

## La pertinencia social de la maestría en dirección estratégica empresarial de la UGB de la República de El Salvador y desde la evaluación multinacional de expertos

*The social relevance of expertise in corporate strategic direction of the UGB of the Republic of El Salvador and from the multinational expert evaluation*

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### Resumen

Con la idea de conocer el impacto en la sociedad que ha tenido la maestría en dirección estratégica empresarial (MDEE) de la Universidad Gerardo Barrios (UGB), localizada en la ciudad de San Miguel, de la República de El Salvador, se aplicó la metodología de GRANA, que se basa en el contexto filosófico de las organizaciones: UNESCO, OCDE, OMC, OUI, OEA, Acuerdo de Bolonia, Banco Mundial, entre otras. Es un proceso metodológico innovador decimal. Se inicia con 10 procesos para realizar el análisis de la evaluación, primero con la evaluación interna o autoevaluación a la MDEE (considerada como una mirada a este análisis del artículo) y al final con la evaluación externa (como una segunda mirada del análisis) como proceso 10. La evaluación interna fue realizada por un comité compuesto por cinco personas asociadas al programa de la maestría en dirección estratégica empresarial (MDEE): cuatro profesores, cuatro directivos y un estudiante. Mientras que la evaluación externa,<sup>4</sup> o segunda mirada, estuvo compuesta por seis evaluadores externos, expertos en la disciplina y provenientes de distintos países (Estados Unidos, Italia, España, Colombia y México); además, se incluyó en los procesos a dos observadores, uno de Colombia y otro de México como coordinador general de la evaluación de la organización evaluadora-acreditadora GRANA. Para los procesos y procedimientos de la evaluación se utilizó una plataforma informática llamada SIEVAS,

que facilita el llenado de la evaluación interna y la evaluación externa, así como la interacción entre evaluadores, que contemplan significados, contextos, referencias bibliográficas, glosario, escala decimal para calificar niveles de calidad, fortalezas, debilidades, el plan de mejora permanente, formatos para integrar las estadísticas en retrospectiva y prospectiva, disponibilidad informática para incorporar documentos probatorios y sitios web que ayudan al proceso de evaluación. También cuenta con gráficos que se construyen automáticamente conforme se incorpora la evaluación a la plataforma. Este artículo tiene la finalidad de comparar las dos miradas del proceso y las conclusiones de ambas evaluaciones, vistas desde la utilidad social en los procesos formativos y el desempeño profesional de sus egresados desde su creación y oferta en el entorno regional, local, nacional e internacional.

**Palabras clave:** Calidad, pertinencia, SIEVAS, GRANA, evaluación interna, evaluación externa, estudios universitarios.

### Abstract

With the idea of knowing the impact on society that has expertise in corporate strategic direction (MDEE) University Gerardo Barrios (UGB), located in the city of San Miguel, the Republic of El Salvador, the methodology was applied GRANA, which is based on the philosophical context of organizations: UNESCO, OECD, WTO, OUI, OAS, Bologna Agreement, World Bank, among others. It is an innovative methodological process decimal. It starts CON10 processes for the analysis of the assessment, first with internal or self-evaluation to MDEE (considered as a look at this analysis of the article) and end with the external evaluation (as a second glance analysis) as a process 10. the internal assessment was conducted by a committee composed of five persons associated with the master's program in business strategic direction (MDEE): four teachers, four directors and a student. While the external evaluation, 4 or second glance, consisted of six external experts in the discipline and evaluators from different countries (United States, Italy, Spain, Colombia and Mexico); also it was included in the processes two observers, one from Colombia and one from Mexico as general coordinator of the evaluation of the evaluation GRANA-accrediting organization. For processes and procedures for evaluating a software

platform called SIEVAS, which facilitates filling of the internal evaluation and external evaluation, as well as the interaction between evaluators, which include meanings, contexts, references, glossary, decimal scale was used grade quality levels, strengths, weaknesses, permanent improvement plan, formats for integrating statistics retrospective and prospective, information availability to include supporting documents and websites that help the evaluation process. It also features graphics that are built automatically as the platform evaluation is incorporated. This article aims to compare the two eyes of the process and the conclusions of both evaluations, views from the social utility in educational processes and professional performance of the graduates since its inception and supply in the regional environment, local, national and international.

**Keywords:** Quality, relevance, SIEVAS, Grana, internal evaluation, external evaluation, university studies.

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## Introduction

The referents of GRANA1 are based on philosophical contexts of UNESCO, 2 OECD, 3 WTO, 4 OUI 5 OAS, 6 Bologna Agreement 7 World Bank, 8 organizations among others, particularly associated with assessment processes at universities and institutions higher education in order to foster quality in offering programs and plans for vocational training. Whereas the assessment provides a basis for reflection and decision-making, and by placing knowledge and theories in a real context, becomes a hinge between research and practice. The results serve, of course, to base decisions, justify requests for support or to share with colleagues in order to find solutions to conflicts and problems. The assessment is a strategic instrument in improving the evaluated, linking the different approaches and stages that compose it, and the reasons that justify it. Furthermore, described in great detail the assessment procedures GRANA to appraise progress, quality strategies and the degree

of integration of size-category associated with academic content, representing a valuable tool for planning process improvement in evaluated.

Evaluate, what for?

The evaluation occupies a niche between research and practice educativas<sup>2</sup>: is a comprehensive knowledge base for decision-making and facilitates the transition from theory to the practice field and its resulting from any inquiry for the academic field application.

It is particularly important that educational research can contribute elements for the practice and implementation of educational policies and strategies. While the researcher part of a hypothesis and then seeks fertile ground for testing this, evaluation, instead of identifying a group and specific entity, such as a course, a department or institution. This group or entity as an object of evaluation, becomes analyzed by means of pre-selected criteria and in the light of qualities and desired goals. The evaluation also differs from research how the different perspectives are handled. The evaluators assume that their work has value, as is implicit in the very term evaluation. The evaluator approaches the subject in terms of what is desirable, taking as a starting point one or more views. A comprehensive evaluation uses an information base as broad as possible, in order to present the results from several perspectives, and is done through the collection and analysis of information from a range of actors. In global education, for example, the actor can be a person or entity interested in the process internacionalización.<sup>9</sup> After the evaluation, starting from different points of view, in charge of carrying it out makes judgments and recommendations from the outside observers. In the administrative sphere, assessment is used to make decisions about real issues, trying to take the best possible solutions based on the information available at the time. In an institution that has included the internationalization of its mission, academic corresponds them to make decisions on how to internationalize their courses. Managers, meanwhile, face the challenge of preparing students within a framework of academic standards and accreditation already established.

In any case, educators or international managers need information to make appropriate decisions. The evaluation is particularly useful for administrators when planning and designing policies and institutional programs. Strategic planning is a natural result of the evaluation, and should not be limited to institutional level; It is recommended to take into

account the environment in which the institution is immersed. The recommendations resulting from the evaluation can be used for change: improving certain areas and sectors, supported by certain interest groups, saving resources or performing any other objectives. In sum, the recommendations may emerge planning a process of change or improvement measures. The evaluation also serves as a source of strategic information for decision makers and implementing policies and procedures that will benefit various stakeholders. There are also questions characteristics that people who have the responsibility of teaching education policy and evaluation can help answer, for example, how they can be met the demands of the academic and administrative sector, they face what data are needed to channeling demands and claims, or arguments to support and funding requirements of training. In this context and with the idea of knowing the impact on society that has expertise in corporate strategic direction (MDEE), 9 GRANA methodology was applied to perform internal and external evaluations. The external evaluation was conducted six evaluators 10 from the United States (2), Italy (1), Spain (1), Colombia (1) and Mexico (1); internal assessment was conducted by professors and directors of the UGB.

### **Context UGB<sup>11</sup>**

Gerardo Barrios University founded in teaching, research and social projection; It aims to project the university work to the environment through the application and generation of knowledge that are socially useful and contribute to the scientific, technical and cultural progress in the eastern part of El Salvador to influence the improvement of the quality of lives of individuals and in the formation of society. The UGB has two locations: the headquarters of San Miguel and Usulután headquarters. In these locations various academic activities that are determined on the lines of action embodied in the policy of social projection, which arise from needs expressed by the communities themselves through diagnostics, at the request of state, municipal and non-governmental organizations are made. The policy of social projection states that projects will be implemented in the academic areas of law, education, health, administration and economics, technology, civil engineering, art and architecture, which contain the following basic lines of action: legal assistance in family , labor, civil and criminal; equity in education; Social problems;

technical assistance in management, marketing and sales to SMEs; application software for use in different fields; technical support in civil engineering; territorial planning.

UGB currently ranked eleventh nationally, according to the statistical Table 1.

Ranking	Ranking Mundial	Universidad	Det.	Presencia (Posición*)	Impacto (Posición*)	Apertura (Posición*)	Excelencia (Posición*)
1	3157	<a href="#">Universidad de El Salvador</a>	»	566	4870	1228	4116
2	4027	<a href="#">Universidad Francisco Gavidía</a>	»	1598	3944	989	5484
3	4060	<a href="#">Universidad Centroamericana José Simeón Cañas</a>	»	3639	4656	2191	4892
4	6337	<a href="#">Universidad Don Bosco El Salvador</a>	»	962	10557	3083	4892
5	6682	<a href="#">Instituto Especializado de Formación Diplomática IESFORD</a>	»	15383	2902	17244	5484
6	7228	<a href="#">Universidad Tecnológica de El Salvador</a>	»	5408	9805	910	5484
7	8091	<a href="#">Universidad Dr José Matías Delgado</a>	»	982	11317	2535	5484
8	10738	<a href="#">Universidad Luterana Salvadoreña</a>	»	9519	10799	10908	5484
9	10854	<a href="#">Universidad de Oriente El Salvador</a>	»	4616	13941	3073	5484
10	11625	<a href="#">Universidad Evangélica de El Salvador</a>	»	14195	14115	12534	4565
11	12730	<a href="#">Universidad Gerardo Barrios</a>	»	4253	14276	13346	5484
12	12885	<a href="#">Universidad Católica de El Salvador</a>	»	2331	14956	13541	5484
13	12951	<a href="#">Escuela Superior de Economía y Negocios</a>	»	12415	12019	16154	5484
14	13332	<a href="#">Universidad Politécnica de El Salvador</a>	»	9278	13769	13870	5484
15	14194	<a href="#">Academia Nacional de Seguridad Pública República de El Salvador</a>	»	7777	17028	4381	5484
16	14501	<a href="#">Instituto Tecnológico Centroamericano</a>	»	2178	16757	14617	5484
17	15860	<a href="#">Universidad Autónoma de Santa Ana</a>	»	9856	16970	14027	5484
18	16196	<a href="#">Universidad Salvadoreña Alberto Masferrer</a>	»	16225	16000	15800	5484
19	16622	<a href="#">Universidad Pedagógica de El Salvador</a>	»	12934	17403	14105	5484
20	16832	<a href="#">Escuela de Comunicación Mónica Herrera</a>	»	16647	16479	16868	5484

**Statistics Table 1. Web Scale University of El Salvador**

The UGB has five faculties: Legal Sciences, Sciences and Humanities, Business, Science and Technology, Civil Engineering and Architecture.

The UGB, in agreement with the Ministry of Education of El Salvador, developed the life plan 2008-2014, benefiting a cumulative population of 23,934 high school students in the east, with the aim of contributing to the integral formation of young people, promoting

positive values and attitudes in human rights issues, building their own lives and career counseling. Currently they have benefited 14 institutions of secondary education of Usulután, with a target population of 2,213 students.

The aim of the UGB is to contribute to economic and social development of El Salvador through the training of professionals with the knowledge, skills, attitudes and values needed to successfully face the challenges of the business world. National and global context in which business developed rapidly changing, and competitiveness has become a necessary for companies of all sizes attribute. Given these requirements, the Faculty of Business offers the following careers: degree in business administration, technical public accounting, technical, marketing and sales and expertise in corporate strategic direction (MDEE) with the aim of training competitive professionals the world business needs, under an educational model competency and highly qualified teaching staff, and educational and technological resources that facilitate the teaching-learning process. The story of three decades is represented by thousands of professionals who currently work for major companies and institutions or have become successful entrepreneurs who will bring dynamism to the economy. The proposal of the UGB is to give a historical education El Salvador legacy represented in a more just and humane society in which economic and social well-being possible for Salvadorans.

The program is relevant MDEE academically and responds to local, regional, national and international needs. The program has defined a coherent educational project with the institutional project, in which the objectives, the basic outlines of curriculum development goals, policies and strategies for planning and evaluation system and quality assurance listed. The program is public domain.

All information referred to above is integrated into the SIEVAS12 and was corroborated during visits and interviews with the UGB by external evaluators. Internal and external evaluation of the category "Social impact of training" was developed with the following items: 1.1. Consistency between vision, mission and objectives in the genesis of training with actual results; 1.2. Participation of internal and external to the institution in planning authorities; 1.3. Relevance and competitiveness in the national and international levels; 1.4. Recognition of society to graduates for their performance; 1.5. Competitiveness of graduates to external like; 1.6. Perception of the scientific community, specialized schools,

graduates and employers; 1.7. Impact on the national and international labor market; 1.8. Perception of students, teachers and administrative staff; 1.9. Graduates enrolled in the graduate; 1.10. Participation of graduates in improving training. They were applied for this evaluation, starting with internal assessment, following the external evaluation of peer experts in the discipline and delivering results. Both evaluations were performed using the methodology GRANA, using computer platform SIEVAS. The external evaluators were experts from five countries: United States, Colombia, Italy, Spain and Mexico. The aim of the article focuses on the analysis between internal and external evaluations to see commonalities and differences in an environment by a local party and other multinational, in addition to proposing a plan of continuous improvement.

## **Methodology**

To make this work it was necessary to analyze the processes, the procedures and the results of the evaluation to the academic program MDEE that develop through the methodology GRANA.<sup>7</sup> This model is carried out according to the following times:

Formation of Internal Evaluation Committee (IEC). It is integrated by a team composed of at least five people: two teachers, two directors and a student. Graduates and employers associated with evaluating academic program are considered in this assessment.

Assigning keys to CEI for access to the platform and evaluation system SIEVAS.

Online training and roles of SIEVAS system. The SIEVAS system has a computing platform that gives technological support to the process of internal, external evaluation and ongoing programs (PA) evaluated or to assess improvement. Their servers are located in Phoenix, Arizona, and have a vast field of storage and security for the accommodation and protection of information that is placed during the evaluation process. SIEVAS system roles are:

**1. System Manager.** You have access to the full functionality of the system, as well as being responsible for the entry corresponding to the parameter information, creating users, programs and institutions to evaluate.



**2. Internal Evaluator.** It is who must account for the quality of the program or institution evaluated; for it must respond to each of the items, identifying strengths, weaknesses, and improvement actions supporting documents entered information, and present statistical information in formats ready.

**3. External Evaluator.** Evaluation by external peers as a reference the results of internal evaluation.

**4. Expert.** It is to keep a record of the experience of experts in different areas of knowledge, and you can have as a reference according to topics of interest, accessing a forum that is nested by areas and centers of knowledge.

**5. Consultant.** It is a user who can view the information entered into the system, but only by way of consultation, ie, you can not write or modify information entered by those responsible for the assessments.

**6. Decimal system quality.** To facilitate the evaluation process, GRANA formed a metric for measuring quality, called Vallín system, which consists of 10 items-size, 100 items (10 items for 1 category-dimension) and 1000 indicators second and third generation (10 indicators per item). The quality scale is decimal (0-10, where 0 is no quality and 10 is excellent). There are 10 processes and 100 procedures performed throughout the evaluation. In time, they are 100 days average for each assessment process. There are 10 tables or formats for statistical processing of the evaluation.

**7. Evaluation model circular cyclical.** The evaluation model GRANA is constantly updated on a circular and cyclical pattern, as shown in Figure 1. This model applies in turn processes improvement permanent (PMP) of the entities evaluated educational institutions, as in academic programs.

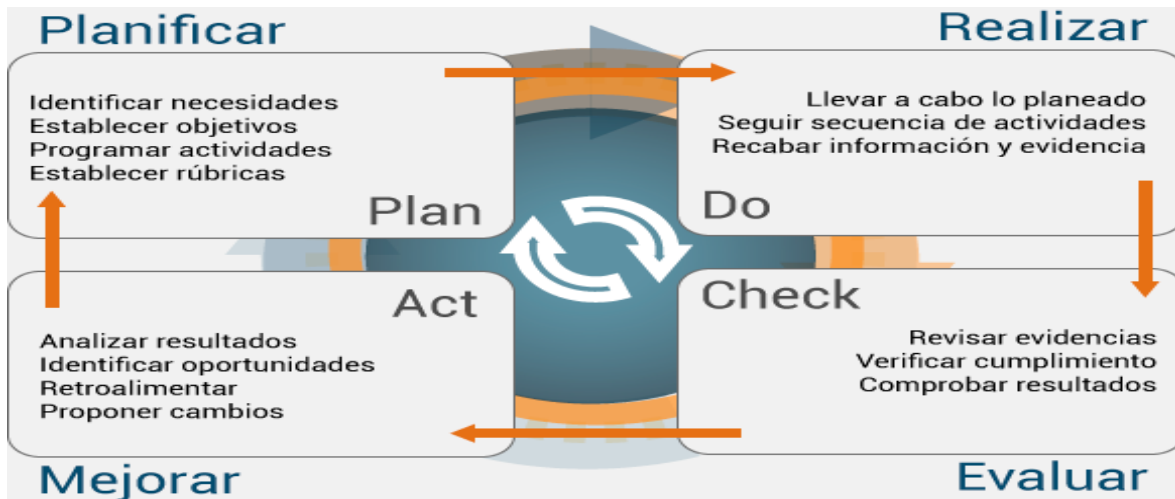


Figure 1. GRANA model, cyclical, circular evaluation.

**Internal evaluation (EI).** It starts with the integration and systematization of the information on the unit under assessment. The Internal Evaluation Committee (IEC) to integrate the information SIEVAS EI, through observations, opinions and generated throughout the process valuations. This assessment is that the CIS build timely and objective:

- a) Integration SWOT PA.
- b) Integration of statistical information PA.
- c) Construction of permanent improvement plan (PMP) of the PA.
- d) Integration of supporting documents and statistical data SWOT PA. All this information is integrated to SIEVAS it, as shown in Figure 2.

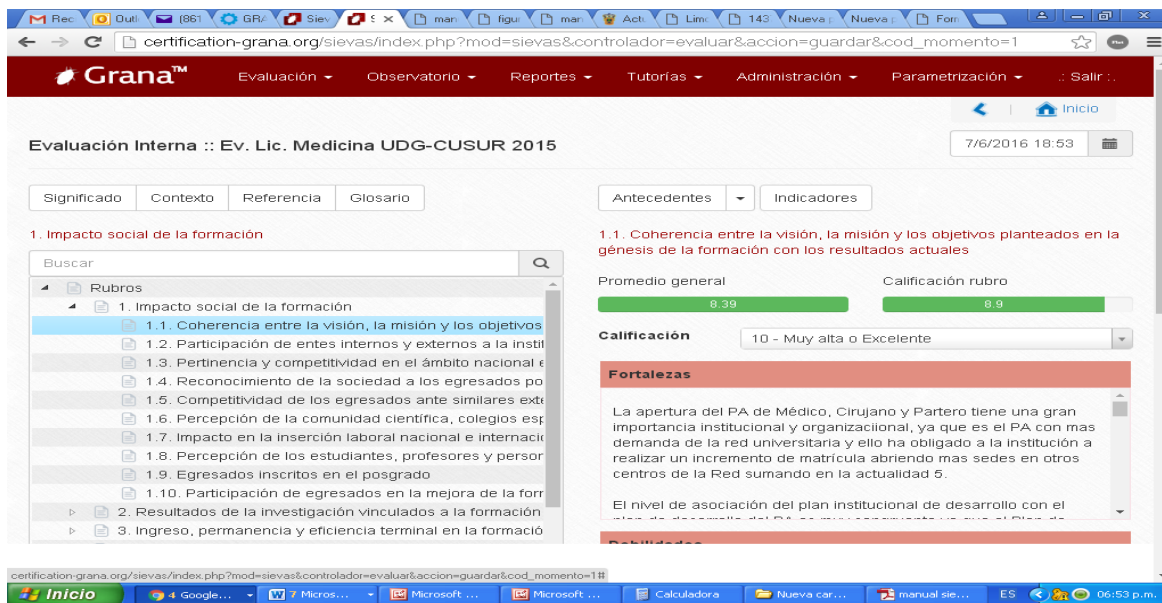


Figure 2. View of the platform SIEVAS.

**Selection of external evaluators (EE).** Required profiles of prominent scholars in the discipline to be assessed, with knowledge and experience in academic assessment are analyzed. The US will be from different countries and at least two continents.

external evaluation online. It is done by SIEVAS platform; in it the similarities and differences of the pre-site visit to the institution are reflected analysis evaluated.

Visit to the facilities of external evaluators. To verify information and conduct interviews with the principals involved in the evaluation, a three-day visit to the facilities of the institution evaluated is performed.

Predictamen delivery of the institution. At the end of the visit is submitted a preliminary report to the institution evaluated.

Report-opinion evaluation results and continuous improvement plan. After the visit to the institution and within a period not exceeding 30 days, external evaluators deliver the report-opinion on the evaluation process. In this report recommendations for continuous improvement of PA evaluated are described.

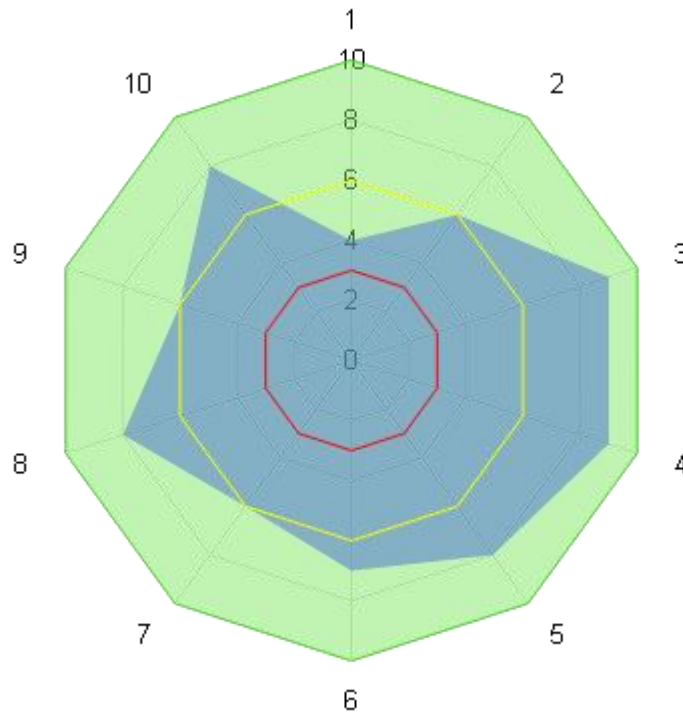
Meta-evaluation of the process. The process is also evaluated by the institution evaluated to improve the model and SIEVAS GRANA system.

On the system and evaluation criteria GRANA and SIEVAS. The measurement scale is qualitative and quantitative, and refers to levels of capacity, competitiveness, relevance, coverage and innovation program or institution; in her quality values associated with the value judgment awarded to each item and quality results obtained after completion of the evaluation are set. The defined scale is as follows: 0 = None, 1 = very poor, 2 = Low, 3 = Moderately low, 4 = Little incipient 5 = Moderately incipient, 6 = Incipient, 7 = incipiently high, 8 = Moderately high 9 = high, 10 = Very high or excellent. This can be seen in Table 1.

		NIVELES		
		BAJO	MEDIO	ALTO
SUB-NIVELES	0.1-1	Muy escaza la calidad	3.1-4 Poco incipiente la calidad	6.1-7 Incipientemente alta la calidad
	1.1-2	Escaza la calidad	4.1-5 medianamente incipiente la calidad	7.1-8 Medianamente alta la calidad
	2.1-3	Medianamente escaza la calidad	5.1-6 incipiente la calidad	8.1-9 Alta la calidad
				9.1-10 Muy alta la calidad

**Table 1. GREEN (high quality) rating range between 6.1-10. YELLOW (medium quality) rating range between 3.1-6. RED (low quality) rating range between 0-3**

The SIEVAS features dynamic graphics for viewing online and in real time the level of quality with which the internal and external assessments of the PA are developing, as shown in gráfica1: the red circle in the center represents the lowest level in quality, central yellow circle represents the average level of quality and the last circle, green, represents the highest level of quality; blue section represents the strengths of the PA evaluated, while the area not covered in blue are opportunities PA.



**Graph 1. Quality graphics model GRANA.**

**Results**

**Composition of evaluation committees**

The composition of the CIS was formed by: Carlos Enrique Mendoza Flores, dean of the Faculty of Business Studies and coordinator of the Internal Evaluation Committee of the CIS; Maravilla teachers Edgar Humberto Carballo, Douglas Watemoth Cortez Vigil, Oscar Rendon René González, Armida Granillo Cecilia Córdova, José William Roldan Adrian Granados and Bayron Melendez Rubio, director of quality of UGB. While the creation of the EEC was composed of: Donato Vallin González, CEO of GRANA-ISTEC; Adolfo Espinoza de los Monteros Cardenas, of the University of Guadalajara, Mexico, who served as coordinator of external academic evaluation (EEC); Douglas Thomas, professor and program director of strategic management and international business at the University of New Mexico, based in Albuquerque, New Mexico, USA; Andrea Giuntini, specializing in the history of economics professor, linked to the Department of Economics at the

University of Modena, Italy; Maria Claudia Aponte Gonzalez, a consultant in planning and internationalization of educational institutions in Medellin, Colombia; Federico Martinez-Carrasco Pleite, professor of Applied Economics at the University of Murcia, Spain; German Lopez de la Madrid, consultant quality and internationalization of educational institutions, University of Utah, United States.

### **The methodology applied**

The methodology used for this article is performed on the following items: 1. Consistency between vision, mission and objectives in the genesis of training with actual results, 2. Participation of internal and external entities to the institution planning, 3. Relevance and competitiveness in the national and international levels, 4. Recognition of society to graduates for their performance, 5. competitiveness of graduates to external similar, 6. Perception of the scientific community, specialized schools, graduates and employers, 7. Impact on national and international labor market, 8. Perceptions of students, faculty and staff, 9. graduates enrolled in graduate school, graduates 10. Participation in improving training.

### **The external evaluation**

Later analysis with external evaluators, based on the qualitative level of Grana and generating the following results on its strengths, weaknesses and proposals for improvement plan was made for each:

### **Consistency between vision, mission and objectives in the genesis of training with actual results**

#### **Strengths**

The goals set by the master's degree in strategic management companies UGB are social and consistent interest with the vision and mission raised, having been revised through a participatory process within two years of the creation of the title.

#### **Weaknesses**

The process of review of the mission and vision of the offered degree and the objectives set in its genesis not credited with objective data or information adequacy and achievement of objectives.

**Improvement plan**

Ask indicators and systematic follow-up procedures with which to demonstrate and assess the level of achievement of the objectives proposed by the qualifications for the coming years.

**Rating:** 7.

**1. Participation of internal and external entities to the institution in planning**

**Strengths**

In the planning process master's degree, recently reviewed, representatives of the deanship of the degree in Business Studies faculty teachers, with work experience program in ámbito- and an external business consultant.

**Weaknesses**

Participation in planning within the degree of external experts, alumni and stakeholders in the area is incipient and reduced.

**Improvement plan**

Engaging in upcoming reviews and planning processes Title representatives of collegiate and professional bodies, and graduates who carry out their professional activity, carried out through a systematic process of accreditation of these processes, identifying participants and proposals.

**Rating:** 7.

**2. Relevance and competitiveness in the national and international level**

**Strengths**

The title of master offered is relevant, being the subject of this postgraduate training justified, providing specialized training for university graduates and professionals or managers of companies and organizations, being highlighted its teaching approach aimed at developing professional skills.

**Weaknesses**

It is not established the relevance of this educational training, in terms of the existence of a demand or a training deficit in its area of influence, nor an analysis of the training graduate on its subject exists at regional, national or in countries nearest environment.

**Improvement plan**

A diagnosis of the social demand for this training master, the presence of postgraduate degrees in the same subject at the national and international levels and competitive elements (in terms of quality, access facilities, geographical location, specialization theme or quality) available to the title offered.

**Rating:** 0.

**3. Recognition of society to graduates for their performance**

**Strengths**

While starting the process of collecting social recognition of graduates of degree, given the recency of this degree, there are records of several units of these in scientific events and thematic networks in the field of study of the title, as well as evidence of a proper assessment by employers and graduates, proxy of social recognition of their graduates.

**Weaknesses**

You do not have a track record of the work carried out by graduates of the degree, as well as those received recognition for their work.

**Improvement plan**

Develop mechanisms for recording and monitoring of professional work of graduates as well as students during the training received or prior to admission, implementing a process of permanent connection and direct communication with them, through the virtual platform college, social and professional or the creation of an association of alumni networks.

**Rating:** 8.

**4. Competitiveness of graduates to external Similar**

**Strengths**

The design of the titration under a system based on skills development, with the study in its curriculum real case studies and local companies, teaching approach provides valuable



tools for proper integration into the labor market, being positive assessment of the training and its graduates have employers and graduates with whom he met during the process of external evaluation of the degree.

**Weaknesses**

You do not have a record or statistics on the level of integration in the labor market for graduates of the Master, designed to show their level of employability and the competitive advantages that this training they provided in their access to the labor market and / or development of their work against other professionals.

**Improvement plan**

Promote a system of tracking graduates of degree in terms of their entry into the labor market and the development of their careers, proposing sending systematically every two years of questionnaires to alumni and employers to collect such information, maintaining a database that allows provide figures and assessments of the level of competence of graduates of the degree compared to other universities or centers.

**Rating:** 8.

**Perception of the scientific community, specialized schools, graduates and employers**

**Strengths**

The valuation of graduates and employers reached with the interviews conducted during the external evaluation of the degree allowed check indications of a proper assessment of the community about this degree. In addition, master's students perform social and research projects on specific problems of society, in different organizations in the area, delivering to the end of it the elaborate final documents, contributing these practices to increase the appreciation and knowledge of expertise among social actors in their area of influence.

**Weaknesses**

You do not have objective information on the perception of external stakeholders (employers, professional associations and alumni) about the qualifications and training work and applied research carried out in the same, saving the interviews conducted by the

team of external evaluators to some employers and graduates, not knowing the valuation of other social and business actors in the area of influence.

**Improvement plan**

Develop collection systems assessment and social perception that employers, graduates and other social or business actors have the qualifications, implementing mechanisms for systematic collection of information and mechanisms to assess the level of satisfaction and appreciation of the interest of the work done by members of the degree in any field (social practices, business practices, reporting, service development, etc.).

**Rating: 5**

**1. Impact on national and international labor market**

**Strengths**

Most of the students enrolled in this master are professionals with several years of experience in the working world, this being a valid permanent training space for promotion and specialization.

**Weaknesses**

You do not have data on students who entered and graduated from the master, or on his professional projection at national and international level, or reports that assess the real impact that the study of this master has to work promoting students who are already working, recent graduates or students in their first access to the labor market.

**Improvement plan**

Establish collection systems systematic information and permanent communication with graduates of expertise, to meet the professional development of students who are already in the labor market or recent graduates of bachelor's degrees.

**Score: 5.**

**2. Perception of students, faculty and staff**

**Strengths**

The results of the interviews held by the external evaluation group with master's students and administrative staff of the UGB provide evidence of a high evaluation of the degree of Master by its students and graduates, with high involvement of teachers Faculty with this

title, and raised the level of professional experience of teachers who teach part-time graduate degree that, as well as the level of commitment of the administrative staff of the University. In all areas and departments of the University it is has collection boxes suggestions.

### **Weaknesses**

Students raised by the existence of some areas for improvement in the teaching received in any matter. The teacher poses some areas for improvement in the areas of coordination and access to more resources for better development of their teaching, and in particular, the lack of involvement in tasks of teaching organization and participation of teachers of expertise due they are part-time teachers for the most part. They have to improve existing evaluation documents relating to the overall assessment of the degree and quality of teaching they receive.

### **Improvement plan**

Establish and improve existing evaluation procedures and measuring quantitatively and qualitatively the quality of teaching, teachers and the services provided by the set of the UGB, by developing assessment documents that meet quality information assessment questionnaires-for students subject, the whole qualification and prestados- services as well as faculty and administrative staff, including all items unique assessment scales. For it would be desirable to develop a service specific unit of quality assessment within the University Gerardo Barrios, and organs of quality control within the master, he credited these processes of teaching coordination and monitoring quality training and administrative services at the University.

**Rating: 9.**

## **3. Graduates enrolled in the graduate**

### **Strengths**

The master's program in strategic business management from the University Gerardo Barrios develops skills in the field of development of business activity, as a valid training

that allows continued doctoral studies in the areas of finance, economics, marketing, human resources and strategic planning, although its approach is professional and non researcher.

### **Weaknesses**

It is not counted in the University Gerardo Barrios with a PhD program in any discipline, or with specific agreements for students of the master can access directly or bureaucratic studies exist in other national universities doctorate facilities manner, tampoco account own mastery teachers with that degree and research orientation.

### **Improvement plan**

Ensure procedures to encourage graduates of the masters and teachers of the University can access doctoral courses national or international universities, incorporating professors with doctoral degrees, visitors or permanent, trying, through specific agreements with national and foreign universities, mechanisms to facilitate student mastery can access doctoral programs linked to the UGB, implementing monitoring mechanisms Masters students who later agreed to doctoral courses. the possibility arises in future reforms of the curriculum title incorporating subjects or itineraries researchers, to give precise training and more direct access to other doctoral programs, which subsequently allow establish courses own doctoral UGB or in collaboration with other universities.

**Score: 3.**

## **Participation of graduates in improving training**

### **Strengths**

Dell expertise in curriculum design had the participation of four professionals with diverse business-oriented master's degrees, each of them specifically with a master's degree in strategic business management. In addition, there are already several professors of the Faculty this circumstance that brings elements of knowledge and academic and personal improvement processes involved have done.

### **Weaknesses**

The direct involvement of graduates of the Master in improving the training is emerging, especially among those with work outside the UGB. No information is available on the participation of graduates of the Master in the training process and participation in student

internships title.

### **Improvement plan**

Design strategies that allow direct participation of graduates and graduates in the process of updating the master's program, as well as the processes themselves practical and applied teaching, supporting and using his professional experience after completion of the master, with a share of them in seminars, conferences or practices taught by them.

**Score: 5.**

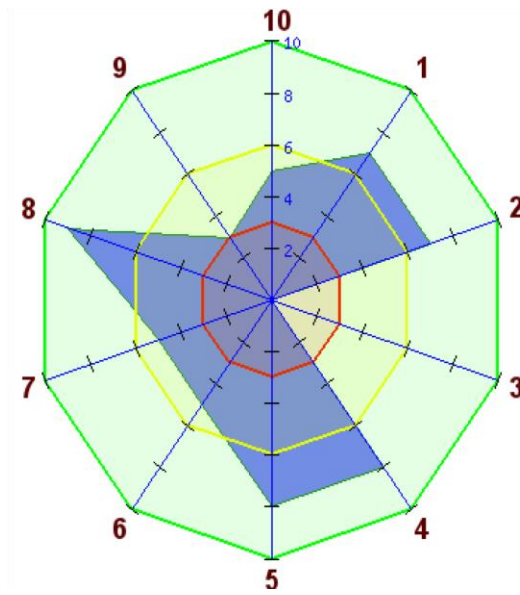
### **Analysis, discussion and consensus on the visit and interviews in the UGB**

The process of continuous improvement (PMP) is considered as a key element in the strategic development plans of the institution towards true academic and professional qualities required to boost the capacity and competitiveness of the region of linkage with the UGB. It must be permanent and carried out at intervals, with constant evaluation in the achievement of their goals, ie the commitment of the entities involved in the training process of the professional future will be decisive in meeting the PMP.

The current master plan in 2006 had objectives that reflected the philosophical thought of the institution, indicating that the plan was designed in accordance with that philosophy. These objectives were obedient to the reality of the moment and the socioeconomic situation in the eastern part of El Salvador, where the university has its greatest leader in the training of its professionals. The university has grown in this area, concretizing its vocation for training and the search for continuous improvement. By 2015 the plan was updated and career goals are keeping their relationship with institutional vision and mission force at that date; an important element is that the plan was developed in accordance with competency-based approach. This approach emphasizes a professional profile with general and specific skills that will allow the graduates meet the professional and personal challenges. For the following years, the institution will conduct a participatory process of reviewing and updating the institutional philosophy, resulting in a new vision, mission and values, issues that will be considered for the next update of the career you have planned for the immediate future .

**Conclusions**

Having performed the analysis between evaluations, it is considered that the level of social relevance of the academic program MDEE has a score of 5.7000 on the 0-10 scale where 0 is no quality and 10 is excellent quality. In Figure 1 the result of the external evaluation is appreciated.



**Graph 1. Results of foreign multinational evaluation:**

1. Curriculum congruency with the objectives of training, 2. Comparison of the curriculum with similar, 3. Evaluation and updating the curriculum, 4. Organization and operation of the curriculum, 5. Research linked to the plan studies, 6. curriculum linked to graduate, 7. Contents in the curriculum on environmental care, alternative energy use, air care, water, gender equality, and so on; 8. disciplines related to the curriculum in connection with thematic networks, 9. Linking information and communications technology in the curriculum, 10. social service, professional practices and activities related to curriculum.

It is suggested that MDEE renewed evaluation (or reevaluation) before a possible increase in quality levels or overcoming weaknesses along with the methodological process outlined above, according to the set of planned activities scheduled, with support resources and

evaluated as well as those related to the strategies used to overcome weaknesses and maintain strengths that the educational program will have to deal with clear and concrete goals. It is recommended to implement the set of actions that make up the improvement plan shortly to operate in accordance with the identified needs of the educational program, considering and institutional structure, goals to be performed, the schedule of activities responsible for each.

### **Bibliography**

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