



# Evaluation plan aimed at improving educational quality, implemented by Sociology students – UNPRG

Juan Diego Dávila Cisneros<sup>1</sup>, Raquel Yovana Tello Flores<sup>2</sup>, María Del Pilar Fernández Celis<sup>3</sup>, Elmer Llanos Díaz<sup>4</sup>

## Abstract

The objective of this study is to demonstrate that an evaluation plan based on the SINEACE accreditation model for university higher education study programs to be implemented by students, influences the improvement of educational quality in the Sociology study program at the Universidad Nacional Pedro Ruiz Gallo. The study is of pre-experimental design, quantitative approach and its population were the students of the Sociology program of the following cycles: IX, VII, V cycle A and B, III cycle A and B, I cycle A and B with a total of 190 and a sample of 128 of the year 2018. For data collection, questionnaire cards were applied, in which the variables, evaluation plan and educational quality were evaluated through the level of knowledge and its measurability through the level of achievement. The statistical results shown for the general hypothesis, evidence in the set, the correlation between the results of the mean scores of the instrument applied to students in the Pre Test and Post Test, which reached a value of  $r = 0.901$  which is equivalent to 90.1% which establishes a significant correlation (strong and positive), i.e., an adequate implementation by students of the evaluation plan according to the accreditation model for university higher education study programs of SINEACE, will positively influence to improve the educational quality in the program of studies of Sociology of the UNPRG.

6571

**KeyWords:** Quality of education, internal evaluation, communicative action and social monitoring.

DOI Number: 10.14704/nq.2022.20.8.NQ44681

NeuroQuantology 2022; 20(8): 6571-6580

<sup>1</sup> Universidad Nacional Pedro Ruiz Gallo, Lambayeque - Perú, jdavilaci@unprg.edu.pe

<sup>2</sup> Universidad Nacional Pedro Ruiz Gallo, Lambayeque - Perú, rtellof@unprg.edu.pe

<sup>3</sup> Universidad Nacional Pedro Ruiz Gallo, Lambayeque - Perú, mfernandezc@unprg.edu.pe

<sup>4</sup> Universidad Nacional Pedro Ruiz Gallo, Lambayeque - Perú, ellanos@unprg.edu.pe



## Introduction

In recent years, Peruvian universities are striving to be recognized as quality institutions, where students can fully develop, absorb knowledge and develop their own to become great and important professionals. But what do we call quality? For Vera, (2018) educational quality is a polysemic, multidimensional, relative, subjective, complex, and, in a certain way ambiguous concept, to satisfy the needs of the individual and society. Likewise, there is consensus that it is a matter of perception on the part of the student, this comes from many years ago since it is inherited from the quality management movement that arose in organizations at the beginning of the 90s. This inheritance from the business world to the educational environment comes not only from the administrative and financial resource management processes but also from the organizational learning and institutional analysis processes.

For its part, the National System for the Evaluation, Accreditation and Certification of Educational Quality (SINEACE) mentions that it is complicated to define what quality means since this concept can have many meanings; however, the General Law of Education establishes educational quality as the ideal level of training that students should reach to face the challenges of human development (2017)

Asimismo, Molina y Letelier (2020) sustentan que para obtener una educación de calidad es importante percibir un enfoque por competencias, ya que este aboga por el desplazamiento de un modelo que se basa en la transmisión teórica de contenidos rígidos y sin contexto, a otro que se basa en la práctica de adquisición de habilidades flexibles a través de un aprendizaje significativo que asuma la complejidad de los contextos., la psicopedagogía empírica interviene de forma relevante porque proporciona patrones comportamentales, que pueden medirse y a su vez evaluarse por medio de evidencias, que ayudan a trazar las líneas de desarrollo que se espera que los estudiantes puedan desenvolver para una correcta adaptación al entorno. Paralelo a ello, la psicopedagogía dispone de ciertos estímulos para potenciar la adquisición de distintas habilidades

y competencias significativas, aquellas que se trazan entre el perfil de ingreso y los aprendizajes esperados, en el horizonte de un mejor servicio a la sociedad.

Ruiz y Glasserman (2021) mencionan que en las instituciones de educación superior puede distinguirse la predisposición por asegurar la calidad educativa en la mayoría de sus procesos, teniendo como ejemplo los estándares que sistematizan las experiencias al aplicar los sistemas de calidad, los cuales han sido desarrollados en distintos contextos y acoplados acorde a las variables del entorno de la organización, aunque estas características tienen la finalidad de proporcionar el desarrollo de la calidad educativa, es necesario vincular las variables que brinden oportunidades de mejora para un correcto proceso de enseñanza-aprendizaje.

In the same way, Bueno (2022) argues that when talking about educational quality it is necessary to mention ISO standards, these standards evaluate every aspect of an organization, its processes, its results and its agents. Likewise, these standards play a very important role in the field of educational quality and are those that provide external assurance to the community, the state and others about the quality of the educational model of the organization. In this line of quality, educational curricula can adapt or determine a competency-based approach that at the time of accountability will revolve around them, now there are evaluation criteria, indicators, skills and standards. On the other hand, the EFQM model (European Foundation for Quality Management) can be mentioned, which when applied to education presents fundamental criteria such as strategic planning, leadership, human talent management, academic processes, student outcomes and their results in society. This international reference framework is very useful for transforming and improving the performance of different types of educational organizations.

Abad et al. (2017) argue that educational quality is a set of qualities that an institution has to meet the necessary characteristics for the development of man, which can be coherence, objectives, strategies, activities and achieve to be efficient

6572



and effective. It also mentions that curricular pertinence is important and defines as pertinent dynamics the processes, devices and mechanisms that are built within the curriculum to strengthen its link with the environment. On the other hand, pertinence requires shifting the emphasis on transmitting knowledge from all teaching processes to learning processes and focusing them on students, which should be the motive of higher education institutions.

Marín-González et al. (2018) suggest that educational quality is associated with training processes in universities and student welfare is considered. Likewise, UNESCO (United Nations Educational, Scientific and Cultural Organization), recognizes or admits quality education based on equitable, relevant, pertinent, efficient and effective principles in the fulfillment of policies that are directed to that end. At the same time, they place the human being at the midpoint of the discussion: education-training-quality, where the most important thing is the satisfaction of the student as a subject and object of development, as well as the learning obtained in terms of its particular and collective usefulness.

### 1.1 Evaluation plan based on the SINEACE accreditation model

In this way, it can be understood that quality should be important in all institutions, both educational and business. However, in most of the curricula of public universities, there is little interest in the accreditation process, at the National University Pedro Ruiz Gallo (UNPRG) in the Faculty of Historical, Social Sciences and Education (FACHSE) has been working with curricula from 1998 and the updating processes are not carried out on the initiative of the authorities and teachers. These began to be carried out only at the request of the National Superintendence of University Education (SUNEDU), with accreditation processes of self-evaluation and external evaluation that would have contributed to an internal and external view of the programs and the institution in terms of educational quality management. The accreditation process contributes to the public and temporary recognition of the houses of studies that have demonstrated throughout the process to achieve the established quality

standards (SINEACE, 2018, p.1).

For Zúñiga-Arrieta and Camacho-Calvo (2022), the use of a model to evaluate quality provides and facilitates the organization to find alternatives and be able to improve processes. Likewise, it should be taken into account that when an evaluation model is established, a specific way of carrying out the processes is regularly adopted, whether it is a flow diagram or some type of schematic representation. The purpose of this evaluation process is to propose several lessons to be applied for continuous improvement, all of which respond to the constant challenge of improving and transforming until quality standards are reached.

Crespo et al. (2021) argue that educational quality is fundamental in universities so that the application of a plan based on the SINEACE accreditation model can be positive for schools. For an institution to be perceived as one of quality, it is necessary to have a high-impact evaluation that favors research and is aimed at creation and innovation, to obtain information on strengths and weaknesses that can be used for continuous improvement.

In this case, the Sociology Program of the Faculty of Historical, Social Sciences and Education of the National University Pedro Ruiz Gallo as an object of study, is responsible for the training of professionals in the field of research and the acquisition of skills that promote social development. Being one of the first professional careers of the UNPRG that, without being obliged by law, entered the process of self-evaluation with a view to accreditation, thanks to the approval of the 2017 student assembly, however, this was not seen as an opportunity due to the conception that the authorities of the UNPRG have, in considering that licensing was the priority, but not accreditation, not understanding that both processes complement each other without exclusions. It should be taken into account that licensing is mandatory for all universities in the country, while accreditation is optional (Mayta-Tristán et al., 2019).

If the authorities and teachers are the ones called to implement these processes but have no interest, it is the students who can become the main drivers that, through this evaluation,



identify elements that approximate how the university institution and the program have been fulfilling its work, which elements are essential or modifiable for continuous improvement. Faced with this problem, a question was raised: How does the construction of an evaluation plan based on the SINEACE accreditation model for university higher education study programs to be implemented by students, influence the improvement of educational quality in the Sociology Study Program - UNPRG - Lambayeque - 2018?

## Materials and Methods

The research design was divided into 4 phases:

First Phase, theoretical methods such as analysis and synthesis were applied to specific and concrete aspects of the information that helped to form the theoretical framework. Empirical methods such as surveys and questionnaires were also used to systematize data and determine the level of knowledge about the evaluation of the quality of university higher education under the approach of the SINEACE model.

Second Phase, the results obtained in the first phase were systematized using the foundations and theories related to social vigilance and communicative action, which were inputs to design a model to evaluate the quality of university higher education from the student's perspective.

The third phase corresponds to the application of the designed Model and the different strategies, methodology and actions applied, since, they are considered a stage of sensitization, planning, implementation and evaluation, and through feedback positive changes can be achieved.

The fourth Phase allows analyzing the effectiveness of the plan to be implemented and confirming or denying the hypothesis raised in the research. It verifies the fulfillment of the objectives and suggests recommendations for the improvement of the study.

The research design was pre-experimental, where a Pre-test, the stimulus and a post-test were used; the pretest is oriented to diagnose the students on how to evaluate the educational

quality based on the SINEACE accreditation model, and the stimulus is the training to understand how to evaluate the educational quality in the Sociology program based on the SINEACE accreditation model and the Post-test is the final survey to the students on how to evaluate the educational quality based on the SINEACE accreditation model.

To test the proposed hypotheses, the "paired two-sample t-test" was applied, this test was used for the following: (1) The data for the evaluation meets as qualitative variables and this hypothesis test is demonstrable for this type of variable. (2) What is intended to demonstrate is that almost all the respondents interpret the premise as true; so the alternate hypothesis will be conceived as the assertion that more than 50% of respondents indicate accepted each proposition.

The object of study is the Sociology program that belongs to the Faculty of Historical, Social Sciences and Education of the National University Pedro Ruiz Gallo of the department of Lambayeque, which began its educational service in 1971 and up to 2021 has a total of 40 groups of graduates oriented in five curricula. Since the beginning of its operation, it has been guided to the integral formation of professionals with critical, reflective and human thinking.

Therefore, the sociology program, being the object of study, is responsible for the training of professionals in research work to be able to acquire knowledge to guide the development of society. For this reason, the sociology program in the licensing process maintains a position of prioritization, presenting a delay for accreditation.

The population refers to the total number of students enrolled in the sociology program and is made up of students from the following cycles: IX, VII, V cycle A, V cycle B, III cycle A, III cycle B, I cycle A and cycle B, totaling 190 students.

On the other hand, the sample was determined through a stratified random sampling technique, the population is broken down into subpopulations, called strata, according to the variables that may be related to the attributes to be scaled. This was done through the following process:



- Establishing the number of students corresponding to each stratum using the academic records and the lists provided by the pedagogical affairs office.
- Determining the number of students corresponding to each of the strata that should compose the sample by the proportional allocation technique.
- Randomly select the number of elements corresponding to each stratum.

Likewise, it was calculated using SPSS software, and the probabilities of selection and the weights of each stratum were estimated for each stratum.

The population and the sample were distributed as follows, as shown in the following table:

**Table 1. Stratified population and sample distribution**

Stratum	Stratum size	Sample size
IX Cycle Students	26	18
VII Cycle Students	41	28
V Cycle A Students	15	10
V Cycle B Students	10	6
Students III Cycle A	23	15
Students III Cycle B	25	17
Students I Cycle A	25	17
Students I Cycle B	25	17
TOTAL	190	128

Note: Data were taken from the Office of Pedagogical Affairs

**Table 2. Probability of selection and weighting**

Stratum	Probability of selection (%)	Weightings
IX Cycle Students	69.2308	1.4444
VII Cycle Students	68.2927	1.4643
V Cycle A Students	66.6667	1.5000
V Cycle B Students	60.0000	1.6667
Students III Cycle A	65.2174	1.5333
Students III Cycle B	68.0000	1.4706
Students I Cycle A	68.0000	1.4706
Students I Cycle B	68.0000	1.4706

Source: Office of Pedagogical Affairs and SPSS software.

Sample characteristics: The sample is made up of 128 students, 75% of whom are men and 25% are women, ranging in age from 18 to 36 years old.

**Table 3. Sex of the sample**

	F	%
MALE	32	25
FEMALE	96	75
TOTAL	128	100

Source. Office of Pedagogical Affairs

Regarding the selection criteria for inclusion, they are all those students who maintain regular enrollment and belong to the professional school of sociology. For this purpose, the regularity of attendance was also taken into account through the academic records kept by the teachers in charge, and according to the exclusion criteria, those students who belong to other professional schools or faculties and students with old enrollment codes, the latter were also excluded from the research since they are enrolled in one or two courses and their attendance in most cases is irregular.

Likewise, the techniques used for data collection included the survey, bibliographic review, file entry and observation. On the other hand, for data collection, a questionnaire with a Likert-type scale was used, oriented to the students of the professional school of sociology to measure the knowledge and the achievement of compliance with the standards, this was composed of closed questions that were coded literally to facilitate data processing.

To validate the proposal, the methodology of expert judgment was used, made up of 02 external evaluators of the National System of Evaluation, Accreditation and Certification of Educational Quality - SINEACE, 02 directors of the School of Sociology Professionals of the National University of Cajamarca and Pedro Ruiz Gallo National University and 01 head of the Office of Quality Management. Likewise, the reliability of the instrument was carried out by applying the Cronbach's Alpha coefficient disaggregated by dimensions and according to the results all correlations are above 0.8 being an indicator of high reliability. Therefore, the instrument to be applied as a pre-test and post-test is very reliable.



**Results**

This section presents all the relevant information

found in the research. Results of the unit of study: Sociology program and its educational quality.

**Table 4. Distribution of percentage frequencies on educational quality and its dimensions - level of knowledge.**

Dimensions of educational quality	Knowledge level					
	Post-test			Pre-test		
	NC%	CP%	CM%	NC%	CP%	CM%
Curriculum planning	11.8	48.0	40.2	37.6	50.1	12.3
Graduate profile management	17.1	54.7	28.2	33.4	51.0	15.6
Quality assurance	22.4	55.1	22.5	43.6	46.6	9.8
Teaching and learning process	17.7	47.6	34.7	31.4	51.2	17.4
Teacher management	17.5	49.5	33.0	36.8	46.8	16.4
Student follow-up	19.9	46.8	33.3	41.3	47.1	11.5
Research, technological development and innovation	21.5	46.4	32.0	48.8	40.6	10.7
University social responsibility	7.0	43.8	49.2	31.5	51.0	17.4
Welfare services	10.5	46.5	43.0	30.9	54.3	14.8
Infrastructure and support	27.2	50.5	22.3	39.3	44.6	16.1
Human resources	12.5	46.4	41.1	41.7	50.3	8.1
Verification of the graduate profile	38.9	50.8	10.3	40.5	49.5	10.0

Source: Pre-test June 2018 and Post-test November -2018.

Table 4 shows the results of the pre-test and post-test, regarding the knowledge that the students of the professional school of Sociology had of the dimension "Curriculum planning", before the application of the intervention we

have that the 100% of the respondents, more than 87% know little or no knowledge about the dimension measured, after the intervention of the evaluation plan to improve the educational quality in the program of Sociology-UNPRG, it decreased by 27.9%.

6576

**Table 5. Distribution of Percentage Frequencies on Educational quality and its dimensions - level of achievement measurement.**

Dimensions of educational quality	Achievement level							
	Post-test				Pre-test			
	NL%	L%	LP%	DC%	NL%	L%	LP%	DC%
Curriculum planning	22.5	42.3	35.2	0.0	16.3	40.8	6.5	36.4
Management of the graduate profile	36.6	39.2	24.2	0.0	16.7	43.2	8.1	32.1
Quality assurance	32.8	36.3	30.9	0.0	20.2	28.5	4.8	46.5
Teaching and learning process	16.7	43.0	40.3	0.0	17.0	43.1	9.0	30.9
Teacher management	18.3	42.9	38.8	0.0	18.3	34.7	7.6	39.3
Student follow-up	25.4	43.3	31.3	0.0	21.0	31.6	5.8	41.6
Research, technological development and innovation	29.0	40.6	30.1	0.0	20.9	25.9	3.9	49.3
University social responsibility	12.0	44.5	43.5	0.0	20.5	41.2	4.1	34.2
Welfare services	14.1	43.8	42.2	0.0	26.6	38.3	3.9	31.3
Infrastructure and support	45.9	34.8	19.3	0.0	29.8	27.0	3.5	39.7
Human resources	11.5	43.8	44.8	0.0	20.7	35.6	4.3	39.5
Verification of the graduate profile	55.3	39.7	5	0.0	17.6	37.9	5.1	39.5

Source: Pre-test June - 2018 and Post-test November - 2018.

Table 5, shows the consolidated measurement of the level of achievement of the dimensions that make up the quality of education, of the 100% of respondents of the professional school of

Sociology in the dimension "Curriculum Planning", before the intervention 36. The other dimensions that make up educational quality: management of the graduate profile, quality



assurance, teaching and learning process, teacher management, student follow-up, research + technological development + innovation, university social responsibility, welfare services,

infrastructure and support, human resources and verification of the graduate profile, the same significant change was achieved, being reduced to 0% after applying the evaluation plan.

**Table 6 Statistigraphs on the variable Educational quality and its dimensions - level of knowledge.**

Dimensions of educational quality	Statisticians					
	Mod.	Post-test		Mod.	Pre-test	
		Prom.	Desv.		Prom.	Desv.
Curriculum planning	1	1.28	0.66	1	0.75	0.66
Graduate profile management	1	1.11	0.66	1	0.82	0.68
Quality assurance	1	1.03	1.07	1	0.66	0.65
Teaching and learning process	1	1.17	0.70	1	0.86	0.68
Teacher management	1	1.16	0.69	1	0.75	0.66
Student follow-up	1	1.13	0.72	1	0.70	0.67
Research, technological development and innovation	1	1.10	0.72	0	0.62	0.67
University social responsibility	2	1.42	0.62	1	0.86	0.68
Welfare services	1	1.32	0.66	1	0.84	0.66
Infrastructure and support	1	0.95	0.70	1	0.73	0.66
Human resources	1	1.29	0.67	1	0.66	0.62
Verification of the graduate profile	1	0.71	0.64	1	0.68	0.64

Source: Pre-test June - 2018 and Post-test November - 2018.

As shown in Table 6, regarding the dimension "Curriculum planning" before the intervention, the average level of knowledge was 0.75 and mode 1, which shows that the most common response from the students was that "they know

little" and the standard deviation of 0.66 indicates a low dispersion concerning the average, i.e., it indicates homogeneity of the sample data. After the intervention, their average level increases to 1.28.

**Table 7. Statistigraphs on the variable Educational Quality and its dimensions - measurement level of achievement**

Dimensions of educational quality	Statisticians					
	Mod.	Post-test		Mod.	Pre-test	
		Prom.	Desv.		Prom.	Desv.
Curriculum planning	1	1.13	0.75	0	0.54	0.66
Management of the graduate profile	1	0.88	0.77	1	0.86	0.63
Quality assurance	1	0.98	0.8	1	0.71	0.59
Teaching and learning process	1	1.24	0.72	1	0.86	0.64
Teacher management	1	1.21	0.73	1	0.78	0.62
Student follow-up	1	1.06	0.75	1	0.73	0.60
Research, technological development and innovation	1	1.01	0.77	1	0.64	0.54
University social responsibility	1	1.32	0.68	1	0.76	0.58
Welfare services	1	1.32	0.70	1	0.69	0.57
Infrastructure and support	0	0.73	0.76	0	0.56	0.54
Human resources	0	1.33	0.67	1	0.75	0.59
Verification of the graduate profile	0	0.50	0.59	1	0.80	0.68

Source: Pre-test June 2018 and Post-test November - 2018.

Table 7 shows the statistics for each of the dimensions that make up the educational quality, concerning the dimension "Curriculum planning", before the intervention the average level of

achievement is 0.83, with a tendency to 1 and mode 1, which indicates that students more frequently consider this factor as "achieved", and the variability compared to the average level is 0.66, which shows that the levels of appreciation



to measure the dimensions are almost homogeneous. After the intervention, their level of measurement in the fulfillment of the dimension was 1.13.

**Table 8. Hypothesis testing**

STATISTICS	POS-TEST	PRE-TEST
Media	101.055	66.367
Observations	128	
Pearson correlation coefficient	0.901	
Hypothetical difference of means	34.688	
Standard deviation	16.817	
Degrees of freedom	127	
t-statistic	23.336	
P(T<=t) one-tailed	4.61E-48	
Critical value of t (one-tailed)	1.657	

Regarding the effectiveness of the evaluation plan to improve the quality of education implemented by the students so that they can evaluate integrally with the SINEACE model for accreditation purposes, it was effective, considering in Table 8 the scores of the 90 questions that constitute the evaluation instrument on their knowledge between the measurements made in the Pre-test was ( $X = 66.367$ ) and after the application of the Post-test was ( $X = 101.055$ ) it can be affirmed that the evaluation plan was effective. The significance level of 0.05 was chosen and therefore a theoretical Z of -1.96.

## Discussion

The statistical results shown for the general hypothesis, evidenced in the set, the correlation between the results of the mean scores of the instrument applied to students in the Pre Test and Post Test, which reached a value of  $r = 0.901$  which is equivalent to 90.1% which establishes a significant correlation (strong and positive), i.e. an adequate implementation by the students of the evaluation plan according to the accreditation model for university higher education study programs of SINEACE, will positively influence the improvement of the educational quality in the Sociology study program of the UNPRG.

These results are consistent with the findings of Torres-Salas et al., (2018) who support that the application of educational models based on the accreditation of university institutions brings benefits in academic management, teacher updating, infrastructure, and the improvement of graduate follow-up and curriculum updating, among others. They also suggest that accreditation is a way of assuring the quality of study institutions.

Likewise, Luzuriaga and Alonso (2022) agree that the application of evaluation procedures for the quality of universities is necessary since they are very useful for evaluating quality and will contribute to the improvement of the university process.

Ruff et al. (2021) believe that in recent decades there have been too many changes and tensions in higher education, so that authorities and students have had to assume the responsibility of generating a quality environment; the results of their research suggest that applying an evaluation plan is positively related to improving the perception of quality, considering the views and perspectives of all stakeholders, specifically, those of their students. Likewise, Mendoza et al. (2019), refer that the use of evaluation plans allows the collection of necessary and detailed information that will help to discover shortcomings and complex situations that limit the perception of quality.

Finally, Milovanov et al. (2018) add that the application of evaluation models and plans will help in innovation and perception of quality, thanks to the results of their research they suggest that it will be possible to extract relevant information that can help universities in their management models to be able to aim for quality. It should be emphasized that the evaluation plans offer several basic elements to define the principles of quality that are so much sought after in the houses of studies, quality is not only the purpose of the plan but also that it should be sustainable over time.

## Conclusions

According to the results obtained in the present study, it was possible to demonstrate that the





application of an evaluation plan based on the SINEACE accreditation model for university higher education study programs, correctly applied, will have a positive effect on the measurement of the quality of higher education in the students of the sociology program. Knowledge plays an important role in the 4 dimensions studied, strategic management, teacher management, and institutional support and the results showed that the knowledge that students had before the intervention to measure the quality of higher education in the sociology program showed an  $r = 0.901$  which is equivalent to 90.1% of Pearson's coefficient which establishes a significant correlation (strong and positive).

What was shared in this research is important, since, it will help universities and students to be able to focus on plans oriented to total quality, thanks to these studies public universities will be able to implement various plans to improve quality for their students verifying the criteria of the basic standards of quality as mentioned by SINEACE. Therefore, it is recommended that the research proposal be presented to the authorities of the Faculty of Historical, Social and Educational Sciences (FACHSE) to analyze its possible application throughout the faculty and if necessary, throughout the university to conduct the internal evaluation process for accreditation purposes. Likewise, to promote through the collaboration and identification of teachers, management officials and students in the monitoring of compliance with the standards, factors and dimensions that make up the quality of education to generate a culture of self-evaluation for continuous improvement.

## References

1. Abad, G., López, M., y Fernández, L. (2017). El sistema de educación superior ecuatoriano visto desde los principios de pertinencia y calidad. *Universidad y Sociedad*, 9(5), 46-53. <http://rus.ucf.edu.cu/index.php/rus>
2. Bueno, G. (2022). Observaciones al enfoque por competencias y su relación con la calidad educativa. *Sophia (Ecuador)*, 2022 (32), pp. 93-117. <https://doi.org/10.17163/soph.n32.2022.02>
3. Crespo, A., Mortis, S. y Herrera, S. (2021) Gestión curricular holística en el modelo por competencias: un estudio exploratorio. *Formación Universitaria*, 14 (4), pp. 3-14. <https://doi.org/10.4067/S0718-50062021000400003>
4. Luzuriaga, M. y Alonso, C. (2022) Metodología para la evaluación de la calidad de las maestrías en la Universidad Regional Autónoma de los Andes. *Revista Universidad y Sociedad*, 14(S2), 96-105. <https://rus.ucf.edu.cu/index.php/rus/article/view/2765/2721>
5. Marín-González, F., Cabas, L., Cabas, L. y Paredes-Chacín, A. (2018). Formación Integral en Profesionales de la Ingeniería. *Análisis en el Plano de la Calidad Educativa. Formación Universitaria*, 11 (1), pp. 13-24. <https://doi.org/10.4067/S0718-50062018000100013>
6. Mayta-Tristán, P., Toro-Huamanchumo, C., Alhuay-Quispe, J. y Pacheco-Mendoza, J. (2019) Producción científica y licenciamiento de escuelas de medicina en el Perú. *Revista Peruana de Medicina Experimental y Salud Publica*, 36 (1), pp. 106-115. <https://doi.org/10.17843/rpmesp.2019.361.4315>
7. Mendoza, F. y Ortegón, M. (2019). La evaluación en educación superior con fines de acreditación de alta calidad a través de un modelo sistémico con teoría de redes. *Revista de la Educación Superior*, 48 (192), pp. 1-21. <https://doi.org/10.36857/RESU.2019.192.925>
8. Milovanov, K., Zanaev, S., Nikitina, E. y Polovetsky, S. (2018) Modelos estratégicos de cooperación de redes en el sistema educativo nacional: Historia y perspectivas. *Espacios*, 39 (38), 3 p. <https://www.revistaespacios.com/a18v39n38/18393818.html>
9. Molina, G. y Letelier, V. (2020). El sistema de aseguramiento de la calidad de la educación superior chilena: la degradación organizacional de la institución educativa. *Atenea*, 28 (522), pp. 171-188. <https://doi.org/10.29393/AT522-102SAGM20102>
10. Ruff, C., Ruiz, M., Matheu, A., Juica, P. y Anabalón, G. (2021). Efectividad de la gestión en las universidades, desde modelos de percepción de calidad de estudiantes: El modelo de la Universidad Bernardo O'Higgins. *Revista de Métodos Cuantitativos para la Economía y la Empresa*, 31, pp. 259-279. <https://doi.org/10.46661/REVMETODOSCUANTECONEMPRESA.4336>
11. Ruiz, J. y Glasserman, L. (2021). Características del aseguramiento de la calidad educativa: Un mapeo sistemático 2016-2020. *Revista Complutense de Educación*, 32 (3), pp. 337-348. <https://doi.org/10.5209/rced.70182>
12. SINEACE (2018) Explicación de estándares del modelo de acreditación de programas de estudios de educación superior universitaria. Biblioteca Nacional del Perú. 1-141 <https://occaa.unmsm.edu.pe/occaa/storage/upload/s/files/2019%20Explicaci%C3%B3n%20de%20est%C3%A1ndares%20del%20modelo%20de%20acreditaci%C3%B3n.pdf>
13. SINEACE. (2017) Modelo de acreditación institucional para universidades. Biblioteca Nacional del Perú. 1-



107

<https://repositorio.sineace.gob.pe/repositorio/bitstream/handle/20.500.12982/4084/Modelo%20de%20Acreditaci%C3%B3n%20Institucional%20para%20Universidades...%20WEB.pdf?sequence=1&isAllowed=y>

14. Torres-Salas, M., García-Rojas, A. y Alvarado-Arguedas, A. (2018) La evaluación externa: Un mecanismo para garantizar la calidad de la educación superior en Costa Rica. *Revista Electronica Educare*, 22 (2), pp. 1-16. <https://doi.org/10.15359/REE.22-2.16>
15. Vera, F. (2018). Percepción de estudiantes respecto de la calidad educativa y organizacional de la carrera de enfermería de una universidad privada Chilena. *Revista Electrónica Educare*, 22 (3). 1-25. <https://doi.org/10.15359/ree.22-3.1>
16. Zúñiga-Arrieta, S. y Camacho-Calvo, S. (2022) Referentes teóricos para un modelo de acreditación desde la evaluación y la gestión de la calidad. *Revista Electronica Educare*, 26 (1), pp. 1-19 <https://doi.org/10.15359/ree.26-1.15>

---

6580

