

## Community Perception Of An Academic Program: Case Technology In Topographic Surveys

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### Abstract

*This article exposes the partial results of a research funded by the Center for Scientific Research and Development of the Francisco José de Caldas University (CIDC). A multiple weighting questionnaire on a Likert scale was applied, characterized by 27 statements linked to the five (5) baselines of the Francisco José de Caldas District University Development Plan (2018-2030), a sample of the community participated in this activity. academic (n = 586) was then analyzed through the SPSS® software and the documents of the Qualified Registry and Improvement Plan were taken into account in the triangulation process.*

### Introduction

This research seeks from the characterization of the identities, needs and dreams of the academic community (composed of students, professors, administrators, graduates and businessmen) to develop a Strategic Plan that is articulated with the 2018-2030 (PEDU) development plan of the University Francisco José de Caldas District (hereinafter called UDFJC). To achieve this, different activities are established<sup>1</sup> within the methodological process, including: analysis of institutional documents, semi-structured interviews, Likert scale multiple weighting questionnaires, mapping of: a- origin of the students, b- territorial characterization of the localities where they locate the headquarters of the Famarena-UDFJC, c- extension projects and/or social projection that are related.

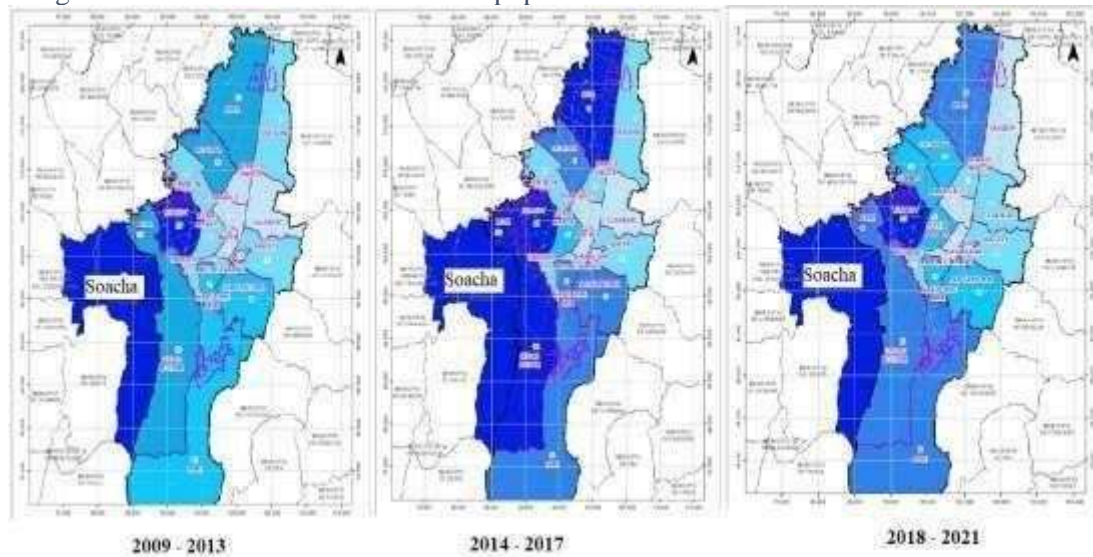
Given that this research is based on the realities and territory need (Bustos 2015) and dreams (Bozzano et al, 2012) of the academic community that belongs to Famarena-UDFJC, it becomes important to recognize the perspectives of the different actors and their relationships with the university from a content and semantic analysis, associated with the following categories of analysis adapted from Bozzano (2009): Real territories: Here the current location of the headquarters and description, neighborhood, number of inhabitants, type of land use, social strata are of interest. , physical characteristics of the faculty, among other areas, classrooms, laboratories, careers offered, number of professors, number of students. B. Territories lived: Survey of the non-academic community... what they think they feel and what their perception is, what problems they have and what solutions they would bring to the UDFJC.

The lived territory Impact on the training of professionals in Bogotá and Bogotá Region, in this sense, it is necessary to establish an analysis of the lived territory. In this section, we are invited to observe how the demographic density of linked students has been established since 2009. in their professional training with the curricular project of Technology in Topographic Surveying

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Image 1. Distribution of the TLT student population



In the image 1, you can see the distribution of students by location who attend this academic program, which impacts the training of professionals in Bogotá and Bogotá Region, we find that, it remains constant in high impact, the municipality of Soacha-Cundinamarca and the town of Kennedy, followed by the towns of Suba, Bosa, Ciudad Bolívar and Usme.

### **Analysis of the Qualified Registration and Self-Assessment documents from the University Strategic Plan.**

In this article, perception is assumed as that link with social cognition, in this sense, it associates social cognition with the sociocultural construction of beliefs, assuming culture from a semiotic perspective as: "[...] a historically transmitted schema of meanings represented by symbols, a system of inherited conceptions and expressed in symbolic forms through which men communicate, perpetuate and develop their knowledge and attitudes towards life. (Geertz, 1989, p. 20); which also implies value judgments built by the individual from their human and environmental relationships and experiences of the world, which when combined into a whole lead the subject to an idea of territory. Thus, seven aspects that Cardenaz (2013) enunciates in his analysis of Van Dijk's theory of discourse play a preponderant role, as follows: "a) the role of the self; b) the categorization and understanding of social actors; c) the formation of judgments and impressions about them; d) the attribution of social identities, roles, intentions and purposes; e) the reduction of complex information about the actors through schemes, stereotypes, prejudices, etc.; f) the understanding and evaluation of the actions of the co-participants in relation to personal or social attributes and the circumstances of the environment, and g) the inferences about the knowledge and social beliefs of said actors". (P.288) Aspects that are closely linked to (Oviedo, 2004) the processes of mental representations based on abstractions to external realities

The strategic development plan is a document that represents the expectations of the university at a general level, taking into account the goals to be achieved, outlines strategies in the form of guidelines, which must be implemented within the faculties and training programs that the university offers.

Considering the Strategic Development Plan (PED) (2018-2030) as a general reference document. The analysis of the Renewal of qualified registration documents, the evaluation report of quality conditions (2016) and the Self-assessment document was carried out. of the Curricular Project Technology in Topographic Surveys (TLT) (2020), with which information mapping was carried out and it was evaluated, through a systematic search about compliance with the five (5) strategic guidelines and the strategies that are proposed for compliance. In full of these, the procedure by which the presence of specific strategies of the guidelines proposed in the PED was analyzed was based on the search for articulating keywords within each specific strategy that conforms to the guidelines.

### **Perception analysis of the academic community of the TLT curricular project (Under construction)**

The analysis carried out on the perception of the educational community of the Topographic Survey Technology curricular project in relation to the strategic lines (Universidad Distrital Francisco José de Caldas, 2018) of the development plan is presented below, understanding the strategic guidelines as follows:

#### **Strategic Guideline one.**

In the PEDU, the first strategic guideline aims to "Train citizens, professionals, researchers, creators and innovators, upright with critical thinking and a democratic culture, in differentiated inter and multicultural contexts for the transformation of society." In the hermeneutic analysis carried out on the qualified registration and self-assessment documents, it was found that of the 21 specific strategies, 20 were able to demonstrate, not being present the strategy that corresponds to "Develop and strengthen the participation of the university in the development of the system district educational." To characterize the perception of the educational community, four statements related to the first strategic guideline were raised (Table 1):

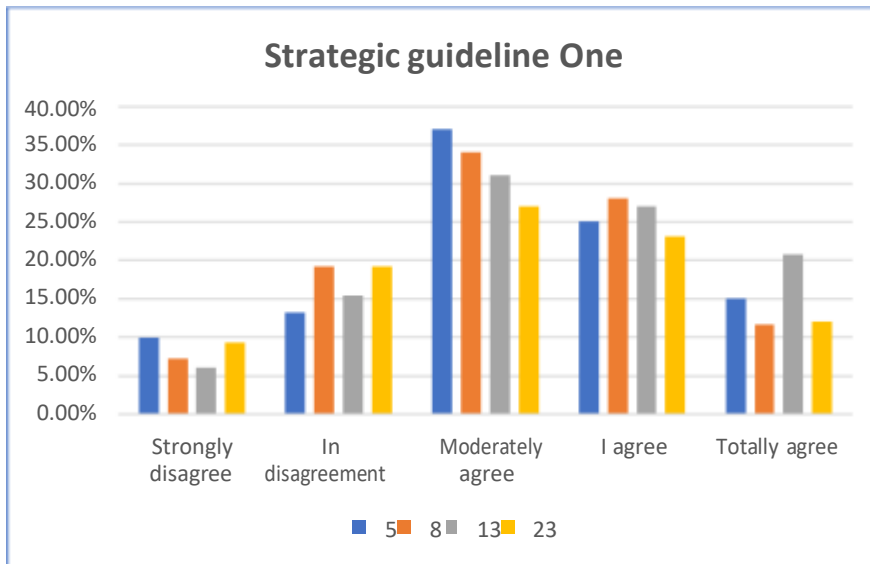
**Table 1. Statements first Strategic Guideline.**

<b>Question</b>	<b>Item</b>	<b>Strategic Guideline One.</b>
5	The projects of extension and social projection are recognized for favoring the articulation between the Faculty, in the Curricular Project and society.	Train citizens, professionals, researchers, creators and innovators, upright with critical thinking and democratic culture, in differentiated inter and multicultural contexts for the transformation of society.
8	There are clear processes in the Faculty that favor the link with the productive sector of Bogotá and Bogotá Region.	
13	Teacher training is continuous and allows strengthening the pedagogical, didactic, professional, human dimensions and the processes of pedagogical innovation.	

23	In the Faculty, there are programs that promote inclusion, permanence, retention and graduation.
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In graph 1, a positive trend is observed in the perceptions of the community that averages 75.23%. However, it is observed that on average 32.3% of actors show that there is a need to continue strengthening the curricular project.

Graph1. Perception of the first Strategic Guideline



Thus, the sample behaves with a high moderate tendency. Understood in this way, regarding: The projects of extension and social projection are recognized for favoring the articulation between the Faculty, in the Curricular Project and society, el 37% ; There are clear processes in the Faculty that favor the link with the productive sector of Bogotá and Bogotá Region, el 34%; Teacher training is continuous and allows strengthening the pedagogical, didactic, professional, human dimensions and the processes of pedagogical innovation el 31% finally In the Faculty, there are programs that promote inclusion, permanence, retention and graduation el 27%.

**Strategic Guideline Two.**

This strategic guideline includes thirteen (13) specific strategies for compliance, of which 10 were evidenced in the extension of the qualified registration document and 12 in the Self-assessment document, the strategies that are not evidenced in the documents analyzed are: "Development of programs and incentives that favor improved retention and repetition rates" and "Adopt and develop an admission and retention program that allows a flexible transit in the curricular mesh and the possibilities of degree, co-degree and double degree", In the documents of The qualified record and self-assessment of the TLT shows the absence of the strategy "Construction of the integrity policy as part of the daily work, which favors reflections, attitudes and positive behaviors of all public servants, and which contributes to cultural change". To characterize the perception of the educational community, six statements related to the second strategic guideline were raised (Table 2):

**Table 2. Statements second Strategic Guideline.**

<b>Question</b>	<b>Item</b>	<b>Strategic Guideline Two.</b>
2	Self-assessment processes contribute to curricular improvement plans.	Establish a dynamic and flexible curricular design that promotes pluralism and consolidates a critical-transformative university community in environmental harmony.
3	The proposals for academic spaces allow curricular flexibility.	
10	Curricular reforms are participatory and meet the needs for flexibility.	
11	In the academic spaces of his curricular project, the processes and methodologies that favor the Teaching-Learning processes are clear.	
12	The faculty and its curricular project promote the internationalization of study plans, which allows flexibility and with it double degrees.	
20	In my curricular project, actions related to the culture of respect for others and Environmental Sustainability will be developed.	

In graph 2, it can be seen that the perception of the academic community has a positive perception regarding the second strategic guideline, however, a sense of alertness can be observed in the educational community with a moderate perception of the statements.

Graph 2. Perception second Strategic Guideline



The proposals for academic spaces allow curricular flexibility with 32.3%; Curricular reforms are participatory and meet the needs for flexibility.27,3%; In the academic spaces of his curricular project, the processes and methodologies that favor the Teaching-Learning processes are clear. Con un 36,6%; The faculty and its curricular project promote the internationalization of study plans, which allows flexibility and with it double degrees.con el 31,1% y In my curricular project, actions related to the culture of respect for others and Environmental Sustainability will be developed. with 26,4%.

**Strategic Guideline Three.**

Regarding the third Strategic Guideline, it includes eighteen (18) specific strategies for its compliance, of which fourteen (14) were found to be evident both in the qualified registration document and in the self-assessment document, finding absence of the following strategies: "Issuance of the internal regulations that define the framework and conditions for the creation and management of companies", "Creation and operation of a Center for Innovation and Entrepreneurship that contributes to responding to the needs of entrepreneurs in the city region, and promotes the interdisciplinary articulation of services to the economic sectors and the social appropriation of knowledge as a public good", "Establish strategic alliances and support technology parks in the areas of influence of the university", "Formulation of a research policy that allows the creation of programs, projects, lines and research areas that stimulate scientific production fica, and the solution of problems of the city-region and of the country" and "Creation and operation of a Center for Innovation and Entrepreneurship that contributes to responding to the needs of entrepreneurs in the city-region, and promotes the interdisciplinary articulation of services to the economic sectors and the social appropriation of knowledge as a public good". To characterize the perception of the educational community, six statements related to the third strategic guideline were raised (table 3):

**Table 3. Statements third Strategic Guideline.**

Question	Item	Strategic Guideline Three.

4	The academic meetings developed in its curricular project and in the Faculty, favor the exchange of knowledge.	Integrate university functions through research, creation, innovation for the expansion of knowledge as a public good and for the solution of problems of the city - region and of society in general.
6	There are processes in its curricular project and in the Faculty that favor academic exchange.	
7	There are strategies in the Faculty that favor the link with the basic and secondary education sectors of the District.	
9	The Faculty enables the dialogue of knowledge and the articulation of these with research.	
16	There is motivation to be part of an institutionalized investigation in the Center for Scientific Research and Development.	
18	In my curricular project, research, training and consultancy actions are carried out with companies in the productive sectors of the city.	

The perception of the academic community regarding the third strategic guideline has a moderate tendency, however it is important to highlight the dissatisfaction regarding the academic meetings developed in their curricular project and in the Faculty, favor the exchange of knowledge with 25.1% of the sample.

Graph 3. Perception of the third Strategic Guideline



It is also important to highlight that although there is a favorable perception, the moderately agreed shows a tendency to strengthen the six strategies as well; The academic meetings developed in their curricular project and in the Faculty favor the exchange of knowledge 26.6%, There are processes in their curricular project and in the Faculty that favor academic exchange 32.3%, There are strategies in the Faculty that favor the link with the basic and secondary education sectors of the District 27.3%, The Faculty enables the dialogue of knowledge and the articulation of these with research 36.6%, There is motivation to be part of an institutionalized research in the Research Center and Scientific Development. 31.1% and In my curricular project, research, training and consultancy actions are carried out with companies in the productive sectors of the city 31%.

**Strategic Guideline Four**

Regarding the fourth strategic guideline, which contains fourteen (14) specific strategies for its compliance, it was found in the analysis carried out that in the documents there is evidence of ten (10) of them in the qualified registration document and 12 in the self-assessment, being those Missing strategies: "Prepare and execute the Master Plan for Educational Spaces", "Creation and implementation of the CRAI (Learning and Research Resource Center) system that articulates the educational resources of the university", "Adapt the facilities to guarantee the well-being of people with disabilities", "Motivate the knowledge of languages and interactive activities between the entity's servers and people with disabilities" and regarding the self-assessment document, the strategy of "Increasing and qualifying the staff of teaching and administrative jobs, in correspondence with the internal organization, the projection of cobe ture and institutional conditions". As a complement and to characterize the perception of the educational community, four statements related to the fourth strategic guideline were raised (table 4), as follows:

**Table 4. Statements fourth strategic guideline.**

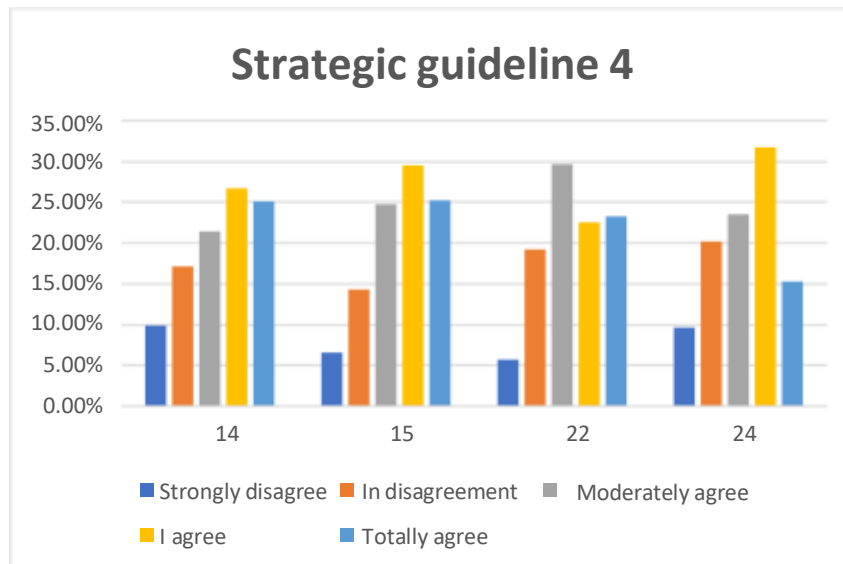
Question	Item	Strategic Guideline Four
14	The development and implementation of the research allows the consolidation of the groups and their researchers.	Guarantee, manage and provide the institutional conditions for the fulfillment of university functions and the well-being of its community.
15	It is easy to be part of the research hotbeds.	
22	The Faculty has a comprehensive information system that guarantees its availability and institutional memory.	



24	Institutional Well-being policies and actions meet the needs of the academic community of FAMARENA
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The graph 4 allows us to observe a high unfavorable perception regarding the proposed strategies, assuming that moderately agree invites an improvement like this: 48.3% with respect to The development and implementation of the research allows the consolidation of the groups and their researchers; 45.4% It is easy to be part of the research hotbeds; 54.3% The Faculty has a comprehensive information system that guarantees its availability and institutional memory and 53.1% Institutional Well-being policies and actions meet the needs of the academic community of FAMARENA.

Graph 4. Perception of the fourth strategic guideline



**Strategic Guideline Five**

Regarding this strategic guideline, which contains fourteen 14 specific strategies for compliance, it was found that nine (9) are evident in the extension of the qualified registration document and twelve (12) in the self-assessment document, those not linked are the following: "Guarantee the reception and response to 100% of requests, complaints and claims, through channels and means that adjust to the needs and capacities of the people who file them", "Build, execute and periodically evaluate the participation and accountability strategy", "Strengthening and expansion of mechanisms that guarantee the efficiency, effectiveness and effectiveness of university functions; transparency and ethics in decision-making and in institutional operation; and institutional legal security", "Study the causes for which petitions, complaints and claims are produced and adopt mechanisms that allow continuous improvement in the provision of

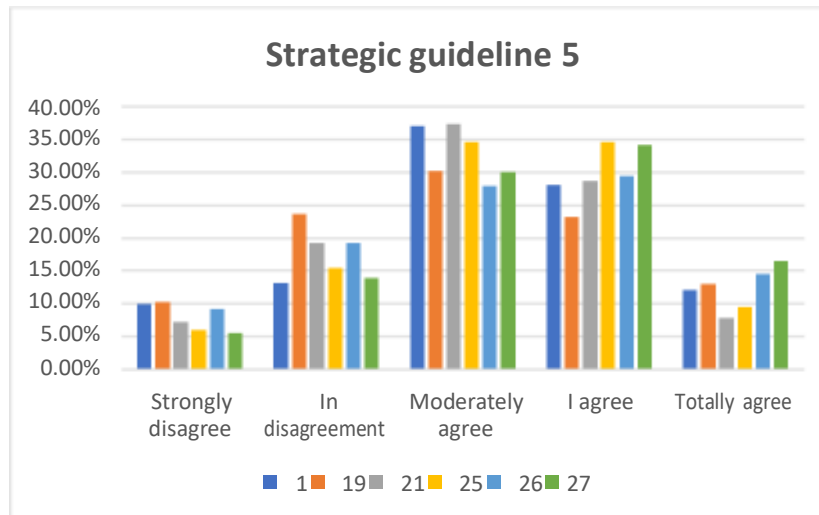
services”, “Study, detect, treat and eliminate the risks of corruption , motivating the participation of the university community and society in monitoring the management and protection of the University's heritage”. As a complement and to characterize the perception of the educational community, six statements related to the fifth strategic guideline were raised (Table 5):

**Table 5. Statements fifth strategic guideline.**

Question	Item	Strategic Guideline Five
1	The means of dissemination of the Vision and Mission of both the Faculty and its curricular project are effective.	Consolidate and strengthen participatory democracy, governance and governability for the cohesion of the university community.
19	In the Faculty there are plans to strengthen the infrastructure and technological means.	
21	There are actions in the Faculty that make it possible to improve the digital campus and with it the articulation between its different dependencies.	
25	Both in the Faculty and in the Curricular Project, there are clear mechanisms of participatory democracy, which results in concerted decision-making	
26	Accountability is public and it is sufficiently publicized.	
27	In the Faculty and in the Curricular Project, the active participation of students in matters pertaining to University life is promoted.	

The perception of the academic community has a moderate perception of the first strategic guideline, however, an average positive trend of 74.6% can be observed. It is important to highlight with respect to this strategic guideline the high level of agreement of the institutional actors regarding the strategies as follows.

Graph 5. Perception Fifth Strategic Guideline



The means of diffusion of the Vision and Mission of both the Faculty and its curricular project are effective 37%, In the Faculty there are plans to strengthen the infrastructure and technological means 30.2%, There are actions in the Faculty that allow the improvement of the digital campus and with it the articulation between its different dependencies 37.3%, Both in the Faculty and in the Curricular Project, there are clear mechanisms of participatory democracy, which translate into concerted decision-making 34.6%, Accountability is public and sufficiently disseminated 27.8% and In the Faculty and in the Curricular Project, the active participation of students in matters related to university life are promoted. 30%.

## Conclusion

Carrying out a hermeneutic analysis of institutional documents (improvement plans and documents of qualified registration and high-quality accreditation), the basis of any academic program or curricular project, implies relating them to the strategic guidelines of each university. In this sense, in the case of Technology in Topographic Surveys of the Francisco José de Caldas District University, it was possible to demonstrate a high compliance with the strategies proposed in each line of the Strategic Development Plan (2018-2030) of the same university.

Although it is true that the documents attest to the academic commitment of a program, another aspect to take into account is the perception of the academic community regarding the development and proper functioning of the same, in the case that concerns us in this investigation, it was possible to Observe that for said community there is a need for improvement in each of the strategic lines manifested by a high percentage of the sample, understanding that when the perception is moderately agree, it invites the development of action and improvement strategies.

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