in these areas.

➤ *Academic Staff*

It is the most resistant group to the development of these evaluative processes. It can be understood because of the association with qualification and verification, being the latter the most complex because they resist to provide evidentiary documents, both of productivity and of level of scholasticate reached.

The above can be understood in two ways, the first is the lack of this productivity because they focus their activities to the fulfillment of hours in front of the group leaving the investigation in the background and thus the generation of academic products. The second is the lack of institutional loyalty, not feeling institutional representatives and showing what is "yours" is not part of your commitment to work.

➤ *Students*

They are loyal members and committed to the evaluative processes, both for being continually evaluated by each teacher who interacts with them in their training process, as for their commitment to the institution and the ease with which they build processes of Analysis, discussion and search for continuous improvement.

### B. *Moving from Perception to Participation-Action*

To participate in the process of accreditation/evaluation of a program of studies, implies commitment, desire to know, interest to improve the academic development, loyalty. The social and organizational climate of the institution plays a crucial role in the success of these processes. In a rigid, bureaucratic environment, with dominant negative leaderships, it can become impossible to achieve the participation of all members.

### C. *Communication Processes*

As an important part of any organizational process and, therefore, of the processes of accreditation or evaluation, communication is essential, it requires an integrative vision that involves the various social actors with specific actions that address the Achieving the same goal, strengthening the institution.

Narváez and Campillo (2006), tell us that communication is recognized as a weapon of great power for the achievement of organizational objectives. This communication favors the development of organizational processes and ensures inclusive, satisfactory and enterprising results.

Without effective, comprehensive, proponent communication, opportunities for respect, cohesion, identity, loyalty and commitment among its members are weakened. The integral communication propitiates a vision of whole that is more important than the simplicity of the reproduction or the vision of the know-how (Rebeil, 2006).

Both the evaluation and the accreditation are processes that have as main objective, the improvement of the education in terms of its quality. Through them, information is generated, systematized, decisions made, and of course the quality of the institutions and the programs of studies is guaranteed to the users (Mendoza, 1997).

It is at the Regional Conference on Higher Education in Latin America and the Caribbean, when it was recommended to the Latin American governments, to have national systems of accreditation and evaluation, as well as to build mechanisms of self-evaluation of the processes Educational institutions of higher education (Rueda, 2009).

Considering the diversity characteristic of Latin peoples, it is considered important to address the heterogeneity of both countries and the infrastructure with which it is counted and the ways in which education is institutionalized. Therefore, the efforts of the Mexican education system to accredit higher education academic programs have grown significantly and it is COPAs who recognizes all qualified accreditors to carry out these processes (COPAES, 2013).

Chiapas is a state in Mexico, which represents this heterogeneity in terms of geography, biology, culture, language and therefore, a difficult task to achieve a favorable degree of development in relation to the rest of the country. This is how Chiapas represents one of the states with the highest rate of lag. These characteristics also make the panorama for the educational system complex in any of its levels.

#### IV. CONCLUSION

The search for accreditation is the subject of widespread controversy in the educational field, so it is still difficult to achieve a proactive attitude to an evaluation process where they are perceived as being examined.

Preparing to live the experience of evaluation/accreditation in an educational institution must contemplate the necessary education for the institutional life and the development of this one, analyzing the collective and individual advantages of it, recognizing as an

important part of the institutional gear and therefore of the products of this.

Public institutions, of any kind, have been conducting self-assessment exercises in regular periods of time, have strengthened their capacities, planned their own development, improved their processes; But there is no work of sensitization, ethics, loyalty, teamwork, and above all, positive leadership.

External evaluations also show a great capacity for analysis to improve the institutions, but we need to interpret these results as opportunities for development and enunciators of our limitations.

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