

**CONEAU**

*Comisión Nacional de Evaluación y Acreditación Universitaria*  
MINISTERIO DE EDUCACION – REPÚBLICA ARGENTINA

# INQAAHE Members Forum

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**THE EVALUATION OF CURRICULUM  
IN A CONTEXT OF CHANGE**

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***“Standardized test to advanced students : a tool to analyze the university curriculum”***

***Adolfo Stubrin -CONEAU-***

## National Commission for University Evaluation and Accreditation

- ◆ Higher Education Act
  
- ◆ organizes and manages the accreditation of undergraduate university programs that allows the practice of those professions declared of public interest
  
- ◆ guidelines:
  - Self assessment
  - Data collection
  - Participation of the university community
  - External assessment by peers
  - consistency analysis

## ACCEDE

**Analysis of the contents and abilities or competencies  
that students actually have**

**Tendencies that affected the performing of the test**

- ◆ international orientations to focus the programs' outcomes as priority area for quality evaluations
- ◆ national cases of standardized tests to graduates

## Test application

- ◆ Assigned to students with the 80% of the program done
- ◆ Voluntary for the program and for its students
- ◆ Anonymous: just includes the admission year and the grade average
- ◆ Admission year and grades average
- ◆ Provides information about students performance as a whole

## ACCEDE Design

- ◆ Specifications Table:  
Contents and abilities or competencies
- ◆ 6/8 Open answer exercises
- ◆ In the elaboration of the test participate:
  - Advisory Commission: for general orientation
  - Professors from the discipline of every entitled program are invited to send exercises
  - Professors hired to design the exercises
  - CONEAU's Technical Staff
- ◆ After applying it, the test is corrected following classification criteria established by the participants involved during the design process

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Until now there are designed tests for Engineering, Agronomy, Pharmaceutical Sciences, Biochemistry, Veterinary and Architecture.

CONEAU gives to the institutions a software crated to cross-data comparisons, to aggregate information, to find out trends, etc.

## ACCEDE in numbers

	Engineering	Agronomy	Pharmaceutic al Sciences	Biochemistry	Veterinary	Architecture
Problems received/ University Institutions that presented exercises	54 problems /22 inst.	131 problems /16 inst.	30 problems /8 inst.	29 problems /8 inst.	100 problems /26 inst.	49 problems /12 inst.
Students presented/ Students enabled to take the test	2741 / 6580	837 / 2124	182 / 646	200 / 708	370 / 911	229 / 733
Tests Designed	30 for 17 specialties	2	2	2	2	2
Advisory Commissions	19 members	6	3	3	5	5
Correctors	12	16	Decentralized	Decentralized	Decentralized	Decentralized
Applicators	100	26	Decentralized	Decentralized	Decentralized	Decentralized

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# Consequences of ACCEDE implementation

## ACCEDE usefulness

- ◆ articulation among the contents, their theoretical and practical teaching, the learning sequence and the curricular flexibility
- ◆ Faculty efficiency within areas, sub area and cycles
- ◆ adequacies between teaching and evaluation modalities
- ◆ relation between students test performance and their grades in the courses
- ◆ sufficiency on the laboratory, equipment and library infrastructure

## ACCEDE's effect on the programs

- ◆ systematizes the data collection about the learning outcomes achieved by the students
- ◆ Relates the students' test results to the different variables of the curriculum and the evaluation, allowing the analysis of the curricular development
- ◆ Contributes to the diagnosis for the adoption of quality improvement plans

## ACCEDE's influence in the disciplinary/professional community

- ◆ inspires experts, professionals and teachers
- ◆ motivates the scholars called by CONEAU
- ◆ mobilizes the university authorities

# ACCEDE's impact to university change

- ◆ In the organizational structure
- ◆ In the formal curriculum
- ◆ In the actual curriculum

## Conclusions

**The standardized tests that measure the advanced students' learning achievements:**

- ◆ Strengthen the self evaluations within the accreditation process of priority undergraduate programs
- ◆ Do not cause competition among universities
- ◆ Make possible a critical analysis for the curricular design