






“Evaluation of specific competencies of university students in hospitality and gastronomy programs”

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EVALUATION OF SPECIFIC COMPETENCIES OF UNIVERSITY STUDENTS IN HOSPITALITY AND GASTRONOMY PROGRAMS

Abstract

Continuous improvement of professional training was included in the monitoring of the progress of competencies by teachers, considering the importance of fulfilling students' graduation profile at the end of their professional training. This study aims to evaluate students' specific competencies in the Hospitality and Gastronomy programs at a private university located on the northern coast of Peru. The methodology is quantitative, applied to a population of 408 students during semesters 2020-1, 2020-2, and 2021-1; through the application of documentary review guides, the students' competencies were evaluated, as well as the verification of the students' satisfaction and recommendation regarding the teachers who evaluated such competencies. The results show that Hospitality students achieved 91% compliance with the graduation profile of the specific competencies and, in the case of Gastronomy – 81.25%. On the other hand, in 2020-1, Hospitality had a higher degree of satisfaction based on the teaching of the teachers who evaluated the competencies but a lower degree of recommendation, while Gastronomy evidenced a lower degree of satisfaction and a higher degree of recommendation. Likewise, in 2020-2, Gastronomy evidenced a higher degree of satisfaction and recommendation than Hospitality, and on the contrary, in 2021-1, Hospitality evidenced a higher degree of satisfaction and recommendation than that identified in Gastronomy. It is concluded that Hospitality students stand out with respect to the fulfillment of the graduation profile in semesters 2020-1 and 2021-1, and although there was a closeness in both programs in semester 2020-2, Hospitality always showed better results than Gastronomy.

Keywords

evaluation, specific competencies, hospitality, gastronomy, students, recommendation, satisfaction, graduate profile

JEL Classification

I23, Z32

INTRODUCTION

Over the years, different ways of identifying competencies have been presented, taking as a starting point the recognition of the graduation profile of the academic programs that are manifested through the professional education curriculum. Thus, in a certain way, it becomes "the backbone of educational processes", since, as Moreno (2010) mentions, study plans and programs are the expression of the balance of interests and forces that gravitate over the educational system at a given moment since it is through them that the objectives of school-based education are achieved.

The concept of competency, so typical of the labor world, has been incorporated into the university horizon as a catalyst of curricular models since the 1990s in Peru, assuming different denominations: competency-based training, curricula based on the competency-based approach, competency-based educational proposals; all with a view to becoming an alternative for academic formation (Pantoja et al., 2013; Asparrent Revollar et al., 2023).



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This study has been important due to the impact it generated by contributing to the strengthening of professional training under the competency-based model. Galdeano and Valiente (2010) identified how the specific competencies of the academic programs are being developed, this being of benefit to the student. Once the results are obtained and considering the general objective, it is taken as a follow-up strategy to identify its effectiveness in the programs, in the short term and thus impact in the future on other programs, attending the need for the standardization of the process as part of the continuous improvement that endorses the quality system implemented.

It should also be considered that the professional training shown in every curricular program contains, among many of its aspects, the competencies that are a fundamental part of the graduate profile; thus, these competencies need to be evaluated to demonstrate their level of achievement and sustainability over time.

1. LITERATURE REVIEW

Evaluation is a process in which the essential is to make explicit the changes achieved in behavior through instruction. It is also shown as a systematic and rigorous process of data collection and information analysis aimed at describing reality; however, if we look at it from the perspective of a competency-based educational model, evaluation could be based on four elements: training, promotion, certification and improvement of teaching, since it involves feedback processes for both students and teachers (Stenhouse, 1991; Rial Sánchez, 2007; Quiroz & Mayor, 2019; Ammoneit et al., 2022; Ramos-Cavero et al., 2023).

On the other hand, competencies are a process of adequacy between the subject, the demands of the environment, and the needs that arise; they are also the capabilities of a person in relation to the established performance; and the combination of knowledge, skills, behaviors, and attitudes that contribute to personal effectiveness. It also implies considering the tasks, the results or tasks of the work, and the characteristics of the people who perform them (Hellfiegel et al., 2008; Araujo-Vizuite et al., 2022; Thao et al., 2022; Cebrián et al., 2022; Diaz-Sarachaga, 2022; Montes et al., 2023).

The implementation of an educational model based on competencies must take into account that it itself leads to a continuous transformation or elaboration of ideas and beliefs; there are several ways to identify competencies, taking as a starting point the recognition of the graduate profile of academic programs, being creativity, a competence to consider forming very important for em-

ployers because it is closely related to innovation and entrepreneurship (Moreno, 2010; Mareque & De Prada, 2017; Vilà Baños et al., 2022; Arce-Cruz et al., 2023).

Likewise, the Tuning project defines competency as a dynamic combination of attributes, in relation to procedures, skills, attitudes and responsibilities, that describe the learning managers of an educational program or what students can demonstrate at the end of an educational process, where its methodology focuses on four general lines that are deployed through competencies (generic and subject area specific); teaching, learning and assessment approaches; academic credits; and program quality (Beneitone et al., 2007; Bravo, 2007; Cotos-Gamarra et al., 2023).

That is why, Amorocho and Hernández (2013) identified the importance of the curriculum development process, as well as the stakeholders that should be involved; while Castagnola et al. (2021) relate the formation of labor competencies to the profile of the graduate and give us to understand that the pathway would be complying with the formation of competencies in the manner most aligned to the expectations of the labor market. Furthermore, Cecil and Krohn (2012) developed a competency-based curriculum model and the process that tourism programs or other disciplines should apply to obtain satisfactory results.

Other authors, such as Mareque and De Prada (2017), conducted a study at the University of Vigo on the evaluation of professional competencies through external practices. They concluded that students apply the competencies they have de-

veloped through their training in an appropriate environment, and this is how employers are allowed to check that progress, focusing especially on demonstrating the level of creativity acquired.

Dolores (2016) shows that the concept of evaluation that teachers have is relegated to the quantification of learning, and when talking about competencies, it is discovered that teachers believe these are related only to knowledge, excluding skills and attitudes within the evaluation process.

Another point was shown by Zaitseva et al. (2017), who developed a study on the competencies of graduates of higher education institutions, tourism and hospitality sector in Siberia, Russia. The researchers concluded the role of information technologies in the convergence problems of the tourism industry and personnel training system, in addition to the main directions of the activity. Similarly, Stefanini et al. (2021) discussed a model for competency-based education in Tourism and Hospitality in Brazil; it was concluded that the proposed model contributes to the understanding of the process of identification and development of skills, benefiting educational planners by proposing curricular updates and company managers by hiring workers in this line.

Another research in Peru is that of Donayre (2018) from the Universidad Nacional Emilio Valdezán who conducted a study to determine whether competency-based assessment influences the professional training of students at the Instituto de Educación Superior Tecnológico Público Luis Felipe de las Casas Grieve de Marcona, 2017. The study reveals that the process of competency-based learning assessment is complex and requires theoretical-pedagogical mastery on the part of the teaching staff.

In the local environment, specifically in the city of Trujillo, Castagnola et al. (2021) investigated labor competencies and the professional profile of tourism and hotel management graduates with the objective of determining the relationship between the variables. The study generated a great question since the graduates did not state that they did not comply with the competencies that the labor market demands and that should be used to apply corrective measures. This contrasts with

what was concluded by Acebedo-Afanador et al. (2017) at the time about considering the graduates in the strengthening of the curricular dynamics, generating a participatory process that contributes to the enrichment of the curriculum to which the professional profile and competencies are also associated.

The general objective was to evaluate the specific competencies of students in the Hospitality and Gastronomy programs of a private university. It was measured the tendency of achievement, the degree of satisfaction of the students with respect to academic quality and the recommendation of the students with respect to their professors, it is worth mentioning that these professors were responsible for the pre-evaluation of the specific competencies studied.

2. METHODS AND DATA

The present study has a quantitative approach and longitudinal design. Considering the objectives of this study, the population is finite considering that the sample design, according to Niño (2011), is a representative portion; that is why it was decided to include in the research the census study, i.e., all students of the academic programs of Hospitality and Gastronomy enrolled in the courses through which the competencies are evaluated. Thus, it is applied to a population of 408 students of both programs during the semesters 2020-1, 2020-2, and 2021-1.

The university located in the city of Trujillo is an educational institution with more than 20 years of transcendence in Peru; with courses that were held regularly under a face-to-face and/or virtual modality in the academic programs of hospitality and gastronomy, it was considered essential to comply with the standard of research, development, and innovation as part of the accreditation process through the model of the National System of Evaluation, Accreditation and Certification of Educational Quality [SINEACE]. The study continued with the self-evaluation that involves forming and training a quality committee designating representatives of the various stakeholders and implementing the continuous improvement plan through collaborative work. After the exhaustive

compliance supervised by the quality assurance area, the external evaluation phase was carried out by authorized entities supervised by the system.

The first external evaluation for the hospitality program was conducted in 2017, obtaining the qualification of fully achieved in 33 standards and one as achieved, obtaining recognition for two years. In the second external evaluation, accreditation was obtained for two years again, considering 31 standards fully achieved and three achieved. This demonstrates that there is no credible evidence of sustainability.

Considering the design of the present investigation, the population subject to study is 408 students, which corresponds to the hospitality program are 254 and in gastronomy, 154 of the semesters 2020-1, 2020-2, and 2021-1 being the source of the referred information. The registry of enrolled students of the programs and objects of study is obtained from the university's management portal. According to the above, the sample population is as in Table 1.

Table 1 considers the data according to descriptive statistics since a set of obtained data was analyzed; therefore, the percentage is associated with the ratio, which represents a given quantity as a fraction in 100 parts. This is how a numerical data treatment was carried out, in addition to making decisions based on the information that was initially obtained through the following phases:

- 1) Compilation, for which the internal data resulting from the application of the observation guides to the sample population were considered.
- 2) Organization: of all the information collected, which has been duly classified by specific competence and tabulated and systematized, for which Microsoft Excel was used.
- 3) Presentation: through tables and graphs that have allowed to quantitatively describe the results and concentrate such information based on the specific objectives, such as percentages of progress of achievement of the intermediate evaluation of specific competencies with respect to the students; satisfaction and degree of recommendation of the students.

3. RESULTS

3.1. Measuring the trend of student achievement of specific competencies in hospitality and gastronomy programs

Figure 1 shows the results corresponding to 2020-1, 2020-2, and 2021-1 on the intermediate evaluation of specific competencies. In the level to be improved, CE5 with 0% has the lowest percentage during the three semesters, while CE2 with 17%

Table 1. Specific competencies of the gastronomy and hospitality program vs. assigned course and sample population

Gastronomy		Sample population		
Specific Competencies	Assigned Course	2020-1	2020-2	2021-1
Restaurant Business Project Management	Touristic Marketing	14	4	22
English language proficiency	English for Service Industry 1	3	6	4
Orientation to service excellence	Bar and Beverage Operations	12	5	13
Identity and gastronomic culture	Gastronomic Heritage	24	29	18
Hospitality		Sample Population		
Specific competencies	Assigned course	2020-1	2020-2	2021-1
Tourism Project Management	Touristic Marketing	14	13	22
English language proficiency	English for Service Industry 1	17	18	19
Orientation to service excellence	Housekeeping Techniques	20	12	20
Identity and tourist culture	Tourism products	16	6	26
Social sensitivity	Sustainable tourism	15	19	17

Note: Own elaboration extracted from the Gastronomy and Hospitality Program Management Portal of the university reflecting the number of students evaluated in semesters 2020-1, 2020-2, and 2021-1.

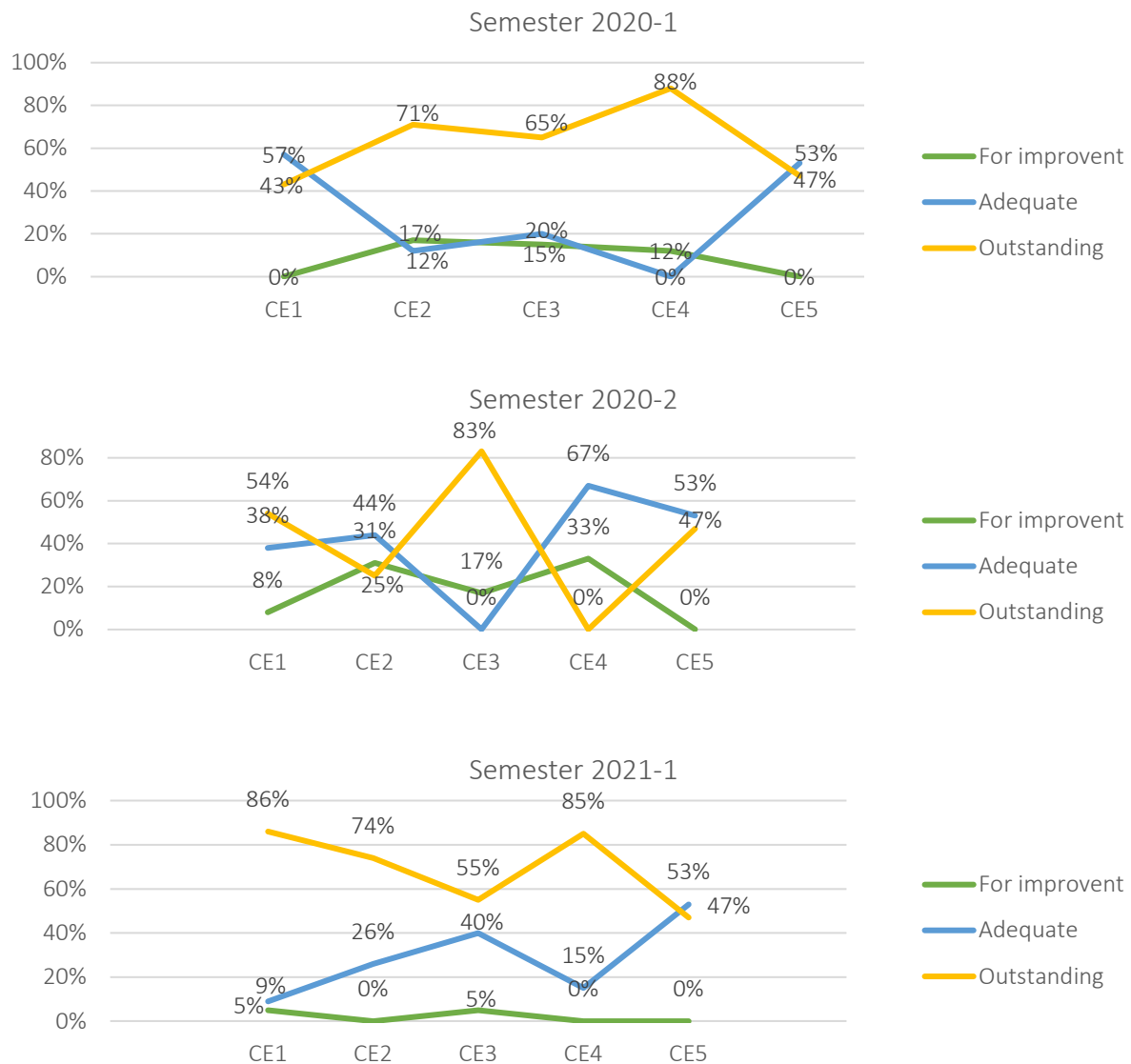


Figure 1. Trend of achievement in specific competencies of Hospitality students in semesters 2020-1, 2020-2, and 2021-1

Table 2. Specific competencies of the gastronomy and hospitality programs with their respective values and assigned courses

Gastronomy		
Specific competencies	Value	Assigned course
Restaurant Business Project Management	C1	Touristic Marketing
English language proficiency	C2	English for Service Industry 1
Orientation to service excellence	C3	Bar and Beverage Operations
Identity and gastronomic culture	C4	Gastronomic Heritage
Hospitality		
Specific competencies	Value	Assigned course
Tourism Project Management	C1	Touristic Marketing
English language proficiency	C2	English for Service Industry 1
Orientation to service excellence	C3	Housekeeping Techniques
Identity and tourist culture	C4	Tourism products
Social sensitivity	C5	Sustainable tourism

Note: Own elaboration extracted from the curriculum of the hospitality and gastronomy programs.

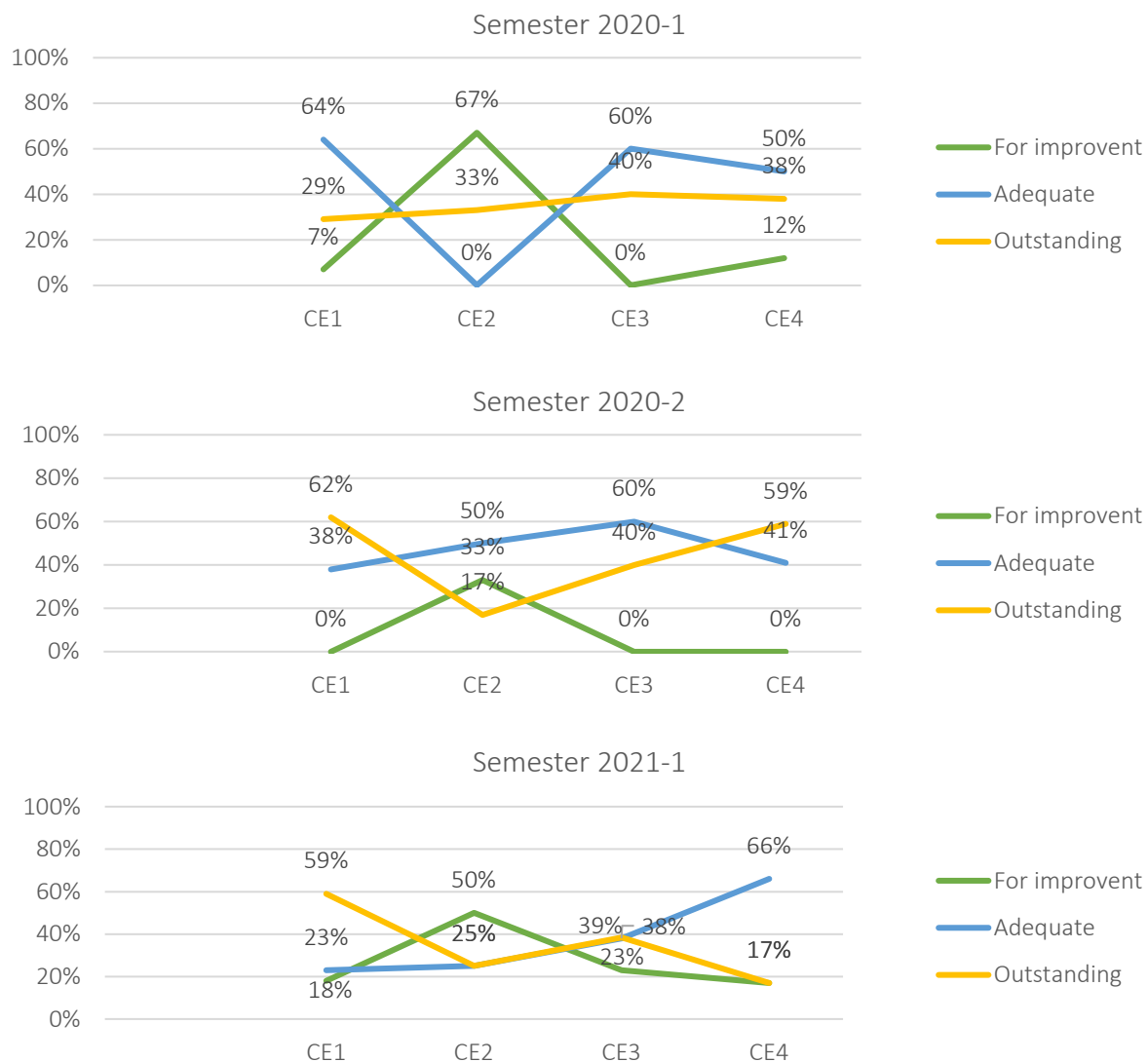


Figure 2. Trend of achievement in the specific competencies of Gastronomy students in semesters 2020-1, 2020-2, and 2021-1

has the highest percentage in the first semester, CE4 with 33% in the second semester, and CE1 and CE3 with 5% in the third semester. On the other hand, in the adequate level, CE4 with 0% has the lowest percentage in the first semester, CE3 with 0% in the second semester, and CE1 with 9% in the third semester. On the other hand, at the adequate level, CE4 with 0% has the lowest percentage in the first semester, CE3 with 0% in the second semester, and CE1 with 9% in the third semester; while CE1 with 57% has the highest percentage in the first semester, CE4 with 67% in the second semester, and CE5 with 53% in the third semester. Likewise, at the outstanding level, CE1 with 43% has the lowest percentage in the first semester, CE4 with 0% in the second semester, and

CE5 with 47% in the third semester; as well as CE4 with 88% has the highest percentage in the first semester, CE3 with 83% in the second semester, and CE1 with 86% in the third semester.

In Figure 2, the results correspond to 2020-1, 2020-2, and 2021-1 on the intermediate evaluation of specific competencies. In the level to be improved, CE3, with 0%, has the lowest percentage during the first and second semesters, and CE4, with 17% in the third semester, while CE2 has the highest percentage with 67%, 33%, and 50% in the first, second and third semester respectively. Then in the adequate level, CE2 with 0% has the lowest percentage in the first semester, CE1 with 38% in the second semester, and CE1 with 23% in the

third semester; In the second semester, CE4 has the highest percentage with 50% in the first semester and 66% in the second, as well as CE3 with 60% in the third. Then, in the outstanding level, CE1 with 29% has the lowest percentage in the first semester, CE2 with 12% in the second, and CE4 with 17% in the third; as well as CE3 with 40% has the highest percentage in the first semester, CE1 with 62% in the second, and 59% in the third.

3.2. Measuring the results of the intermediate evaluation of specific competencies of students in hospitality and gastronomy programs

In Table 3, the results correspond to 2020-1, 2020-2, and 2021-1 of the Hospitality programs in each specific competency; in the level to be improved; the second semester has the highest percentage rise, and this can be seen in CE2, CE3, and CE4, which has a percentage rise of almost double and triple with respect to the first and second semester respectively. On the other hand, in the adequate level, CE5 is the only one that remains with 53%

in the three semesters, CE4, which is the one that has 0% in the first semester, rises to 67% in the second semester and remains with 15% for the third semester, and for CE1 that has the highest percentage in the first semester with 57%, drops in the second semester with 43% and ends with 9%. Finally, at the outstanding level, CE1 rises steadily to 86%, while CE5 remains at 47% in the three semesters, and CE2 and CE4 drop in the second semester to 25% and 0%, respectively, but recover in the third semester with 74% and 85%, respectively.

In Table 4, the results correspond to 2020-1, 2020-2, and 2021-2 of the Gastronomy programs in each specific competency. In the level to be improved, CE1, CE3, and CE4 have the highest percentages with 18%, 23%, and 66%, respectively, in the third semester, and CE2 in the first semester with 67%. At the adequate level, CE2 has its highest percentage in the second semester, at 50%; CE1 and CE3 in the first semester at 64% and 60% each, and CE4 in the third semester at 66%. Subsequently, at the outstanding level, CE1, CE3, and CE4 have their highest percentage in the second semester with 62%, 40%, and 59%, respectively, and for CE2 in the first semester with 33%.

Table 3. Interim hospitality CE assessment results in 2020-1, 2020-2, and 2021-1

Semester	Specific competencies	To improve		Appropriate		Outstanding	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
2020-1	CE1	0	0%	8	57%	6	43%
	CE2	3	17%	2	12%	12	71%
	CE3	3	15%	4	20%	13	65%
	CE4	2	12%	0	0%	14	88%
	CE5	0	0%	8	53%	7	47%
Semester	Specific competencies	To improve		Appropriate		Outstanding	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
2020-2	Ce1	1	8%	5	38%	7	54%
	Ce2	5	31%	7	44%	4	25%
	Ce3	2	19%	0	0%	10	83%
	Ce4	2	33%	4	67%	0	0%
	Ce5	0	0%	10	53%	9	47%
Semester	Specific competencies	To improve		Appropriate		Outstanding	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
2021-1	CE1	1	5%	2	9%	19	86%
	CE2	0	0%	5	26%	14	74%
	CE3	1	5%	8	40%	11	55%
	CE4	0	0%	4	15%	22	85%
	CE5	0	0%	9	53%	8	47%

Note: Information is prepared considering the number of students in the Hospitality program and the percentage according to the level obtained in semesters 2020-1, 2020-2, and 2021-1. The courses through which specific competencies are evaluated in an intermediate manner are tourism marketing, English for service industry 1, housekeeping techniques, tourism products, and sustainable tourism.

Table 4. Intermediate assessment results in Gastronomy in 2020-1, 2020-2, and 2021-1

Semester	Specific competencies	To improve		Appropriate		Outstanding	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
2020-1	Ce1	1	7%	9	64%	4	29%
	Ce2	2	67%	0	0%	1	33%
	Ce3	0	0%	3	60%	2	40%
	Ce4	3	12%	12	50%	9	38%
Semester	Specific competencies	To improve		Appropriate		Outstanding	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
2020-2	Ce1	0	0%	5	38%	8	62%
	Ce2	2	33%	3	50%	1	17%
	Ce3	0	0%	3	60%	2	40%
	Ce4	0	0%	12	41%	17	59%
Semester	Specific competencies	To improve		Appropriate		Outstanding	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
2021-1	CE1	4	18%	5	23%	13	59%
	CE2	2	50%	1	25%	1	25%
	CE3	3	23%	5	38%	5	39%
	CE4	3	17%	12	66%	3	17%

Note: Information is prepared considering the number of students in the Gastronomy program and the percentage according to the level obtained in semesters 2020-1, 2020-2, and 2021-1. The courses through which the specific competencies are evaluated in an intermediate manner are tourism marketing, English for service industry 1, bar and beverage operations and gastronomic heritage.

3.3. Evaluating student satisfaction with academic quality received from teachers in charge of the intermediate evaluation of specific competencies of hospitality and gastronomy programs

In Table 5, the results correspond to the degree of satisfaction of the students in the Hospitality

program according to each specific competency; in CE1 (Management of tourism projects), higher satisfaction of 63.18% in semester 2020-1; in CE2 (English language proficiency), 80.56% in semester 2021-1; in CE3 (Orientation to service excellence), and CE4 (Tourism identity and culture), 91.76% and 86.92%, respectively, in semester 2020-1; and in CE5 (Social sensitivity), 79.37% in semester 2020-1.

Table 5. Degree of satisfaction of Hospitality students in 2020-1, 2020-2 and 2021-1

Semester	Specific competencies	ESA Percentage
2020-1	Ce1	63.18%
	Ce2	59.02%
	Ce3	91.76%
	Ce4	86.92%
	Ce5	79.37%
Semester	Specific competencies	ESA Percentage
2020-2	Ce1	67.12%
	Ce2	42.17%
	Ce3	83.75%
	Ce4	61.70%
	Ce5	53.89%
Semester	Specific competencies	ESA Percentage
2021-1	CE1	54.42%
	CE2	80.56%
	CE3	84.60%
	CE4	77.91%
	CE5	79.29%

Note: Information is based on the results of the satisfaction survey on the academic quality of teachers who evaluated specific competencies in the Hospitality program answered by the students of the courses: tourism marketing, English for the service industry 1, housekeeping techniques, tourism products, and sustainable tourism in semesters 2020-1, 2020-2, and 2021-1.

Table 6. Degree of satisfaction of Gastronomy students in 2020-1, 2020-2, and 2021-1

Semester	Specific competencies	ESA Percentage
2020-1	Ce1	63.18%
	Ce2	87.21%
	Ce3	78.93%
	Ce4	55.58%
Semester	Specific competencies	ESA Percentage
2020-2	Ce1	67.12%
	Ce2	87.21%
	Ce3	71.31%
	Ce4	73.08%
Semester	Specific competencies	ESA Percentage
2021-1	Ce1	54.42%
	Ce2	87.21%
	CE3	75.69%
	CE4	61.00%

Note: Information is based on the results of the satisfaction survey on the academic quality of teachers who evaluated specific competencies in the Gastronomy program answered by the students of the courses tourism marketing, English for service industry 1, bar and beverage operations and gastronomic heritage in semesters 2020-1, 2020-2, and 2021-1.

In Table 6, the results correspond to the degree of satisfaction of the students of the Gastronomy program according to each specific competency; in CE1 (Management of tourism projects), students showed a higher satisfaction of 67.12% in semester 2020-1; in CE2 (English language proficiency), with 87.21% did not show a change between semesters; on the other hand, in CE3 (Orientation to service excellence), their highest satisfaction was in semester 2020-1 with 78.93%; and in CE4 (Gastronomic identity and culture), in semester 2020-2 with 73.08%.

3.4. Evaluating the degree of student recommendations regarding the teachers in charge of the intermediate evaluation of specific competencies of hospitality and gastronomy programs

Table 7 shows the recommendation results of the Hospitality program students according to each specific competency. In CE1 (Tourism Project Management), they showed a higher recommen-

Table 7. Degree of recommendation of Hospitality students in 2020-1, 2020-2, and 2021-1

Semester	Specific Competencies	NPS
2020-1	CE1	50
	CE2	56
	CE3	76
	CE4	77
	CE5	67
Semester	Specific Competencies	NPS
2020-2	CE1	73
	CE2	7
	CE3	70
	CE4	38
	CE5	40
Semester	Specific Competencies	NPS
2021-1	CE1	16
	CE2	83
	CE3	90
	CE4	95
	CE5	71

Note: Information is based on the results of a survey of recommendations for teachers who evaluated specific competencies in the Hospitality program answered by students of the courses tourism marketing, English for service industry 1, housekeeping techniques, tourism products and sustainable tourism in semesters 2020-1, 2020-2, and 2021-1.

Table 8. Degree of recommendation of Gastronomy students in 2020-1, 2020-2, and 2021-1

Semester	Specific competencies	NPS
2020-1	CE1	50
	CE2	87
	CE3	86
	CE4	60
Semester	Specific competencies	NPS
2020-2	CE1	73
	CE2	95
	CE3	50
	CE4	73
Semester	Specific competencies	NPS
2021-1	CE1	16
	CE2	87
	CE3	85
	CE4	72

Note: Information is based on the results of a survey of recommendations for teachers who evaluated specific competencies in the Gastronomy program answered by students of the courses tourism marketing, English for service industry 1, bar and beverage operations and gastronomic heritage in semesters 2020-1, 2020-2, and 2021-1.

dation of 73 points in semester 2020-2, while in CE2 (English Language Proficiency), CE3 (Service Excellence Orientation), CE4 (Tourism Identity and Culture), and CE5 (Social Sensitivity), of 83, 90, 95 and 71 points, respectively, in semester 2021-1.

Table 8 shows the recommendation results of the Gastronomy program students according to each specific competency. In CE1 (Restaurant business project management), CE2 (English language proficiency), and CE4 (Gastronomic identity and culture), students showed a higher recommendation of 73, 95, and 73 points, respectively, in semester 2020-2, in CE3 (Orientation to service excellence), 86 points in semester 2020-1.

Considering the hypothesis presented, which was to know if the students of Hospitality and Gastronomy programs showed a performance in the specific competencies higher than 80% or, on the contrary, not higher than 80%, it is expressed that both the Hospitality and Gastronomy programs have a performance higher than the mentioned percentage.

4. DISCUSSION

As proposed in the theoretical framework, the analysis follows Pajkurić (2020) and Jerez (2012). The first indicates the development of the com-

petencies committed through evaluative work of a practical nature in accordance with the line of each module. The second mentions that the learning outcomes are learning focused on core knowledge with high levels of integration, which are mobilized in specific learning or assessment situations but are recognized as a standard of achievement for all students.

For specific objective one, the measurement of the achievement trend of the specific competencies of the hospitality and gastronomy program students, it is evident that in 2020-1, there is a higher percentage at an outstanding level (63%) of the hospitality students. On the contrary, Gastronomy shows a higher percentage at a level to be improved (22%). However, in 2020-2, Gastronomy leads the best achievement trend in outstanding (45%), adequate (47%), and a lower level to improve (8%). In the case of semester 2021-1, Hospitality again takes the lead with 69% of students at the outstanding level, 29% at the adequate level, and 2% at the level to be improved; and Gastronomy shows uniformity in the three levels with 27% to be improved, 38% adequate, and 35% outstanding.

Now, specific objective two shows that in the Hospitality program, CE1 (Management of tourism projects) has 61% of students at an outstanding level, 35% adequate, and 4% to be improved; in CE2 (English language proficiency) with 57% outstanding, 27% adequate, and 16% to be improved.

Continuing with CE3 (Orientation to excellence in service), 68% outstanding, 20% adequate, and 12% to be improved; CE4 (Tourism identity and culture) shows 58% outstanding, 27% adequate, and 15% to be improved; and ending with CE5 (Social sensitivity) 47% outstanding and 53% adequate. For Gastronomy, variations are evident with respect to Hospitality; in CE1 (Management of restaurant business projects), 50% outstanding, 42% adequate, and 8% to be improved; for CE2 (English language proficiency), 25% outstanding, 25% adequate, and 50% to be improved. Continuing with CE3 (Orientation to service excellence), 40% outstanding, 53% adequate, and 7% to be improved, and CE4 (Gastronomic identity and culture), 38% outstanding, 52% adequate, and 10% to be improved. As Jerez (2012) indicates, learning outcomes are a set of evidence that is generated during the teaching and learning process and not as an activity outside of it; this is how they are obtained in a traditional subject, as is the case of those obtained in the present study. In addition, the Tuning Project establishes that the competencies differ according to the program, so each one has specific competencies that are adapted so that the student demonstrates the development of the capacities, abilities, and skills assumed in knowledge by this study as well as it is proposed when evidencing their progress.

There are students who, in this range, fail to develop these capacities, abilities, and skills. This coincides with what Tobón (2013) indicates of those competencies necessary for personal fulfillment, the strengthening of the social fabric, and professional-entrepreneurial performance considering sustainable development and care of the ecological environment focused on feedback as warned by Rial Sánchez (2007) in his study of the competency-based model.

Continuing with specific objective three, it is identified that Hospitality students showed a degree of 71.05%, and Gastronomy students 71.83% of satisfaction. These data provides a qualification of teachers and provides preliminary data as Mendoza (2020) mentions about the importance of strengthening the aspects of academic quality and technological tools so that the formation of competencies in students is much more significant through an update of the curriculum that considers specialization in public and private manage-

ment, research in tourism and the qualification of teachers. Likewise, although applying another technique such as the focus group, Pajkurić (2020) identifies the perception of the graduates of the career as direct protagonists of the training process they experienced and of the results achieved in relation to the competencies of the graduate profile, of the training teachers of this graduate group, and of the employers of these graduates in reference to the effectiveness of this training process.

Finally, with respect to specific objective four, it is shown that Hospitality students recommend an NPS score of 60.60 to their teachers and Gastronomy students a 69. As Pajkurić (2020) concluded, the evaluation of the degree of satisfaction allows one, in the first instance, to affirm that the human team is key to developing not only the teaching-learning process but also the evaluation of the progress of the competencies they must fulfill to graduate, has adequate capacities, abilities and skills, and allows establishing a record of opportunities for the improvement in the methodology and strategies for evaluating teaching profiles to continue with the process of continuous improvement, typical of the academic quality.

At the time the research was developed, the world went through a process of adaptation, plus students and teachers, to a synchronous virtual proposal due to the COVID-19 pandemic. Therefore, the courses were offered by means of the Blackboard platform through which the sessions were dictated according to the corresponding syllabus, and through this facility the evaluation of competencies was applied during the semesters 2020-1, 2020-2, and 2021-1, that is, the first two semesters corresponded to the year 2020 and the last one to the first semester of the year 2021.

The present work wants to collaborate with the strengthening of academic quality and ensure that the academic programs offered comply with a suitable curriculum according to the needs that the sector requires since the local and national situation has generated a break between the government and the imperative need to strengthen education. In addition, a collaborative work of the agents of change for the tourism sector should be considered, so that it could have suitable professionals who contribute to its development.

CONCLUSIONS

The objective of this study is to evaluate the specific competencies of students in the Hospitality and Gastronomy programs of a Peruvian university. Regarding the evaluation of specific competencies, the Hospitality program fulfilled 91% of the specific competencies, and, in the case of Gastronomy, 81.25%. Then, when comparing the results of the students of both programs, it is concluded that Hospitality stands out with a greater number of students in the achievement of the graduate profile in semesters 2020-1 and 2021-1, but in semester 2020-2, the results showed a greater closeness between both programs.

It is highlighted that the Hospitality and Gastronomy programs, despite being from the same sector, have characteristics that differentiate them in terms of academic training and the contribution of the public sector to the development of activities. However, after the pandemic, the need to improve academic quality was identified to contribute to professionals and strengthen the graduation profile and skills as well as the methodology, since the market and society present greater needs than those required to be present as change identification agents.

AUTHOR CONTRIBUTIONS

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