Monitoring the Achievement of Graduate Profile in Undergraduate Programs at UDP

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Abstract

In recent decades, the expansion of university systems and the availability of Higher Education have driven the implementation of mechanisms to improve and ensure the quality of educational processes. This study examines the methods for monitoring the Graduate Profile in 39 undergraduate programs at Universidad Diego Portales. These mechanisms assess the essential learning outcomes that contribute to the graduate profile, addressing three questions: What have students learned? What knowledge is lacking? And what actions will be taken to improve? The profile evaluation is organized into Initial, Intermediate, and Professional cycles, utilizing integrative curricular activities and key assessments. The collected information allows for identifying gaps and deficiencies, justifying corrective actions. The future challenge is to expand the advanced-level implementation of the Graduate Profile Monitoring System to all programs and strengthen the management and analysis of results by academic and administrative teams.

KEYWORDS: CURRICULUM MONITORING, GRADUATE PROFILE, QUALITY ASSURANCE

Introduction

The development of university systems has been influenced by factors such as the growth of Higher Education, market logic, and globalization (Billing, 2004; Brennan y Shah, 2000; Espinoza y González, 2012). This has increased the number of students and universities in Latin America. To ensure educational quality, Quality Assurance (QA) was implemented, which includes policies and practices to maintain standards, with an emphasis on the assessment and monitoring of learning outcomes for continuous improvement (Soto, 2021; Fernández y Ramos, 2020).

In Chile, Law No. 20.129 of 2006 established the National Accreditation Commission to regulate these processes. Subsequently, the Higher Education Law No. 21.091 (2018) made institutional accreditation mandatory, focusing on excellence and educational quality. This law also established criteria for the accreditation of undergraduate programs, centered on the evaluation of the graduate profile and the resources required for its fulfillment (CNA, 2022).

Theoretical Framework

The literature distinguishes between two types of monitoring in education: one evaluates the impact of a curriculum after its implementation, and the other reviews the fulfillment of competencies or learning outcomes of the Graduate Profile throughout all stages of the educational process (Figueroa et al., 2016; Minte et al., 2022). Monitoring during the educational process can be indirect, through

assessments conducted after a course, or direct, with performance evaluations that encompass knowledge, skills, and attitudes (Barrera, 2009; Del Río et al., 2013; Herrera, 2019; Trujillo et al., 2014; Venegas et al., 2024). Other models assess the fulfillment of the Graduate Profile from an external perspective, gathering perceptions from graduates or experts, and connecting with the broader community (Amado et al., 2019; De Patiño et al., 2019).

Methodology

Since 2018, Universidad Diego Portales has implemented the Graduate Profile Monitoring System (UDP, 2021). This system supports the continuous improvement of the educational process through the systematic evaluation of student learning, identifying strengths and weaknesses to adjust. It addresses three key questions: What have students learned? Which learning outcomes are less achieved? And what actions will be taken to improve?

The monitoring includes the assessment of the entry profile, the implementation of Integrative Curricular Activities, and the analysis of academic indicators such as performance, pass/fail rates, retention, and graduation rates.

This research uses a socio-ethno-curricular approach and a mixedmethods methodology (Boumard, 1996; Lapassade, 1991), integrating field notes (Álvarez, 2011), documental analysis (Dulzaides et al., 2004), and descriptive quantitative analysis. It also includes data from interviews and focus groups with academic units.

Results

The Graduate Profile Learning Monitoring System (GPLMS) has been progressively implemented as programs carry out curricular innovations. The degree of implementation was classified into: In Development, Intermediate, Advanced, and Initial Implementation for programs that began in 2023 (Table 1).

The monitoring diagnoses entry-level learning and the skills necessary for transitioning to university, applying assessments in core subjects and supplementary evaluations in mathematics, literacy, and socio-emotional skills.

In intermediate stages, evaluations are implemented to demonstrate the performance of the graduate profile, using active methodologies and collaborative work. In the professional stage, assessments are conducted in real-world contexts, utilizing project-based learning, research, and professional internships.

Table 1. Degree of Implementation of the GPLMS at UDP

Level	Description	Percentage - N
Advanced	Satisfactorily meets the following elements: • Assesses the achievement of learning outcomes in the graduate profile at different points in the educational journey • Collects relevant and sufficient information to account for the level of achievement • Analyzes and reflects on the collected information and makes decisions	28% - 11 programs
Intermediate	• Partially fulfills one or more of the elements mentioned above	46% - 18 programs

In Develop-ment	• Meets one or more of the elements mentioned above in a limited or weak manner	15% - 6 programs
Initial Imple-mentation	• New programs, being implemented since 2023	10% - 4 programs

Finally, the overall results at UDP show a high level of achievement in the graduate profiles throughout the educational journey, with a pass rate ranging from 85% to 100% in key activities and assessments implemented.

Discussion

The mechanisms for monitoring the achievement of graduate profiles at Universidad Diego Portales (UDP) are essential to ensure that students reach the learning outcomes established in their study plans. All programs at UDP implement components of the Graduate Profile Learning Monitoring System (GPLMS). These mechanisms enable the identification of gaps and the timely implementation of adjustments, resulting in a positive impact on educational quality.

The main improvement actions identified include incorporating a progression of entry-level learning diagnosed in first- and second-semester courses, rather than just in remedial courses. Additionally, applying surveys to better understand the student body, as it fosters a sense of belonging to the institution. Moreover, efforts have been made to promote the development of educational experiences outside the university throughout their academic journey, as these will allow students to understand the professional reality of their area of interest.

Conclussions

The GPLMS at UDP has proven effective in identifying and addressing learning deficiencies through diagnostic assessments, integrative curricular activities, and supplementary surveys. The progressive implementation and the use of active and collaborative methodologies have contributed to a high pass rate (85%-100%) in key assessments. The future challenge is to expand the advanced-level implementation of the SMPE across all undergraduate programs and to improve the management and analysis of learning outcomes by developing robust assessment tools and systematic, efficient monitoring procedures.

Limitations and Future Research

This study is limited to the context of Universidad Diego Portales, which may not reflect the situation in other institutions. Future research should explore the application of the SMPE in different university contexts and analyze its long-term impact. It is also essential to investigate how these methodologies can be adapted and improved for less-explored disciplines. Finally, comparative studies with other universities at the national and international levels could provide a broader and more enriching perspective on best practices in educational quality assurance.

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