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Education

EVALUATION OF THE ACHIEVEMENT OF THE GRADUATION PROFILE. A CASE STUDY

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ABSTRACT   The present investigation was approached from the phenomenology with a case study, with the objective of comprehensively evaluating the graduate profile of the Educational Intervention Degree (LIE) offered by the National Pedagogical University of the State of Chihuahua (UPNECH) from of the experience of the students that attend the eighth semester of the LIE and the perception of their professors. Techniques such as observation, interview and survey were applied. Participants were 50 students from the 20013-2018 generation and 10 teachers who gave them courses during their training process. The evaluation of programs with a receptive-comprehensive approach (Stake, 2007) was considered based on the reflection on the relationship curriculum-society. The epistemic view was critical to identify from an exercise of self-reflection the barriers that affected the achievement of the graduation profile and the positive aspects that they identified as favoring.

INTRODUCTION

One of the tasks of educational institutions is the curricular evaluation that systematically provides important information to make substantive improvements to them (Stufflebeam and Achinkfield, 1995). From this perspective, evaluation is a positive force that serves to identify weak and strong points with the intention of improving the basis of valuation are the experiences and perceptions of users.

The curricular evaluation involves the analysis of the education-society link from which the sense of impertinence of the programs and the training of future professionals is problematized (Del Bosto, 2015). However, universities in the international context have implemented curricular innovations in the design of programs incorporating new approaches and methodologies but have lacked an evaluation that evidences the achievement of the graduation profile in terms of its impertinence with respect to the characteristics of today's society.

The LIE is a program offered by the National Pedagogical University of the State of Chihuahua (UPNECH), and began its operations as of 2002 with the aim of training an education professional capable of working in various educational fields, through the acquisition of general and specific competences that allow you to transform the educational reality through intervention processes. The general competences correspond to the graduation profile (UPN, 2002).

So far, the way in which the LIE program is implemented is unknown, given that no systematic evaluation work has been carried out that includes reviewing the impertinence of the students' exit profile internally. From these critical knots it is identified that the problematizing assumption is that the degree does not have processes to evaluate the impertinence of the graduation profile and the effective achievement of it based on the experience of students and professors. Therefore, the research question is: How do teachers and students of the Degree in Educational Intervention evaluate the graduation profile specified in the program?

The research subquestions are:
How do students self-assess the achievement of the graduation profile and what factors do they identify as favoring or as barriers to achieving them?

What are the perceptions of students and teachers regarding the achievement of the graduation profile considering the training needs and the characteristics of the current context?

How do teachers evaluate the graduation profile regarding their experience in the implementation of the program?

The objective of the research is to evaluate the graduation profile of the Bachelor in Educational Intervention from the experience of students who attend the eighth semester of the LIE and its teachers.

The specific objectives are:
Understand the way in which students self-evaluate with respect to the achievement of the graduation profile and what factors they identify as facilitators or as barriers to achieving them.

Analyze the perceptions of students and teachers regarding the achievement of the graduation profile considering the training needs and the characteristics of the current context.

Know the way in which the professors evaluate the exit profile with respect to their experience in the implementation of the program.

Theoretical fundament
The theoretical approach of curricular evaluation that is retaken is the comprehensive one that seeks to analyze the formation of the subject in its commitment to the transformation of society, a responsibility that emerges from the LIE program from the purpose for which it was designed. For Stenhouse (1991) the curriculum is an element located in a social context that expresses a project of student training and that makes possible the construction of a certain type of subject according to society. For this reason, it is not sought to evaluate the graduation profile to find ways to satisfy the work environment since it limits a reflexive formation of its students, but it refers to the fact that the curriculum must respond to the demands of the social context and deal with the formation of students that contribute to social transformation. There is talk of redefining the link curriculum-society that seeks only to form to insert in the workplace not to reflect on their reality and are able to propose and make important changes in favor of society in general or specific groups. The exit profile is the point of convergence between training and society. The graduation profile is the "set of knowledge, competences and attitudes that the student of the

degree or program will have internalized at the time of graduation" (CINDA, 2017, p.4).

The epistemic look is critical because it identifies from an exercise of self-reflection the barriers to the achievement of the graduation profile and the positive aspects that they identify as favoring from the perception of teachers and students.

Methodology

A phenomenological approach was used because it recovers perceptions of professors and students regarding the graduation profile of the program since it contributes to "knowledge of the school reality, recovering the experiences of the actors of the training process" (Aguirre and Jaramillo, 2012, p. 3). It was considered an intrinsic case study because it corresponds to the evaluation of a specific program. According to Stake (2007), the case study reviews the particularity and complexity of a singular case, in order to understand its activity in important circumstances. 50 students and 10 teachers participated. Data were retrieved from the observation, semi-structured interview and a mixed questionnaire.

Results

Regarding the self-assessment of the students, the following was found:

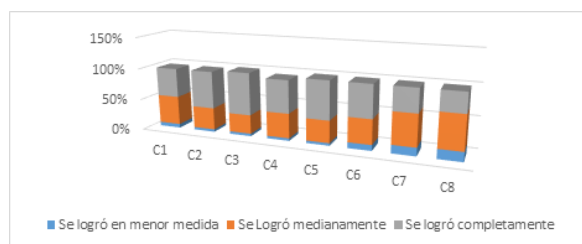**FIGURE 1.** Self-evaluation of the students regarding the achievement of the graduation profile.

C1. Create learning environments
C2. Performs socio-educational diagnoses.
C3. Design programs and projects.
C4 Advises individuals, groups and institutions.
C5 Plan processes, actions and projects.
C6 Identify, develop and adapt projects.
C7 Evaluate institutions, subjects and processes.
C8. Develop training processes.

One of the competences that are achieved to a lesser extent refers to identifying, developing and adapting educational projects that respond to the resolution of specific problems (C6). Students reflect on the need to investigate existing projects in different instances and thus make adjustments according to the context and their needs to be able to implement them, but they criticize the existing unidirectionality in the task of making diagnoses to identify the problems, design the intervention, implement it and evaluate its results.

Another competence that is considered by students to be of low achievement to a lesser extent is that of evaluating institutions, processes and subjects (C7). This competence is necessary for the auditor since it allows him to propose improvements and transform the educational institutions, the processes that are developed and the programs.

The competence that from the perception of professors and students is not achieved is that of developing ongoing training processes (C8). They identify the lack of reflection and self-criticism through the process of evaluation and constant self-evaluation to consider self-training, self-learning and concern to participate in the formation of others during or at the end of their training at the university. It is necessary the permanent formation while they attend the program.

The barriers to achieving the graduation profile are:

The exercise of a traditional university teaching without incorporating the students' experiences in real situations so that they can apply the theoretical knowledge in a specific context.

The content is not up-to-date or favors the understanding of the topics, which is why a review is required. There is a lack of extracurricular training spaces that impact on the achievement of competences such as courses, diplomas, invitation of experts, workshops and conferences.

The factors favoring the achievement of the graduation profile were: the opportunity to link the theory with the practice in the curricular space of professional practices, from the reflection of the students and put into practice the knowledge acquired in each of the courses. According to Stenhouse (1991) the university must have a leading role in the construction of society from the curriculum from the theory-practice relationship.

For students and professors, the graduation profile directs the graduate to social transformation given that they develop skills to problematize reality, plan and implement solutions as well as assess their results in a society characterized by poverty and social violence mainly.

They suggest that it attaches importance to the development of ongoing training processes as a result of spaces for dialogue between students and between them and teachers, because, as mentioned by Freire (2010), "he who dares to teach or intervene should never stop learning".

DISCUSSION AND CONCLUSIONS

The formation of the LIE is necessary because it is oriented to popular education with a critical vision of reality. Therefore, the graduation profile must be systematically evaluated so that the university achieves a leading role in the construction of a better society from the curriculum, since from the latter, it is possible to establish a relationship between theory and practice, as well as favoring its implementation under a reflective and critical pedagogical practice, which from the proposals of professors and students aspires to achieve transformations that transcend the behavior and knowledge of its graduates towards the change of communities through projects that respond to social needs.

Faced with a curriculum with critical orientation, the revision of teaching becomes essential since it can become the main barrier in the achievement of the graduation profile since from the curriculum it is demanded teachers critical of their teaching practice, the progress of the students and the school reality. The training of the student depends on the curriculum but to a greater extent on the perception of the professors about the training of the educational auditors and the exercise of their practice, for which they have a great responsibility before the society. For this reason, within the institutions, the permanent interaction between the educational actors and the reflection on the link with a society that is constantly changing must be favored (Del Basto and Ovalle, 2015).

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