Artículos científicos

Evaluación de la licenciatura en Administración y Gestión de Pequeñas y Medianas Empresas por CIEES: gestión de innovación en la UPVE

Evaluation of the Bachelor's Degree Administration and Management of Small and Medium Enterprises by CIEES: Innovation Management at UPVE

Avaliação da licenciatura em Administração e Gestão de Pequenas e Médias Empresas pelo CIEES: gestão da inovação na UPVE

Imelda Zayas Barreras
Universidad Politécnica del Valle del Évora, México
imelda.zayas@upve.edu.mx
https://orcid.org/0000-0002-5643-5711

Resumen

El objetivo principal de la presente investigación fue documentar el proceso seguido por la Universidad Politécnica del Valle del Évora (UPVE) para conseguir la acreditación de la licenciatura en Administración y Gestión de Pequeñas y Medianas Empresas. Para cumplir con dicho objetivo se empleó el método cualitativo, el cual permitió realizar descripciones detalladas de eventos. Luego de cumplir con el proceso indicado, se puede indicar que el Comité Interinstitucional para la Evaluación de Educación Superior (CIEES), a través de comité del área de ciencias administrativas, dictaminó la acreditación del referido programa, con algunas observaciones de mejora continua, las cuales se están solventando progresivamente para el beneficio de los aspirantes, estudiantes y egresados. En conclusión, se puede señalar que existe escasa literatura sobre el tema estudiado, en especial sobre los modelos o esquemas de evaluación empleados para la acreditación de un programa, de ahí que se considere que la información suministrada en este documento puede servir como apoyo para otras universidades que decidan evaluar y acreditar un programa educativo.

Palabras Clave: Programas educativos, calidad, acreditación, mejora continua, evaluación externa.

Abstract

The main objective of this research was to document the process followed by the Évora Valley Polytechnic University (UPVE) to obtain the accreditation of the degree in Administration and Management of Small and Medium Enterprises. To meet this objective, the qualitative method was used, which allowed detailed descriptions of events. After complying with the indicated process, it can be indicated that the Interinstitutional Committee for the Evaluation of Higher Education (CIEES), through a committee of the administrative sciences area, ruled the accreditation of the referred program, with some observations of continuous improvement, the which are progressively being resolved for the benefit of applicants, students and graduates. In conclusion, it can be noted that there is little literature on the subject studied, especially on the evaluation models or schemes used for the accreditation of a program, hence it is considered that the information provided in this document may serve as support for other universities that decide to evaluate and accredit an educational program.

Keywords: Educational programs, quality, accreditation, continuous improvement, external evaluation.

Resumo

O principal objetivo desta pesquisa foi documentar o processo seguido pela Universidade Politécnica do Vale de Évora (UPVE) para a obtenção da acreditação do curso de Administração e Gestão de Pequenas e Médias Empresas. Para atender a esse objetivo, foi utilizado o método qualitativo, que permitiu a descrição detalhada dos eventos. Cumprido o processo indicado, pode-se indicar que a Comissão Interinstitucional de Avaliação do Ensino Superior (CIEES), através de uma comissão da área das ciências administrativas, regulamentou o credenciamento do referido programa, com algumas observações de melhoria contínua, o que estão sendo progressivamente resolvidos em benefício dos candidatos, alunos e graduados. Concluindo, nota-se que existe pouca literatura sobre o tema estudado, principalmente sobre os modelos ou esquemas de avaliação utilizados para o credenciamento de um programa, portanto considera-se que as informações prestadas neste

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Introduction

The main objective of the evaluation and accreditation of university programs is to improve the quality of higher education through recommendations for the optimization of activities. This is obviously achieved by carefully reviewing the way the educational program is operating to detect strengths, weaknesses, threats and opportunities. In the case of Mexico, for example, agencies have been created whose priority is to directly evaluate these types of programs. In this regard, Acosta Ochoa (2014) points out:

> At present, there are various specialized evaluation bodies in the various disciplines, but there are two bodies that bring together these tasks: a) the Inter-institutional Committees for the Evaluation of Higher Education (CIEES), created in 1991, which concentrate their activity on the diagnosis and evaluation of educational programs based on the assignment of level 1 (quality or pre-accredited programs); b) The Council for the Accreditation of Higher Education (COPAES), created in 2000 and which constitutes the only body endorsed by the Ministry of Public Education (SEP) to grant accreditation of programs, or to put it in some way , serves as the "accreditor of the accrediting (p. 1).

When evaluating educational programs, the two referred bodies issue a verdict in which they indicate the level of quality, which serves as an element of prestige that can be taken into account by high school students when deciding on a university option. Even so, the business and social sectors have criticized the suitability of educational programs, which has forced institutions to be accountable for their academic activities.

> The harsh criticism to which higher education institutions (HEIs) are subjected in terms of the responses expected by the productive and social sectors place evaluation, certification and accreditation as the mechanisms for the assurance of educational quality, of regulation and self-regulation, which

find their maximum justification in what is known as "accountability" and as the strategies that par excellence should allow the necessary transformations and the fulfillment of the expectations that are placed in higher education (Hernández Mondragón, 2006, p. 53).

Higher education programs in Mexico have increased in the last twenty years due to the emergence of public and private universities that seek to offer curricula that meet the requirements of the student population. However, to achieve accreditation and certification, these programs must be evaluated by external bodies endorsed by the Ministry of Public Education.

The evaluation and accreditation of higher education in Mexico is currently carried out by a wide range of specialized agencies and bodies. This group has built, to date, a vast system of reference frameworks, criteria, indicators, standards, measurement instruments and promotion strategies whose fundamental objective is to contribute to the continuous improvement and quality assurance of the institutions of higher education, and with it the achievement of educational equity. This set of specialized organisms and instances covers the fields of student evaluation (Higher Education Institutions IES, National Center for Evaluation of Higher Education CENEVAL, graduates (IES, CENEVAL), academic staff (IES, National System of Researchers SNI), educational programs at the university higher technician, associate professional and undergraduate levels (IES, Interinstitutional Committees for the Evaluation of Higher Education CIEES, accrediting bodies recognized by the Council for the Accreditation of Higher Education COPAES, postgraduate educational programs (IES, CIEES, National Register of postgraduate SEP-CONACYT), and institutions (IES, Federation of Private Mexican Institutions of Higher Education FIMPES) (Rubio Oca, 2007, p. 36).

There are various bodies in charge of assessing each of the areas that make up the higher education system, that is, students, graduates, teachers, undergraduate and graduate educational programs, etc. In the case of academic staff, for example, there is the Program for Teacher Professional Development (Prodep), which evaluates teachers according to their scientific and technological production, among other factors.

Likewise, in each of the states of the Mexican Republic there is a body dependent on the National Council of Science and Technology (Conacyt), which also reviews scientific and technological production, as well as dissemination, human development and distinctions through calls. In the case of Sinaloa, the National Institute of Industrial Property (INAPI) promotes the convocation of the Sinaloense System of Researchers and Technologists (SSIT) to categorize the production of teachers according to three categories: assistant researcher or technologist, technological researcher and honorary researcher.

However, the accreditation process for educational programs focuses on all administrative and teaching activities of the university in order to provide real and reliable information on the educational offer that is provided to society.

> University accreditation is the result of a process of evaluation and systematic and voluntary monitoring of the fulfillment of the substantive functions of a higher education institution (HEI), which allows obtaining reliable and objective information on the quality of the institutions. It allows to certify, before society, the quality of the human resources trained and the different processes that take place. It is the formal and public recognition granted to an academic institution by virtue of the degree to which it has made significant progress in its careers or programs in the fulfillment of its mission and declared objectives, and satisfies a set of criteria, indicators and standards of relevance and quality . The central purpose of accreditation is to promote and stimulate continuous improvement and to determine if an academic institution has quality at a general level or with respect to one or more educational programs, if it is able to demonstrate that it progresses continuously and systematically, with the use of adequate strategies, procedures and resources to achieve its mission and objectives, reasonably complying with the established criteria and quality standards (Rodríguez Pérez, 2014, p. 3).

The accreditation of an educational program, in the first instance, implies a formal and public recognition before society, which serves as a reference for applicants who wish to pursue a certain career. However, as stated by Castillo Marrufo, Aragón García and Hernández Jaime (2014), this process involves various activities that seek a constant improvement of education.

Evaluation and accreditation are not ends in themselves, but rather means to promote the improvement of higher education. It is usual to associate both activities with the improvement of quality, the generation of information for decision making and the public guarantee of the quality of the institutions and academic programs they offer.

Accreditation is a process that involves comparing academic programs or institutions with standards previously established by a body empowered to grant the corresponding accreditation. The process is useful to ensure and develop the quality of education offered by HEIs. Such a process generally consists of phases such as self-assessment, external assessment, and a standards-based accreditation decision. In general terms, while the evaluation has diagnostic purposes and the formulation of recommendations aimed at raising the quality of the institutions and their academic programs, the accreditation compares academic programs or HEIs with the standards established by external organizations, which have powers to grant accreditation. The fundamental difference between evaluation and accreditation lies in the agent who evaluates or accredits. While the evaluator can be internal or external, the accreditor is necessarily external (p. 2).

Due to the above, it is important to point out that the evaluation and accreditation of educational programs is a completely voluntary task on the part of institutions that want to obtain external recognition of the quality of their daily work in education.

Regarding its definition, accreditation is understood as a voluntary process through which an educational institution submits to the opinion of an external body, with the intention of obtaining public recognition of the quality of its educational work, being able to apply both to institutions and educational programs. Usually, the process to follow begins with the institutional self-evaluation, followed by the evaluation and opinion carried out by academic peers outside the educational institution, and ends with the results report on the accreditation of educational quality (Martínez Iñiguez, Tobón y Romero Sandoval, 2017, p. 80).

The evaluation is carried out by bodies external to the institution to provide a guarantee of transparency and quality, which is achieved through the opinion generated in which the aspects that can be improved are indicated. It is important to note that accrediting an educational program serves to inform society about which universities offer certified and quality careers.

> For educational institutions, accreditation brings the benefit of improving academic programs by meeting the recommendations of accrediting bodies; public recognition as institutions of academic prestige; and access to institutional support programs that contribute to the comprehensive improvement of its human capital and equipment and infrastructure, among others; However, the most important improvement is that the institution is organized to meet its strategic objectives with an orientation towards continuous improvement, that students learn and have the capacity to respond to the needs of society. As regards employers, it allows them to participate and have information regarding the quality of the programs in order to maintain relationships that allow an adequate connection - continuous education and joint projects - and to receive competent professionals in their work spaces (Copaes, 2016, p. 7).

It is important to note that when evaluating a study program, all participants are involved and some recommendations are generated regarding strategies that can be implemented to improve planning and skills development.

> The evaluation in higher education is based mainly on the implementation of strategies to improve the proposed educational planning, not neglecting the importance of achieving the proposed objectives to achieve the curriculum and at the same time develop competencies in valid and reliable ways. since this implies great changes in teaching due to the demand of new social needs. Students find themselves in more complex situations, that is, they achieve scientific and technical competence, acquire attitudes, improve their values and skills, creating in them a person with broad criteria to be able to decide for themselves about the opportunities that are available to them. present and be better according to the professional level (Rosales Almazán, 2019, p. 2).

The evaluation of higher education, in other words, has its great advantages for students because it promotes comparison and competition with other educational programs. This, in the long term, favors students, who must develop and update their skills, competencies, values, aptitudes and attitudes.

However, despite all the benefits mentioned, it should be noted that in some cases there are limitations during the evaluation process due to the small number of participants in the institution who carry out the self-evaluation. That is, sometimes documents are required that only administrative personnel can access, which may not have the availability to collaborate. In addition, teachers may see the process as a simple evaluation, so they do not give it the necessary importance. The following are some of the problems that the accreditation process must face:

- The simulation in the accreditation processes.
- The increase in the bureaucratic apparatus within HEIs.
- The little participation of the members of the educational community in the accreditation processes.
- Lack of credibility in external organizations.
- Lack of application of the competency curriculum.
- The absence of impact regarding the purposes of the university.

> Therefore, it is necessary to study these problems in order to implement continuous improvements in academic processes that lead to training professionals who are in a position to face current and future challenges of society, science, technology and organizations, something that almost not happening at accredited universities (Martínez Iñiguez *et al*., 2017, p. 81).

In all educational institutions there are problems when making the decision to evaluate or accredit an educational program; for example, obtaining funding, choosing the evaluating body, integrating the collaborating team and, above all, making the entire university community aware of the importance of the process.

In addition to this, other authors point out that the evaluation of an educational program may present some limitations evidenced by students.

> The higher education evaluation and accreditation system in Mexico has become more complex over the last thirty years. Although this has significantly improved equity and, in general, the experiences that accompany

students throughout their careers, in the opinion of students there are various limitations that do not allow sedimenting the efforts that have been made to generate quality assurance processes for educational programs, and the various elements that constitute them academically and administratively (Buendía Espinosa, Sampedro Hernández y Acosta Ochoa, 2013, p. 66).

When evaluating an educational program, some organizations (for example the CIEES) when carrying out the diagnostic evaluation do not involve students and some teachers, who are only informed of the process.

Having explained the above, the Universidad Politécnica del Valle del Évora has decided to carry out the evaluation of the educational program undergraduate in Administration and Management of Small and Medium Enterprises, through Inter-institutional Committees for the Evaluation of Higher Education, an external body that focuses on the diagnostic evaluation.

The CIEES are the body that initiated the external evaluation of higher education institutions (IES) in Mexico. These committees developed and made available to the academic community the first instruments for this purpose, which have been modified, adapted and updated to respond to the needs and challenges of our time. With the objective that the Mexican HEIs accept the external evaluation, as of 1991 the CIEES proposed that the HEIs carry out diagnostic evaluations. This contributed significantly to developing the culture of external academic evaluation among the institutions and was the basis on which, little by little, the creation and consolidation of accrediting bodies of higher education in Mexico was promoted. (CIEES, 2018, p. 5).

This body has promoted the evaluation process in higher education institutions in order to meet a need of society in general: to know the quality study programs subjected to a process in which strengths and weaknesses that must be addressed are indicated.

In this regard, it is necessary to explain that the evaluation is carried out by two specialists appointed by CIEES. These people are in charge of evaluating the program and establishing direct communication with the staff to learn about the IES and the conditions under which it operates.

Once an analysis of the diagnostic evaluation has been carried out, the higher level study programs must be updated in short periods; In addition, the mobility of students and

teachers is encouraged, the existing infrastructure is verified and, if necessary, modifications are suggested around the spaces for students and for administrative and teaching staff.

> From the description and comparison of the institutional evaluation and accreditation models of organizations and programs, the concept of quality that underlies them is discussed, and accounts of the effects produced. On balance, it recognizes as positive effects the updating of the study plans, student mobility, the renewal of infrastructure, the incorporation of technology, inter-institutional collaboration and management systems for managing resources. On the other hand, it identifies that said models promote institutional simulation, compliance with criteria and indicators to improve the image of the institution, and that resources and fiscal benefits are obtained that do not affect substantive modifications of the internal functioning of the institutions (Rueda Beltrán y García Salord, 2013, p. 9).

On the other hand, the evaluations of the CIEES serve so that the institutions work in the continuous improvement of the educational program and are directed to the search for resources through projects.

Regarding the methodology used by the CIEES, it is worth mentioning that it includes various variables, such as program registration, students, teaching, second language used, infrastructure, program content and student support services, among other categories of equal importance.

> It should be noted that both the CIEES committees and the COPAES accrediting bodies have reference frameworks in which they establish a series of categories and indicators on which the Educational Programs are evaluated. Some similar categories among these instances are: academic staff, study plan, methods and instruments to evaluate student learning, student support services, infrastructure, research, links with sectors of society, regulations that regulate the operation program, and institutional planning and evaluation.

> It should be noted that every PE has to first carry out its diagnostic evaluation process before a Committee of the CIEES, before it can request the evaluation for accreditation of a body recognized by COPAES (Ramírez López, 2016, p. 129).

Once the institution registers to carry out the evaluation and accreditation of the educational program at CIEES, access to a digital platform is allowed, where the program participants carry out a diagnosis evaluated by the committee of the corresponding area. After this stage, the accreditation evaluation of the educational program can be requested before another organization recognized by Copaes, which constitutes the previous step to the evaluation of a more specialized organization in the program area. The intention of all this is to offer quality programs, as well as equity so that all applicants have the possibility of choosing a certain career.

> Educational equity means offering equal educational opportunities of good quality for all; The evaluation and accreditation of higher education acquire, for the achievement of this objective, a strategic importance, by identifying quality inequalities in educational programs and at the same time fostering continuous improvement and quality assurance. This is the reason why, in the last two decades, the policy aimed at promoting the improvement of the inputs, processes and results of higher education has occupied a prominent and high priority place in the framework of national educational policies and state (De la Garza Aguilar, 2013, p. 34).

Therefore, in recent years the evaluation of educational programs by external organizations has been promoted. In addition to this, it must be recognized that the quality of educational programs has been a concern of the Secretariat of Public Education in Mexico, hence, since the 1990s, work has been done on obtaining appropriate criteria to determine their quality.

> Quality assurance has been a latent and legitimate concern for various actors in the field of higher education. Since the early 1990s, most countries have established mechanisms to ensure its quality.
>
> Accreditation emerges as a figure used to account for the quality assurance process based on evaluation and the "value" or quality of an institution or program; Considering the most developed institutionalization of the idea of responsibility in higher education (Buendía Espinosa, 2011, p. 2).

It is important to note that at the beginning of these initiatives, only public HEIs had been concerned about undergoing these evaluation processes; However, over time, private HEIs have also become interested in it due to the recommendations that can be obtained from the evaluation of their programs.

> Evaluation in Mexico was mainly related to improving educational quality and ensuring that higher education institutions were accredited, thereby responding to pre-established standards.
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> Starting from the principle of improving educational quality, the Federation of Private Mexican Institutions of Higher Education (FIMPES) considered that the institution has a mission pertinent to the context of higher education, and that it has sufficient resources, programs and services to comply with it, hence private higher education institutions also underwent these internal-external evaluation exercises to guarantee relevance and quality (Lara Valdés, 2013, p. 3).

In short, it is important that higher education institutions develop mechanisms that allow them to achieve the quality of their educational programs, which will offer the institution public recognition for their programs.

> If HEIs achieve satisfactory standards in the quality evaluation process, then they can be certified and achieve accreditation as the culmination of an entire evaluation process, either in academic programs or at the institutional level. Certification is understood as the public and temporary recognition of the teaching-learning process and the school administration managed with quality, in addition to the fact that the institutions must have the required structure for permanent improvement; and by accreditation is understood the procedure that through a specialized body, endorsed by the Council for the Accreditation of Higher Education (COPAES), formally recognizes that an educational program has shown evidence of quality in its structure, organization, operation, inputs, processes of teaching, services, social relevance and objective results under criteria, indicators and quality standards verified through independent and impartial evaluations to which it is submitted.

Program accreditation, for example, certifies the quality of all elements associated with curriculum design, committed resources, and results of the teaching-learning process. It is necessary to mention that the accreditation is valid for five years, at the end of this period, the programs are again evaluated (Arriaga Villanueva, 2013, p. 1).

An institution of higher education must make the decision in the management that it is going to carry out to offer its quality programs, because it must decide whether it is going to accredit or certify the educational program. The certification is a temporary recognition where it is stated that both the program and its administrative processes and structure are of quality; Instead, the accreditation is issued by Copaes, an external body that recognizes the quality of both the program and all its functions, supplies and processes through impartial evaluations.

Considering that the quality of higher education is included within the public policies of our country, aspects such as scholarships offered to students, research carried out by teachers, students and administrative staff, as well as infrastructure should be included in the evaluation. and equipment, among other items of equal interest.

> The quality of higher education is a multidimensional concept that should include all its functions and activities: teaching and academic programs, research and scholarships, staff, students, buildings, facilities, equipment and services to the community and the university world. An internal self-assessment and an external review conducted transparently by independent experts, where possible specialized internationally, are essential to ensure quality.
>
> Independent national bodies should be created and internationally recognized comparative quality standards should be defined. With a view to taking diversity into account and avoiding uniformity, the required attention should be paid to the particularities of the institutional, national and regional contexts. (González Vidaña, 2014, p. 5).

Self-assessment promotes growth, especially when performed by an external body; however, the unification of the evaluation regulations used by the various organizations should be sought; in addition, consider the participation of recognized international entities

so that there are more precise criteria on the assessment of educational quality. This is a fundamental aspect that should not be overlooked, because in the midst of this globalization, institutions must train competitive professionals. Therefore, it is not surprising that governments promote strategies that promote quality education that benefits society in general.

> For two decades, with various public policies, among which the quality assurance strategy stands out, the governmental attention of governments has been concentrating on ensuring that the education provided is of good quality and ensuring the minimum quality that public and private higher education institutions (HEIs) must have. To date, it is evident that evaluation and accreditation have been a factor of change and improvement in higher education in the country. However, it is time for a thorough review of the methods and results of this process. The central point under discussion is how to maintain a close correspondence with the great transformation that technological development and globalization have caused in our educational system and our quality assurance mechanisms. (Zenteno Trejo, Osorno Sánchez y López Portillo Tostado, 2017, p. 14).

In accordance with this idea, Corona Zapata (2014) refers to the importance of the evaluation of educational programs to ensure the quality of the educational offer of HEIs.

> For the evaluation and accreditation of educational programs to really contribute to the improvement of higher education, it is necessary to recognize that other types of evaluation are equally necessary and to put them in motion; Having quality recognition should not limit higher education institutions to continue analyzing from different angles, the quality that claims to be offered in their programs (Corona Zapata, 2014, p. 2).

A quality educational program should not be limited to momentary recognition, but should continue to analyze all its variables to provide continuous improvement. In this sense, distance educational programs also have to be evaluated and accredited so that not only their quality is indicated, but also the suitability of their strategies for taking virtual classes.

> Evaluating educational quality is not an easy or simple process, and as far as it has been possible to analyze, its evaluation represents a great challenge for the organizations in charge of its accreditation. It is observed that one of the

main reasons for this is due to the constant changes and technological innovations, but these have not reached the evaluation systems; In this regard, it is considered that along with innovation and changing educational systems, restructuring of the quality assessment methodologies in distance education should also be developed (García Soto, García López y Lozano Rodríguez, 2020, p. 14).

Objective

The main objective of this research was to document the process followed by the Évora Valley Polytechnic University (UPVE) to obtain the evaluation and accreditation before the CIEES of the educational program for the Bachelor of Administration and Management of Small and Medium Enterprises.

Applied methodology

To meet the proposed objective, the qualitative method was used, which allowed detailed descriptions of events or processes. This method also served to review documents that support the creation and development of a certain career, placing the emphasis on its study program, mission, vision and educational model, among others. In addition, a theoretical desk research was conducted by various authors who have written about the evaluation and accreditation of higher education programs. As the objective was to document the evaluation process by the CIEES from management to evaluation, we worked according to the following model:

Figura 1. Modelo de evaluación a través de CIEES
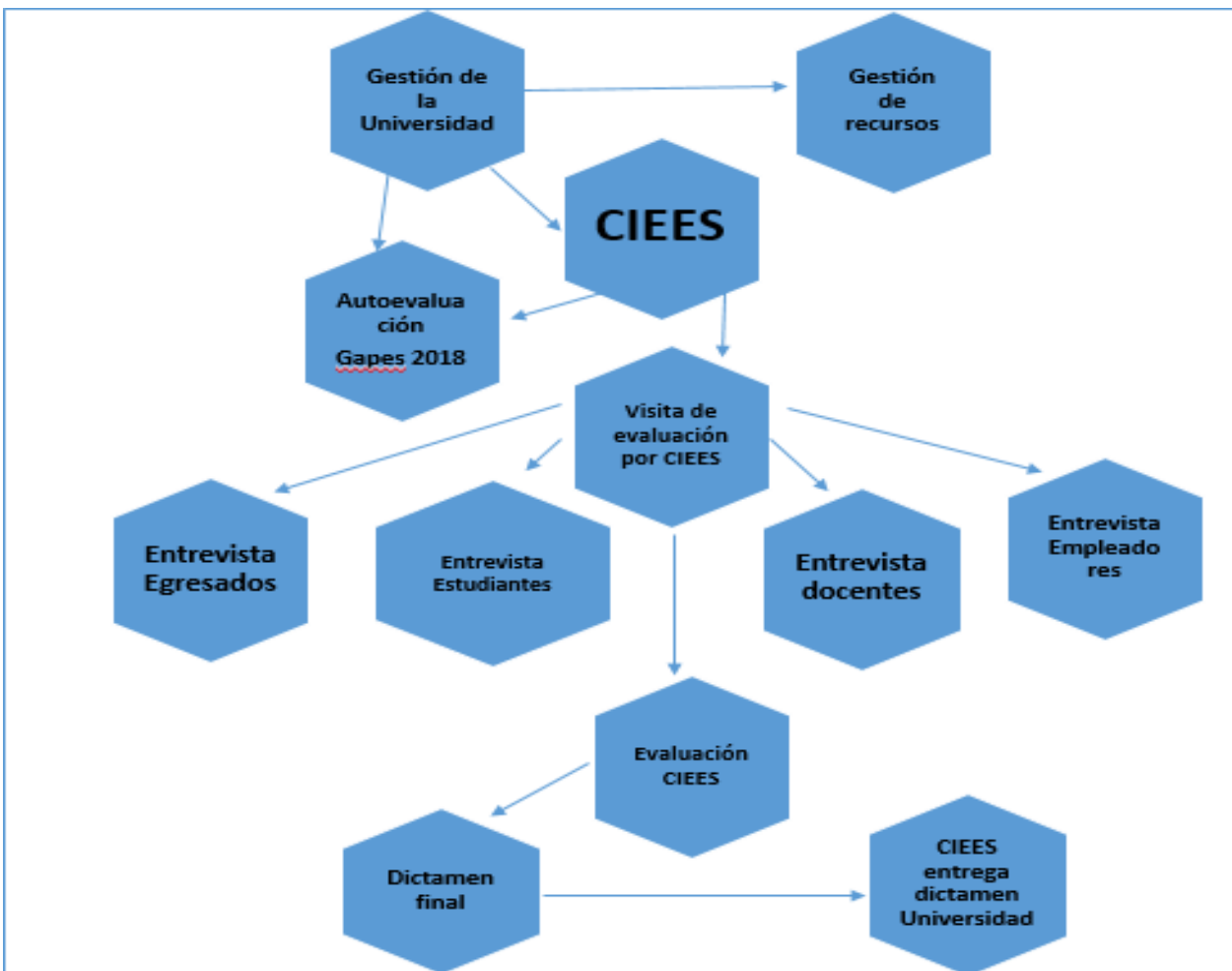
Fuente: Elaboración propia

Results

After receiving the necessary information from CIEES on the accreditation of an educational program, the UPVE director of educational programs proceeded to form work teams made up of three members (a full-time professor and two professors from the administration area) , which received training on the diagnostic evaluation process of the educational program, as well as the GAPES platform (guide for self-evaluation of higher education programs). These collaborators were in charge of performing the diagnostic self-assessment according to the general information, the axes and the categories granted by the CIEES as shown in the following (table 1).

Tabla 1. Criterios de evaluación diagnóstica según el CIEES

Información general	Ejes	Categorías
Datos del programa educativo.	1. Fundamentos y condiciones de operación.	1. Propósito del programa. 2. Condiciones generales de operación del programa.
Equipo colaborador.	2. Currículo específico y genérico.	3. Modelo educativo y plan de estudios. 4. Actividades para la formación integral.
Contexto del programa educativo.	3. Tránsito de los estudiantes por el programa.	5. Proceso de ingreso al programa. 6. Trayectoria escolar. 7. Egreso del programa.
	4. Resultados.	8. Resultados de los estudiantes. 9. Resultados del programa.
	5. Personal académico, infraestructura y servicios.	10. Personal académico. 11. Infraestructura académica. 12. Servicios de apoyo.

Fuente: Elaboración propia con información ofrecida por el CIEES (2019)

The information provided is explained below as referred to in table 1.

General information

- *Educational program data:* In this part, the name, registration and academic level of the program were referred to, as well as the name of the authorities of the requesting institution, the total number of graduates, the type of school year, among other data.

- *Context of the educational program:* A precise description was made of how the university is in its environment, the area of influence and access to the municipality of Angostura (where the university is located); Regarding the educational program, he referred to the main objective, to whom it is directed, what the labor field is, among other details regarding the municipality (demographic, social, economic activities, security, accessibility, communication, politics, etc.).

Axes and categories

- *Axis 1:* fundamentals and operating conditions: This axis was divided into two categories:

- o *Category 1:* purposes of the program: To train professionals with highly competitive managerial capacities who respond to the challenges that organizations face in uncertain environments, effectively directing their resources. In this section it was also indicated that they were approved by the General Coordination of Technological and Polytechnic Universities (CGUTyP), and the purposes (which include research) and how it is fulfilled were indicated. Likewise, the need for the educational program, the plans for the development and improvement of the program, as well as the description of the graduation profile were explained.

- o *Category 2:* general operating conditions of the program: The legal registration of the program and the specific regulations to which it is subject were specified; It was indicated if it is disseminated among the university community and if it is adequate for the operation of the program, the total and current enrollment, as well as the enrollment enrollment in the last five years. In this regard, it was critically analyzed whether enrollment enrollment had increased or decreased in the last five years. Budgets for the program were also indicated; Regarding this aspect, it was explained that there is no direct budget because the university has a budget for its four educational programs. Finally, the organizational structure of the university and an analysis of whether it is sufficient and adequate for the operation of the program were pointed out.

- *Axis 2:* specific and generic curriculum: It was specified which educational model guided the creation of the program.

  - o *Category 3:* educational model and curriculum: It was explained that the competency-based educational model supports the operation of the program; It was explained how it is disseminated through lectures addressed to students and how it is applied by teachers through a subject plan and its evidence corresponding to each unit of the subject. The study plan and the curriculum map were also described, indicating the subjects and learning units that the study program has.

  - o *Category 4:* activities for comprehensive training: The seven subjects with curricular value and their learning units focused on comprehensive training

were listed; Regarding the teaching of other languages, it was specified that there is an English subject in each semester of the curriculum map. Regarding external courses, seminars or training, it was indicated that the students took a certification course for office automation tools (table 2).

Tabla 2. Actividades para la formación integral

Materia	Contenido temático	Objetivo
Valores del Ser	U1. Naturaleza humana. U2. Noción y clasificación de valores. U3. El valor de ser persona.	El alumno será capaz de identificar y reconocer la naturaleza humana, así como la trascendencia de vivir los valores universales en todos los ámbitos del quehacer humano para su propio desarrollo y en función del bien común.
Inteligencia Emocional	U1. Multidimensionalidad. U2. Emoción y motivación. U3. Manejo de las emociones.	El alumno conocerá la inteligencia emocional para aplicarla como herramienta práctica en la vida, y que le permita manejar sus emociones inteligentemente y de esta manera elevar la calidad de sus relaciones consigo mismo y con los demás.
Desarrollo Interpersonal	U1. Desarrollo interpersonal. U2. Comunicación interpersonal. U3. Trabajo cooperativo y colaborativo.	El alumno construirá relaciones efectivas, desde la comunicación y el diálogo, para abrir espacios hacia una auténtica humanización que hace referencia a la autorrealización.
Habilidades del Pensamiento	U1. Herramientas de pensamiento concreto. U2. Herramientas inferenciales. U3. Pensamiento crítico.	El alumno será capaz de integrar las herramientas de pensamiento concreto e inferencial a través del aprendizaje por descubrimiento y la práctica sistemática para desarrollar estructuras mentales que le permitan aplicar el

		pensamiento crítico y resolver problemas de manera creativa.
Habilidades Organizacionales	U1. Visión organizacional. U2. Comunicación organizacional. U3. Liderazgo y trabajo en equipo.	El alumno será capaz de identificar sus habilidades organizacionales, tomando en cuenta las fortalezas internas con las que cuenta, y coadyuvando al desarrollo y aplicación de las mismas tanto en su vida personal como en su entorno.
Ética Profesional	U1. Generalidades de la ética. U2. Implicaciones éticas en el ámbito personal y profesional. U3. Código ético.	El alumno será capaz de reconocer el sentido de la ética como ciencia especulativamente práctica del obrar humano que pretende la perfección y felicidad humana, así como la reflexión acerca de las cuestiones éticas básicas del hombre en función de su vida actual y de su futura vida profesional.

Fuente: Elaboración propia con información recabada en el programa de estudios de la licenciatura en Administración y Gestión de Pequeñas y Medianas Empresas

- *Axis 3:* transit of students through the program: This axis was made up of the categories of admission to the program, school career and exit from the program.
  - o *Category 5:* program entry processes: The promotion and dissemination strategies of the program are presented, which are carried out through conferences, posters, brochures, interviews, etc., in addition, the institutional entry procedure was described and selection to the program, as well as regularization and support programs that are carried out through the three-week induction course.
  - o *Category 6:* school trajectory: It was described how the school control system and academic status operate, in which students can be found, the duration of the study plan according to the curriculum map, tutoring services and academic advising, as well such as their procedures, internships or visits in the employer sector

- o *Category 7:* graduation from the program: Information was presented on the degree process, requirements, degree options, total number of graduates, main academic and administrative obstacles to achieving the degree. In orientation for the transition to professional life, information from the predominant fields of the graduate's professional activity was considered, as well as the orientation that is provided to the student for their insertion into the labor field, with professional practices carried out in the subjects Stay I, Stay II and Stay, where the student joins companies to apply the skills acquired within their career.

- *Axis 4:* results: This axis was made up of the categories of student results and program results.

  - o *Category 8:* results of the students: It was indicated that the Ceneval EGEL exam is not available because the qualification occurs automatically when the 10 semesters of the program are passed. At the level of mastery of other languages, it was indicated that each of the nine semesters has an English subject. In participation of the students in courses, competitions, exhibitions and national and international presentations, it was clarified that in the last five years they have participated in projects and scientific research, as well as in national and international congresses where they have exhibited their working documents. An analysis of compliance with the graduation profile was also carried out according to the opinion of employers in the region.

  - o *Category 9:* program results: A numerical analysis of school dropouts from the educational program was offered and the causes were pointed out, as well as the actions established to reduce this index. Similarly, an analysis of the terminal efficiency and degree efficiency was presented, arguing that 100% of the graduates have a degree and professional license. Regarding employability, it was indicated that an exit survey is carried out six months after graduation, one year and three years after graduation to identify employability. The results show that graduates are employed in a period ranging from 15 days to six months after obtaining the degree. Similarly, an analysis of the opinion of graduates is carried out through a survey carried out at the time of carrying out their degree procedures.

- *Axis 5:* academic staff, infrastructure and services: This axis was made up of the categories of information on academic staff, academic infrastructure and support services.
  - *Category 10:* academic staff: This section provided information on the academic staff related to their category, recruitment, profile, number of teachers, classified by sex, support received by teachers, teacher evaluation that is carried out every semester, passing of professors, teaching and research activities (proof of research and projects of teachers presented at congresses, publications of magazines and books were offered).
  - *Category 11:* academic infrastructure: The amount of equipment, classrooms, computer labs, projectors, auditorium, and teachers' room were described, as well as the library and its amount of bibliographic collection destined for the educational program, services technological (internet networks), among other data of great importance. This was physically corroborated by the visiting evaluators of the CIEES, who conducted a series of questions and interviews with the teaching staff, students, graduates, employers, administrators, and university directors.
  - *Category 12:* Support services: In this area, transportation services were analyzed to support students, where it was indicated that the university has collaboration agreements with the transportation line and a 50% discount is made, considering it as problematic that there is only one transport line in the municipality; Likewise, the university has a cafeteria that offers a menu according to the needs and economic possibilities of the students and also the university offers food scholarships for students with financial problems. All these support services were corroborated by the evaluating visitors of the CIEES, who also asked the students selected by themselves for the interview in this regard.

Discussion

After describing in the previous section the steps followed for the evaluation process of the degree in Administration and Management of Small and Medium Enterprises, it can be indicated that the CIEES committee, through the administrative sciences area committee, ruled the accreditation of the referred program, with some observations of continuous improvement, which are progressively being resolved for the benefit of applicants, students and graduates. This indicates that the Polytechnic University of Valle del Évora has a quality program endorsed by an external body. This process is also very useful because it allows the collection and storage of all the information arranged in axes, categories and subcategories, which allows the HEIs to have available concrete and reliable documentation on a specific educational program. As a limitation, however, it can be noted that there is little literature on the subject studied, especially on the evaluation models or schemes used for the accreditation of a program.

Conclusions

Based on the data provided, it can be concluded that teamwork for the management and diagnostic self-evaluation of an educational program is essential because it allows systematizing the data required by the external evaluating body. In effect, when carrying out the evaluation and accreditation process of an educational program, it is possible to integrate all the required documentation, which includes processes, models, study plan, subjects, philosophy, entrance procedures, graduation, degrees, tutorials, consultancies and other information that allows universities to obtain a closer picture of reality. In this process, in addition, the participation and opinion of students, graduates, teachers and employers is achieved, essential factors to promote improvements in all the aspects analyzed. In summary, it is considered that the information provided in this document may serve as support for other universities that decide to evaluate and accredit an educational program.

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