META-ASSESSMENT OF STUDENT PERFORMANCE AND CHALLENGES FOR ACADEMIC PERFORMANCE IN THE FACULTY OF ADMINISTRATION OF THE SAN LUIS GONZAGA NATIONAL UNIVERSITY

Dra Esther Vilca-Perales[1], Mag. Uldarico Canchari-Vásquez[2], Dra. Ericka Villamares-Hernández[3], Dr. Alejandro Alfredo Quispe Mayuri[4]

[1]*Universidad Nacional San Luis Gonzaga.*
evilca@unica.edu.pe   código orcid: 0000-0003-2117-4344
[2]*Universidad Nacional San Luis Gonzaga.*
uldarico.canchari@unica.edu.pe código orcid: 0000-0002-8111-7731
[3]*Universidad Nacional San Luis Gonzaga.*
ericka.villamares@unica.edu.pe código orcid: 0000-0002-8702-1503
[4]*Universidad Privada San Juan Bautista.*
alejandro.quispe@upsjb,edu,pe código de orcid: 0000-0002-0002-5182

Abstract

The objective of the research was the analysis of the Meta-evaluation of the students' performance and the challenges for academic performance in the Faculty of Administration of the "San Luis Gonzaga de Ica" National University. The methodology used was applied research with a quantitative approach and the statistical method to validate its variables: evaluative practice and academic performance, in addition, the logical inductive-deductive and synthesis-analysis methods were used. The level of the research work was descriptive, the study population was 975 students attending the 2018-II academic semester of the Faculty of Administration of the "San Luis Gonzaga de Ica" National University and a sample of 276 participants. It is supported by the constructs obtained in the research by relating the Planning of the Evaluative Practice, the execution and Evaluation of the Practice of learning assessment and academic performance in relation to their overall averages obtained confirming with the contingency coefficient that verifies the intensity of the relationship between the variables whose value was ,277 and p= ,028 < ,05 value. It is concluded that there is a moderate positive relationship between the Learning Assessment Practice and the Academic Performance of the students of the Faculty of Administration of the "San Luis Gonzaga de Ica" National University, in the academic year 2018.

Keywords: Meta-assessment, learning assessment, performance, competencies, academic performance challenges.

INTRODUCTION

The objective of the research was to analyze the meta-evaluation of student performance and the challenges for academic performance in the Faculty of Administration of the "San Luis Gonzaga de Ica" National University. In this context, the evaluation of learning is an integral academic process inherent to the teaching process, which should help us to make better decisions regarding the professional training of students; however, there are evaluative actions that occur and others that do not occur in normal terms, and that are not supported by evaluation instruments that allow us to have valid, reliable, and objective results. University teaching is one of the true commitments of today's professionals, of great responsibility and which

requires that those who put it into practice are the main axes of change and that the future expects a lot from it in order to advance in the improvement of the quality of education in the country.

Therefore, the practice of evaluation tends to be subjective, giving priority to the personal opinion of the evaluator, an opinion that lacks a real planning, since for some of the teachers, when evaluating with evaluation instruments to obtain information, only what has been worked on in class should take precedence and not what is in the syllabus; others of them review the syllabus to elaborate the evaluation instruments getting to have evaluation criteria where the performance of the competences that become the quality indicators of the learning to be obtained takes precedence, while the others elaborate their evaluation instruments according to their teaching experience and what they consider important, besides there are teachers who consider that to evaluate is to have evaluation criteria, others do not, where the evaluation instruments are not submitted to an analysis by the academic direction if it fulfills or not the requirements that are expressed in the evaluation regulations.

From what has been expressed, it prevails in University Education and it is stated by Sanchez (2018) about the evaluation of learning if we ask a student, they will probably tell us: "exams"; and if we ask a professor, they could answer us: "it is something difficult that takes time and experience, for which I generally do not get paid, and for which I was not trained". We believe that much of what we teach is learned by the students, yet the only way to understand the effectiveness of teaching is through continuous, technically appropriate evaluation, consistent with the learning plan and teaching methods that include the students. Ideally, this evaluation should produce results that are interpretable and usable by the students themselves, teachers, educational institutions, and society (Sanchez, 2018).

Furthermore, in this thought of learning what means truly evaluating student learning is the opinion of Moreno (2016) who highlights that the evaluation of learning in the last twenty-five years has been notorious. We have gone from evaluation synonymous with measurement (positivist character with strong behavioral charge), where the emphasis was placed on the instrumental dimension (how the evaluation is performed), the evaluator is seen as a person of sterile behavior, and the neutral (evaluation without value) to Achieving an objective and scientific measurement of school performance, evolving towards a broader and more complex evaluation perspective, not limited to its technical dimensions, which recognizes its profound ethical and moral implications for participants.

The San Luis Gonzaga national university is located in the Department of Ica, in Peru, created by the law Nº 12495 of December 20, 1955, and has been operating until today, providing its services of training professionals in its 24 faculties, and contributing to the development of the region is characterized by its boom in agro-export, and this is where the university contributes with its research of its problems, has a student population of more than eleven thousand undergraduate students from different faculties of the three basic area: health sciences; engineering and sciences and the area of social sciences and humanities. , Among them, the faculty of Administration, which belongs to the area of social sciences, was created by resolution N°3234-76-CONUP, dated April 29, 1976, as a specialty of the Academic Program of Economic Sciences, with the purpose of satisfying the student demand generated by the national recognition of the importance of the specialty, as a promoter of the integral development of the organizations and of the society in general. Since 1982 it manages to carry out its academic activities independently (Rector's Resolution No. 11131 of August 27, 1982), the same that trains professionals in Management at this time has that in 2018 in the academic semester 2018-II, students in the various academic cycles as shown in Table 1.

Table 1 Student population of the Faculty of Administration of the San Luis Gonzaga national university; in the Academic Cycle 2018-II.

AÑO	NÚMERO DE ESTUDIANTES

First year	II Cycle	170
Second year	III Cycle	96
	IV Cycle	153
	V Cycle	58
Third year	VI Cycle	196
	VIII Cycle	192
Fifth year	IX Cycle	110
TOTAL		**975**

Nota. Academic Secretary of the Faculty of Administration of the San Luis Gonzaga national university, academic year 2018 -II, August 2018.

The research had previous studies such as the followings:

II THEORETICAL FRAMEWORK

Meta-evaluation of learning

Learning from the evaluative actions carried out for the achievement of learning is one of the tasks that is gaining momentum in the present decade, since it is not only associated to whether the student is promoted or not; but rather to turn it into actions of learning from learning to give quality to the work of training new professionals, in this sense the meta-evaluation of learning can be recognized as the understanding and interpretation of the evaluation itself.

This reflection is also assured by Luciani (2021) that it is not only a matter of simply considering the results of an educational quality evaluation, but that we need to evaluate the evaluation that generated those results in order to understand the meaning of those results. According to Marcipar and Luciani (2017) argue that the meta-evaluation or evaluation of educational quality assessments puts its macro look to answer questions ranging from technical-pedagogical issues to socioeconomic, political and ideological issues such as: are the instruments correctly measuring the results, have the educational quality assessment mechanisms provoked greater accountability for the results or have they served, on the contrary, to further segment the educational demand, Do we

evaluate to improve the efficiency of educational investment or to guide demand? Do we evaluate to compensate for social differences or to check the levels of social segmentation? These questions, among others, indicate a fact that is undeniable with respect to educational quality evaluation systems and that is that they respond to different models, which give centrality to the idea of equity, others that ponder the concept of competitiveness and others that focus on efficiency. This is what Hernández, et al. (2020) refers to, that in order to carry out an optimal evaluation process of the evaluative processes of learning, it is necessary to establish a set of precisely delimited theoretical aspects to be able to observe, evaluate and improve; determining the character that predominates in the evaluation of learning carried out by the teaching staff and which are the achievements and failures, to later provide the necessary help and establish effective improvement plans, ensuring the validity and reliability of the results obtained.

Evaluation of competencies:

Competencies are the knowledge that new university professionals must assume to comply with the graduate profile and are referred to a set of capacities, skills, and attitudes that they must achieve to solve a situation in their context; these capacities are non-transferable from the learner. Considering Ruiz and Moya (2020) they point out that competencies are generated in the learning process, when the student acquires day by day, greater knowledge, skills, and attitudes,

in a certain developed subject. As shown in Figure 1.

Figure 1 Competency: Basic elements
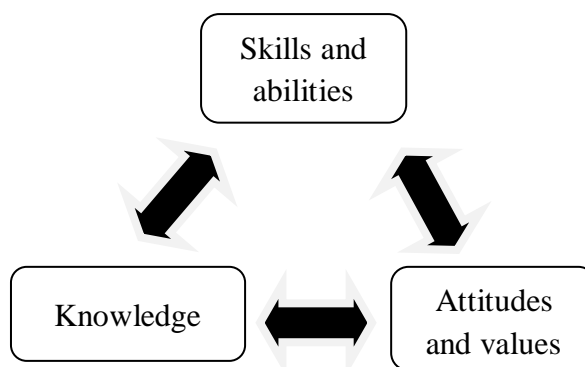
Note. Own elaboratio

Education by competencies is significant because it seeks to find a balance between contents and methodologies, in the sense of promoting learning in university students based on the development of basic knowledge for a life with dignity and committed to today's social challenges (Sánchez & Boroel, 2017).

The curriculum by competencies has as its purpose the formation of students in an integral way that develop capacities and abilities to solve problems that are presented in their context, that develop their capacity to assume changes, that adapt easily to updating processes, that is to say, it must achieve professional competence that reflect a successful performance in a determined professional task, for which there are well established criteria of achievement, quality or effectiveness (Vargas, 2008, p. 20).

The competency-based curriculum allows the student to be the protagonist of his own learning process, which is based on the following principles: responsibility in what he learns; learning in his own activity, having the teacher as his guide and interacting with his classmates and with the study materials; with learning activities to analyze and search for information, solve cases, problems, argue positions, develop projects, etc. with greater autonomy (Críspin et al., 2012, p.20).

Education in Peru follows the global trend of educating citizens through the integrated approach educating the student's person, in this regard García-Calderón (2017) reaffirms us that the trend that is gaining importance in the field of education, including higher education, and is the Competency-Based Education.

This educational model not only establishes student learning on the basis of competencies, but also changes the way in which the interaction between students and the university is carried out.

Instead of operating on the temporal basis of academic periods and subjects established in a curriculum, competency-based education allows students to advance at their own pace, as they demonstrate that they have the competencies required to obtain an academic degree (García-Calderón, 2017).

In order to evaluate competencies, these must first be translated into a set of performances or evidence by which the professor puts into practice this macro knowledge, Acevedo (2017) argues that this process is based on the development of continuous processes of self-evaluation (the student evaluates him/herself), co-evaluation (students evaluate each other) and heteroevaluation (the evaluation made by the teacher); also including the same three elements in the evaluation of teaching (teacher evaluation) and in the institutional evaluation itself (the latter is fundamental, because it makes possible the physical, technological and administrative environment suitable for the optimal development of the teaching-learning process).

Today's University System presents changes in its learning evaluation process and according to Arias (2016) who quotes Arribas (2012) in which he argues that the evaluation and grading system used involves differences in terms of types, criteria, activities, evaluation instrument and that it has a huge impact on the academic performance of students, and that the best way to ensure learning for life is the continuous evaluation in the teaching-learning processes.

In regard to what is stated by Huamán et al. (2020), they comment that the evaluation of authentic learning is an excellent alternative that adapts to the forms of work required and to the educational purposes set forth in study plans and programs at the university level, and the instruments used are the portfolio and the assessment matrix or rubric, among others.

Evaluative practice

In the didactic competences of a university teacher is not only framed the process of teaching, but also the process of evaluating the competences that the student must achieve; a process that starts from the prioritization of the purposes of learning: what to evaluate; then why to evaluate, how to evaluate, when to evaluate and with what to evaluate; that is to say that the processes of performance (teaching mediation), planning and evaluation are inherent processes that must go together from the beginning to the end, which constitutes in itself, the evaluative practice that provides the information to enhance from it the learning constantly (Martinez, 2018). In fact, that in higher education there is a great weakness in the pedagogical training of teachers, in relation to individual differences in learning and how to address them in the classroom with a teaching practice according to them, which becomes an impediment to effective or real learning in the student.

At the university campuses of today, according to Zabalza and Lodeiro (2019), for their teachers, evaluation still constitutes a space saturated with dilemmas; with some exceptions, it presents them with more concern than satisfaction, since there is enjoyment and enthusiasm in the classes, but they become frustrated when they are evaluated, breaking the constructive relational framework that teaching allows, and evaluation hinders. Our friendly role as facilitators and guides is complicated by that of judges.

The evaluative practice that is carried out according to the Ministry of Education of Peru (MINEDU, 2019) during the learning and teaching process, the teacher must permanently observe the student's performance and productions promoting reflection on their learning process to identify their progress, recurring errors and opportunities for improvement. Teachers who actively monitor student learning collect evidence of their level of skill development, progress or difficulty by asking questions, having conversations, formulating problems, tools or through groups and reviewing their work. Evidence can be collected and recorded through various assessment techniques and instruments, which are appropriate if they are congruent with the nature of the competencies to be assessed according to the learning purposes, the established assessment criteria, and the characteristics and needs of the various learners.

According to Rios and Herrera (2020), the evaluative practice carried out by teachers in this new scenario of a competency-based curriculum brings challenges that must be faced, such as the need to advance in the construction of a new evaluative culture within educational institutions with the purpose of consolidating the real learning of students; thus, the decentralization of evaluation is proposed in order to propose a redesign of the evaluative practices of teachers and to promote, in the case of students, a new look at how to understand their own learning processes.

The suggested challenge is based on a revision of pedagogical practices with emphasis on evaluation, related to a change of paradigm from the opportunities offered by authentic evaluation associated to how evaluation procedures should be implemented in an integral, democratic, and consensual sense.

With this goes the suggestion to make changes in the traditional practices of heteroevaluation exercised by teachers and consequently an alteration on the domain and control of the exchange of meanings and subjectivities at the moment of applying such procedures to evaluate the teaching-learning processes.

Academic Performance

Academic performance has been the subject of study of several investigations, from which allows us to learn better and better what it consists of and what factors affect it, as Apaza (2018) indicates that Academic Performance is the sum of different and complex factors that act on the person who learns; that is, it has been defined with a value attributed to the student's achievement in academic tasks. It is measured by means of the grades obtained, with a quantitative valuation, whose results show the subjects won or lost, the desertion and the degree of academic success, nowadays the performances of the achieved competences, be these generic, of specialty and the professional ones.

The factors he points out are multicausal, involving an enormous explanatory capacity of the different factors and temporal spaces that intervene in the learning process.

There are different aspects that are associated with academic performance, among which intervene components both internal and external to the individual. They can be of a social, cognitive, and emotional order, which are classified into three categories: personal determinants, social determinants, and institutional determinants, which present subcategories or indicators. Measuring academic performance implies the permanent search for educational quality, to the extent that it provides elements for continuous improvement, in that sense it is a reality that it is considered an indicator of the level of learning achieved by the student, which is why the educational system gives so much importance to this indicator (Amaya & Rafael, 2019).

The evaluation of university academic performance in Peru continues to be from 0 to 20 (vigesimal), despite the various modifications in the learning evaluation system in basic education carried out by MINEDU, in both public and private universities, despite the development of a competency-based curriculum according to the licensing guidelines of the National Superintendence of University Education (SUNEDU), the vigesimal system is still used for the grading of subjects, which leads us to conclude that student learning achieves some competencies and skills gradually throughout the professional career (Casas, 2020). And in the process of the university fulfilling one of its institutional objectives of training quality professionals for today's society, university teachers are the fundamental pillar to improve the academic performance of students, since there is a responsibility to pursue personal and professional development to improve the pedagogical work (Valdivia, 2021).

CHALLENGES FOR ACADEMIC PERFORMANCE

In order to develop professional competencies in higher education institutions, teaching competencies are being redefined, since their task in this type of training is to manage the learning environment, interpret the expressions and behaviors of the learner and communicate with them to support their learning process (Chang, 2009). Therefore, this type of teaching exercise is different from the one that sticks to the teaching script of a discipline to expose its content and therefore requires a preparation of the teacher according to what is required of them.

Therefore, teaching competencies to develop professional ones integrate a set of conditions related to research, dissemination, management of the educational task, quality of the teaching function, cooperation, and leadership both in the institution and the classroom as well as in the context of the exercise of teaching itself. Teachers must be aware of the challenges of the competency-based teacher education model, work on them and not avoid them. These challenges are found in dimensions such as pedagogy, the design of a diversity of didactic strategies based on the needs and learning styles of young people, and continuous research from multiple sources that facilitate the integration of knowledge from various disciplines, so that students learn to solve problems and make decisions that respond to the demands of the knowledge society.
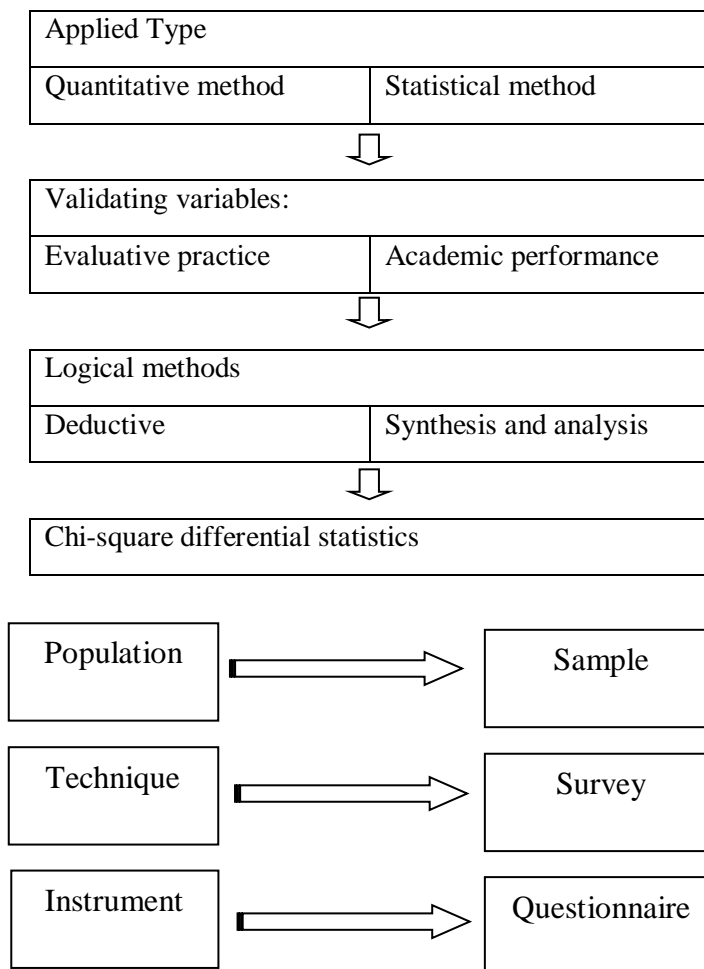
III. RESEARCH METHODOLOGY

The research was of applied type, the quantitative method and the statistical method were used to validate its variables: evaluative practice and academic performance, in addition, the deductive- deductive and synthesis and analysis logical methods were used. The

research level was descriptive, the study population was 975 students studying in the academic semester 2018-II, in the Faculty of Administration of the San Luis Gonzaga national university and the sample was 276 participants, the sampling used was probabilistic, simple random. The quantitative techniques to collect the information the survey, observation, the use of sampling techniques and differential chi-square statistics. Which is expressed as follows:

Figure 2 Methods and Materials

Applied Type	
Quantitative method	Statistical method

Validating variables:	
Evaluative practice	Academic performance

Logical methods	
Deductive	Synthesis and analysis

Chi-square differential statistics

Population	→	Sample
Technique	→	Survey
Instrument	→	Questionnaire

Source: Own elaboration

IV. DATA ANALYSIS

The data obtained from the evaluative practice of learning and academic performance of the teachers and/or students at the School of Management who participated in the research show the following results:

Figure 3 Contrasting General hypothesis

X^2 calculated: 22.99

Acceptance zone

$X^2 = 19.68$
Critical table value
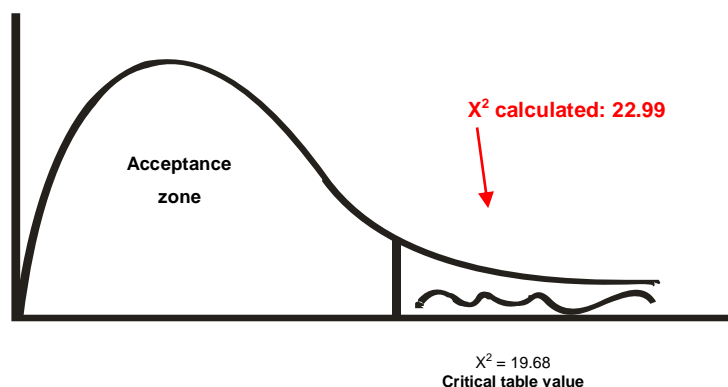
When applying the Chi Square statistical method (where its value obtained is 22.99 > 19.68) with a confidence level of 95% and with 12 degrees of freedom in the SPSS gives as a result of p = ,028 < ,05; deciding also to contrast by finding the contingency coefficient whose value is ,277 which verifies the intensity of the relationship between the variables moderate with p value=

,028 < ,05. Therefore, the statistical decision is taken to reject the null hypothesis and accept the alternate hypothesis: The practice of learning assessment is related to the academic performance of the students of the Faculty of Administration of the San Luis Gonzaga National University in 2018.

Table 2 Appreciation of the information on the competency assessment pathway at the beginning of the semester.

Category	Frequency	%	% Accumulated
Do not answer	1	,4	,4
Never	60	21,7	22,1
Sometimes	85	30,8	52,9
Mostly	83	30,1	83,0
Always	47	17,0	100,0
Total	276	100,0	

Source: Own elaboration

The presented table contains the information obtained in response to the question: Is the process of obtaining information about what is learned in terms of the elements of the competence of each subject explained to the students? since it is required that the students may participate in a responsible and safe way in order to avoid controversial emotions regarding the grades that they may obtain. A 30.8% of the students assure that sometimes they know how they will be evaluated in the subjects, although the teachers who assume a professorship should

have the same information of how the route of the evaluation of the learning of the subject of their responsibility is, however, a 47.1% think that almost always or always they know how the evaluation process of their subjects is carried out. There are 21.7% who consider that they never know how they will be evaluated.

Table 3 Determination of evaluation instruments used in the asignature to evaluate competencies

Category	Frequency	%	% Accumulated
Do not answer	4	1,4	1.4
Never	67	24,3	25.7
Sometimes	81	29,3	55,0
Mostly	78	28,3	83,3
Always	46	16,7	100,0
Total	276	100,0	

Source: Own elaboration

The information presented shows that the students and/or teachers who participated in this research affirm in 53. 6% that never or sometimes the evaluation instruments that were applied in the subjects per academic semester are in accordance with what was planned in the syllabus of each subject, both for the conceptual, procedural and attitudinal contents of the competence or competences of the subjects, rather they respond to other factors or characteristics that are peculiar to the didactics of the responsible teacher; in addition for the other intervening elements that represent 45% they respond that almost always or always the evaluation instruments that have been applied per subject are in accordance with what was planned.

Table 4 Appreciation of the evaluation results as student learning.

Category	Frequency	%	% Accumulated
Do not answer	3	1,1	1.1
Unsatisfactory	47	17,0	18,1
Basic	86	31,2	49,3
Satisfactory	109	39,5	88,8
Outstanding	31	11,2	100,0
Total	276	100,0	

Source: Own elaboration

The recognition of how much has been learned at the end of the application of an evaluation instrument by the university student has the peculiarity that this recognition is synonymous with a passing grade, but it is in this case where it is necessary to recognize how much the student has developed the competence, assuming that he has achieved his performance and observable behaviors. The statistical table presented shows that 39.5% respond that they are satisfied with what they have achieved and that they recognize it with interest; as well as 31.2% respond that they have achieved this learning at the basic level only, and there are also 29.2% who think that they are dissatisfied or very satisfied with the learning achieved.

Table 5 Appreciation of the learning of the subject in the grades obtained.

Category	Frequency	%	% Accumulated
Do not answer	1	,4	,4
Never	58	21,0	21,4
Sometimes	93	33,7	55,1
Mostly	88	31,9	87,0
Always	36	13,0	100,0
Total	276	100,0	

Source: Own elaboration

The statistical information summarized in the table above is very significant, since it reflects the level of relationship with the planning of the evaluation actions to which both students and teachers will be subjected, since if they are not clear about "What to evaluate", "Why evaluate" and "How to evaluate", it will seem to them that they have participated in evaluation events where they think 54.7% that never or sometimes that the grade they have obtained is congruent with what they have learned, and they should know from the beginning what are the observable performances and behaviors that will be synonymous of evaluation, if they do not know them, they will answer that there is a difference between what is graded and what is learned; likewise for 44.9% they answer that almost always or always what they have learned is reflected in what is graded.

Table 6 Presentation of the Attitude Evaluation instruments that reflect their learning.

Category	Frequency	%	% Accumulated
Do not answer	1	0,4	0,4
Never	46	16,7	17,0
Sometimes	107	38,8	55,8
Mostly	90	32,6	88,4
Always	32	11,6	100,0
Total	276	100.0	

Source: Own elaboration

The statistical instrument that was presented shows us the information referred to whether the student and/or teacher recognizes that he/she has participated in attitude evaluation actions as a component of the subject competence, since it refers to a very important component of this approach centered on the student's performance. The 55.5% respond that they have never or sometimes participated in such actions, so it is inferred that only the teacher carries them out or

does not carry them out, or the self-evaluation and co-evaluation instruments have not yet been used for the student to respond positively. What is interesting about the information is that 11.6% respond that they attest that they have always participated, and 32.6% that they think that they have almost always participated.

**Table 7** Determination of results that motivate better learning

Category	Frequency	%	% Accumulated
Do not answer	2	,7	0,7
Never	26	9,4	10,1
Sometimes	90	32,6	42,7
Mostly	109	39,5	82,2
Always	49	17,8	100,0
Total	276	100,0	

Source: Own elaboration

The level of motivation for the results of the evaluation of the subjects is reflected in the previous statistical table that for 57.3% consider that almost always or always the results of the evaluation are an incentive to continue studying, which shows that they reflect and consider that participating in such actions are the ones that give them the level of what they have learned and how they have done in each of the components of the competence of each subject, and on this it is possible to improve their strategies to learn and to be evaluated later, that is, it reflects the level of commitment to learn. Although there are 42% who show their disagreement with the results since they respond that they never or sometimes consider it as a way to improve and motivate them to do better with regard to the other evaluations that they will be submitted to during the academic semester.

Figure 4 Academic Performance
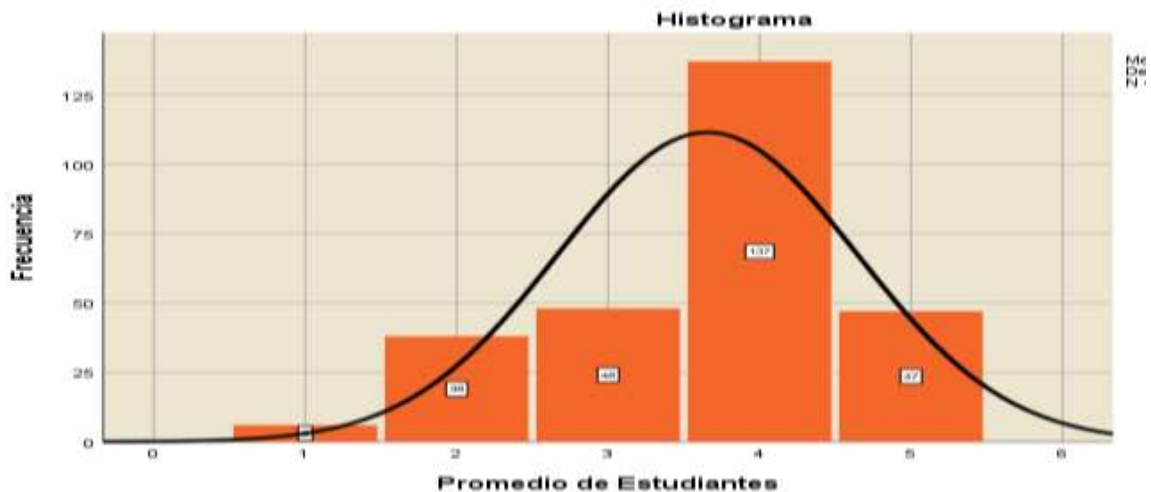
Source: Own elaboration

The academic performance of the students of the 2021-II academic semester is expressed by categories, 49.6% of which is that the average grade of the students' subjects fluctuates between 10.01 and 15, which expresses the passing level of the competencies at a basic level; likewise, there is a level of 33.3% that failed since their averages fluctuate between or up to 10, which means that at the end of the academic semester a third part of the students did not achieve the competencies and require a postponed exam to do so. Only 17% of the students achieved the satisfactory level of achievement of the competencies.

V. DISCUSSION OF RESULTS

This research done has shown that the Evaluative Practice of students' learning is related to academic performance in a moderate positive relationship, with a p value of ,028 < 0.05, reaffirming the findings of Agüero (2016), regarding the achievement of students' averages, although the researcher does a more exhaustive work on the evaluation of the attitudes of competence of the students of the Faculty of Industrial Engineering (Agüero, 2016). We also corroborate what arrived by Salas (2005) in what manifests that the academic performance of the students of Stomatology of his university is positively related to study habits, hence our research emphasized that the evaluation actions should be planned executed and evaluated with the purpose of truly developing the student's competencies.

In addition, it was shown that the practice of learning assessment still has the characteristic of being subjective, depending on the teaching experience as the only responsible for it, since the planning actions of the students' performance and observable behaviors in each subject should be known from the beginning of the academic semester and that the teacher's teaching and learning strategies should allow evidencing in the students the performance of the competencies throughout the curricular execution in the academic semester; This differs from Vega (2013) who found a highly positive correlation between the learning assessment model and assessment planning.

The formative evaluation actions promoted by the competency-based curriculum bring the teacher to improve his teaching didactics, to recognize that the protagonist of learning is the student and that he becomes the architect of the student's performance with quality in all his actions, to learn even in the evaluation actions improving academic performance, since he will do it in a climate of trust, respect, with educational means and materials that contribute to the student feeling satisfied with what he learns, thus we show that this research surpassed what Gabriel (2004) stated.

Conclusions

Based on the presented results, it can be concluded that there is a moderate positive relationship between the Practice of Assessment of Learning Evaluation and the Academic Performance of the students of the Faculty of Administration of the San Luis Gonzaga National University, in the academic year 2018. This conclusion is supported by the constructs obtained in the research by relating the Planning of the Evaluative Practice, the execution and Evaluation of the Practice of the Assessment of Learning and the Academic Performance in terms of their overall averages obtained, being confirmed with the contingency coefficient that verifies the intensity of the relationship between the variables whose value was .277 and p value= ,028 < ,05.

There is no significant relationship between the planning of learning assessment with the academic performance of the students of the Faculty of Administration of the San Luis Gonzaga National University in 2018. This statement is supported with the contingency coefficient, whose value is ,228 with a p-value of ,238 > ,050.

The execution and evaluation of the Practice of Learning Assessment are directly related to the academic performance of the students of the Faculty of Administration of the San Luis Gonzaga National University, in the academic term 2018-II. It was possible to obtain a correlation between the variables of p value = ,041 with a level of intensity of the relationship between the variables.

Recommendations

Suggest to the Direction of the Department Head of the Faculty, actions of training to the teacher in evaluation by competences that allows overcoming the levels of carrying out the evaluation of the competences in an improvised and subjective way.

Propose to the Direction of the Academic Professional School of the Faculty to carry out together with the teacher the evaluation instruments for the conceptual, procedural, and attitudinal contents of each subject, with the purpose of evaluating the competences with the necessary means and instruments that give the educational practice the validity, reliability and objectivity required.

Advise the Direction of the Academic-Professional School of the Faculty to publish the observable performances and behaviors that will be subject to evaluation in each subject, for their recognition from the first day of the academic semester for the corresponding knowledge and evaluations.

Propose cooperative learning and meta-evaluation meetings among the professors of the academic areas to validate the strategies, means and instruments of evaluation that will allow the professors to advance together in the management of the curriculum by competencies.

Exhort the Direction of the Academic Professional College of the Faculty, to carry out previous reviews of the partial exams, with the purpose of verifying if they contain the performances syndicated by the teacher and to verify the development and strengthening of the competencies of the subjects.

Request to the Academic Department Head of the Faculty, the operation of the academic tutorials of the subject areas so that the student is accompanied in their actions to improve their learning.

Request to the responsible directors of the faculty, permanent dissemination and information campaigns that allow empowering the students on how they should participate in the evaluation actions of each subject in order to obtain grades to their learning, but with application of the current evaluation directives and regulations to avoid an evaluative practice that does not reflect the true learning of the students as the results of this research have found.

BIBLIOGRAPHIC REFERENCES

[1]   Acevedo, M. (2017). La evaluación del aprendizaje en la perspectiva competencias. *Revista Temas*, 3(11), 203 – 226 Universidad de Granada España.

[2]   Agüero, J. (2016). *Evaluación Formativa y Aprendizaje por Competencias en la asignatura de Dibujo y Diseño Gráfico de los Estudiantes de la escuela de Ingeniería Industrial de la Facultad de Ingeniería y Arquitectura de la Universidad de San Martín de Porres, año 2015*. https://hdl.handle.net/20.500.12727/2628

[3]   Amaya, R. & Rafael, A. (2019). Estrategias de aprendizaje y rendimiento académico universitario: Una mirada desde los estudiantes de tecnológicos públicos. Universidad del Zulia (LUZ) *Revista Venezolana de Gerencia (RVG),* Año 24 N° 87, 2019, 938-953 ISSN 1315-9984. Pag 946.

[4]   Apaza, R. (2018). *Impacto del Estrés en el Rendimiento Académico en los Estudiantes de la Escuela Profesional de Odontología del primero al sexto semestre académico de la UNA-Puno, 2017-II* http://repositorio.unap.edu.pe/handle/UNAP/7515 Pag. 30-32.

[5]   Arias, Y. (2016). *Tipos de evaluación en el nivel de competencias de los estudiantes de la Carrera de Administración de Empresas Hoteleras en la asignatura de Operaciones Turísticas de la Universidad Autónoma de Santo Domingo recinto Hato Mayor, República Dominicana, 2015.* https://books.google.com.mx/books?id=tBHzCQAAQBAJ&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

[6]   Casas, M. (2020). *Factores de riesgos personales y socioculturales en el rendimiento académico universitario de beneficiarios del programa Beca* 18. Pag 46. https://pirhua.udep.edu.pe/bitstream/handle/11042/4565/MAE_EDUC_PSIC_2002.pdf?sequence=2&isAllowed=y

[7]   Chan, M. & Delgado, L. (2009). *Principios de complejidad aplicados al diseño curricular por competencias*. Ponencia

presentada en el V Congreso Internacional sobre el Enfoque Basado en Competencias. Bogotá, CO: CIEBC.

[8] Crispín, M. L., Gómez, T., Ramírez, J- C., & Ulloa, J. R. (2012). *Guía del docente para el desarrollo de competencias.* Ibero México

[9] https://ibero.mx/formaciondeprofesores/Apoyos%20generales/Guia_docente_desarrollo_competencias.pdf

[10] Gabriel, O. (2004). *Medios y Materiales Educativos en el Rendimiento Académico de los Alumnos del Instituto Superior Tecnológico, Fernando León de Vivero de La Tinguiña- Ica 2004.*

[11] García-Calderón, L. (2017). *La evaluación de las competencias en educación Superior. Ponencias y conversatorios.* Primera Edición digital 2017. Pontificia Universidad Católica del Perú, p. 94. Lima.

[12] Hernández, M., Villarroel, V., & Zambrano, J. (2020). Dimensiones e indicadores para la Metaevaluación de los aprendizajes: Reflexión y propuesta del campo teórico de la Evaluación en Educación Superior. *Revista Cubana de Educación Superior RNPS*: 2418 - ISSN: 2518-2730 No 2- Vol 39- mayo-septiembre   2020. https://www.researchgate.net/publication/342515404

[13] Huamán, L., Hilario, M. R., & Franco, Y. (2021). Validación de las rúbricas como instrumento de evaluación en estudiantes universitarios de la Facultad de Educación de la Universidad nacional del Centro del Perú- UNCP. *Horizonte de la Ciencia.* 11 (20) ene-jun 2021 FE/UNCP. ISSN (Impreso): 2304-4330/ ISSN (En Línea): 2413-936X.DOI: https://doi.org/10.26490/uncp.horizonteciencia.2021.20.782

[14] Luciani, M. (2021). *La Meta-Evaluación en la Educación Superior: Reflexiones sobre su aplicación en el Proyecto CAI+D 2016.* https://www.researchgate.net/publication/350621770

[15] Marcipar, S. & Luciani, M. (2017). *La meta-evaluación en la agenda de la educación superior.* ciencias económicas 14.01 / 2017 / páginas 185–197 / Divulgación. Pag 189.

[16] Martínez, J. (2018). *Evaluación de los Aprendizajes: Un Modelo desde los estilos de aprender de los Estudiantes de Enfermería.* Memorias Congreso Investigación y Pedagogía. Tunja, Número 02 – Octubre/ 2013 ISSN 2256-1951. evaluacion_aprendizaje_modelo_estilo.pdf

[17] Ministerio de Educación del Perú (MINEDU, 2019), Planificación, mediación y evaluación de los aprendizajes en la Educación Secundaria. *Ministerio de Educación. Primera edición* 2019 pag 28. Perú.

[18] Moreno, T. (2016). *Evaluación del aprendizaje y para el aprendizaje. Reinventar la evaluación en el aula.* Editorial Mtro RodrigoAlvarez de Mattos pag. (53, 251).

[19] *Salas, J. (2005). Relación entre los Hábitos de Estudio y el Rendimiento Académico en los Estudiantes del primer año de la Facultad de Estomatología Roberto Beltrán Neyra de la UPCH.* Universidad Peruana Cayetano Heredia. Lima 2005.

[20] Sánchez, J. & Boroel, B. (2017). E*valuación Formativa en la Universidad: Análisis de la producción ciéntifica del Feedforward.* C*ontribuyendo a una nueva docencia en el EESS* (pp. 435- 460). Madrid: Tecnos. https://www.researchgate.net/profile/Jose-Santamaria-8/publication/318725589_Evaluacion_formativa_en_la_Universidad_Analisis_de_la_produccion_cientifica_del_feedforward/links/5a8f52a2a6fdccecffffddd

[21] Sánchez, M. (2018). La evaluación de los aprendizajes de los estudiantes: ¿Es realmente tan complicada? Vol. 19, Núm. 6, noviembre-diciembre 2018 *Revista Digital Universitaria*, pag3. melchorsm@unam.mx

[22] Ríos, D. & Herrera, D. (2020). *La descentralización de la práctica evaluativa orientada al autoaprendizaje del estudiante.* Universidad de Santiago de Chile. Educ. Pesqui., São Paulo, v. 46, e219544, 2020 david.herrera@usach.cl.

[23] https://doi.org/10.1590/S1678-4634202046219544

[24] Ruiz, J. & Moya, S. (2020). Evaluación de las competencias y de los resultados de aprendizaje en destrezas y habilidades en los estudiantes de Grado de Podología de

la Universidad de Barcelona. *Educación Médica*, *21*(2), 127-136.

[25] Valdivia, W. (2021). *La Evaluación Formativa y su influencia en el Rendimiento Académico en la asignatura de Metodología del trabajo intelectual universitario de la Facultad de Ciencias de la Educación de la Universidad Nacional San Agustín de Arequipa, año 2019*. Pag 70. http://hdl.handle.net/20.500.12773/12933

[26] Vargas, M (2008). Diseño Curricular por competencias. Asociación Nacional de Facultades y Escuelas de Ingeniería. ISBN: 978-607-95035-0-5 p. 20. https://www.gob.mx/cms/uploads/attachm ent/file/182548/libro_diseno_curricular-por-competencias_anfei.pdf

[27] Vega, O. (2013), *Un modelo de Evaluación del aprendizaje y la Praxis Evaluativa Pedagógica de los Docentes de Secundaria UGEL de Lima* https://hdl.handle.net/20.500.12727/1169

[28] Zabalza, M. & Lodeiro, L. (2019), El Desafío de Evaluar por Competencias en la Universidad. Reflexiones y Experiencias Prácticas. *Revista Iberoamericana de Evaluación Educativa,* 2019, 12(2), 29-47. Pag 30-31. https://doi.org/10.15366/riee2019.12.2.00 2