



Student Perceptions of Assessment in Online Postgraduate Programs at the Public University of El Alto, Bolivia

Percepción estudiantil sobre evaluación en posgrados virtuales de la Universidad Pública de El Alto, Bolivia

Edson Eddy Layme Gonza

edsoneddylg07@gmail.com

<https://orcid.org/0009-0005-0498-7476>

Universidad Pública de El Alto, La Paz, Bolivia

Julia Eliana Callisaya Ticona

elianadelmal77@gmail.com

<https://orcid.org/0009-0009-4611-3565>

Universidad Pública de El Alto, La Paz, Bolivia

Received date: June 06, 2025 | Reviewed date: July 04, 2025 | Accepted date: August 08, 2025 | Published date: September 05, 2025

<https://doi.org/10.61287/propuestaseducativas.v7i15.2>

ABSTRACT

The evaluation of academic and professional learning outcomes is a central pillar of postgraduate education. This study aimed to characterize students' perceptions of the online assessment system at the Public University of El Alto, Bolivia, by examining clarity, relevance, and overall satisfaction. A non-experimental, cross-sectional, descriptive quantitative design was used. A questionnaire was administered to 87 students selected through non-probability sampling. Results showed predominantly positive perceptions of assessment in online postgraduate programs: 92% reported knowing the assessment criteria from the outset, and 94% recognized the pedagogical value of the assessment system. However, challenges persist: 17% perceived ambiguity in specific rubric descriptors, and 26% stated that evaluations only partially captured their competencies. These findings highlight the need to standardize evaluation instruments, strengthen authentic assessment practices, and promote continuous faculty development to consolidate program quality.

Keywords: Online assessment; Postgraduate education; Student perception; Educational relevance; Academic satisfaction

RESUMEN

El análisis de los resultados del proceso de formación académica y profesional es un pilar fundamental en la educación de posgrado. El propósito del presente artículo fue caracterizar la percepción de los estudiantes de posgrado de la Universidad Pública de El Alto, Bolivia, sobre el sistema de evaluación virtual, analizando los niveles de claridad, pertinencia y satisfacción general. Mediante un diseño no experimental, con un enfoque cuantitativo de corte descriptivo transversal, se aplicó un cuestionario a 87 estudiantes seleccionados por muestreo no probabilístico. Los resultados mostraron una percepción mayoritariamente positiva sobre la evaluación en posgrados virtuales, destacando claridad en criterios, el 92% los conoce desde el inicio y alta satisfacción, el 94% reconoce su utilidad pedagógica. Sin embargo, persisten desafíos, el 17% percibe ambigüedad en rúbricas específicas y el 26% considera que las evaluaciones no capturan plenamente sus competencias. Se recomienda estandarizar instrumentos para cerrar esta brecha, implementar evaluaciones auténticas y desarrollar formación docente continua para consolidar la calidad del programa.

Palabras clave: Evaluación virtual; Formación de posgrado; Percepción estudiantil; Pertinencia educativa; Satisfacción académica

INTRODUCTION

Contemporary higher education has undergone a paradigmatic transformation with the integration of virtual modalities, a process that has accelerated and consolidated globally in recent years. This transition, far from being a mere change of medium, represents a profound reconfiguration of teaching, learning, and—crucially—assessment processes (Vera et al., 2025).

Within this new educational ecosystem, assessment ceases to be a final, unidirectional act and becomes a dynamic, central component of the learning process. However, the effectiveness of assessment systems in virtual environments cannot be judged solely by their technical design or curricular alignment; it is essential to incorporate the perspective of their primary recipients: students (Koul & Nayar, 2021). Evaluating students' perceptions of assessment in virtual postgraduate programs, therefore, emerges as a requirement of educational quality and a strategic tool for continuous improvement. This is not merely an opinion survey, but a fundamental diagnostic of the apparent validity and pedagogical usefulness of the assessment system from the learner's direct experience (Lalama et al., 2025).

At the core of this appraisal lie critical dimensions that determine not only the perceived fairness of the system but also its potential to foster meaningful learning. The first of these is the clarity and usefulness of the

assessment system. Clarity refers to the transparency and precision with which assessment criteria, expectations, and procedures are communicated before and during the completion of learning activities (Elbourhamy, 2025).

A clear system mitigates academic anxiety, enables students to direct their efforts efficiently, and promotes self-regulated learning. Usefulness, in turn, refers to the extent to which assessment feedback and results can be leveraged by students to identify strengths, weaknesses, and areas for improvement. When assessment is perceived as clear and valuable, it ceases to be a threat and becomes a compass that guides the educational process (Alazemi et al., 2023).

The second fundamental element is practical relevance and coherence with course content. This implies that assessment activities must be perceived as relevant and directly aligned with the learning objectives and professional competencies that the postgraduate program seeks to develop. It involves a tangible connection between theory and practice, where assessments are not viewed as administrative formalities, but as authentic opportunities to demonstrate and apply acquired knowledge. Coherence ensures constructive alignment between what is taught, what is assessed, and what students are expected to be able to do upon completing their training. Assessment perceived as incoherent or disconnected from professional reality undermines intrinsic motivation and calls into question the practical

value of the entire academic program (Way et al., 2021; Pountney et al., 2025).

Finally, overall satisfaction functions as a synthesising indicator of the broader educational experience. This dimension goes beyond evaluating specific components to capture students' holistic perception of the assessment system as a whole. It includes acceptance of the methods used, the usability of digital platforms, and—critically—the willingness to recommend the system to others. High overall satisfaction is a strong indicator of program health, suggesting that the dimensions of clarity and coherence are being effectively fulfilled, resulting in a learning experience perceived as fair, valuable, and conducive to academic and professional growth (Merhi & Meisami, 2024).

Understanding this perception is not an end in itself, but an essential starting point for informing pedagogical decisions, optimising institutional resources, and ultimately enhancing the quality of postgraduate education, ensuring that it is not only accessible but also deeply transformative (Park & Kim, 2023).

However, assessment in virtual postgraduate programs in Latin America faces significant structural challenges, most notably a pronounced digital divide that limits equitable access to stable platforms and adequate devices, thereby conditioning the assessment experience at its foundation. This is compounded by frequent shortcomings in faculty training specifically focused on designing and implementing online

assessments that go beyond mere transposition of face-to-face formats, as well as by considerable heterogeneity in regulatory and accreditation frameworks across countries, which hinders the standardisation of quality criteria (Peña et al., 2022).

In addition, an unresolved tension persists between traditional assessment practices focused on knowledge measurement and the urgent need to develop authentic systems capable of assessing complex professional competencies, all within institutional contexts often affected by budgetary constraints and a limited culture of evidence-based educational research (Quispe et al., 2021).

These limitations underscore the need for a comprehensive, continuous assessment approach in virtual modalities. Accordingly, it is pertinent to examine the following questions: What criteria do postgraduate students use to evaluate the clarity, relevance, and overall satisfaction of the virtual assessment system at a Bolivian university? To what extent does the gap between the theoretical coherence of assessments and their capacity to measure practical competencies affect overall satisfaction and perceptions of the system's usefulness?

In light of the above, the purpose of this article was to characterise the perceptions of postgraduate students at the Public University of El Alto, Bolivia, regarding the virtual assessment system, and to analyse levels of clarity, relevance, and overall satisfaction.

METHODOLOGY

The present study was conducted at the Public University of El Alto, at its branch campus located in the city of La Paz (UPEA), Bolivia. It was carried out using a non-experimental design with a descriptive, quantitative approach, which enabled observation and characterisation of students' perceptions of the assessment systems implemented in virtual postgraduate programs without establishing causal relationships.

Population and sample

The study population consisted of students enrolled in doctoral programs in Educational Sciences, Higher Education, and Special Education delivered in a virtual modality. The sample, non-probabilistic and convenience-based, comprised 87 participants selected for their accessibility and availability during the established data collection period.

Techniques and instruments

A survey technique was employed, using a questionnaire as the data-collection instrument consisting of 8 items. Three dimensions were defined:

- (a) clarity and usefulness of the assessment system (items 1–3);
- (b) practical application and coherence with course content (items 4–5); and
- (c) overall satisfaction (items 6–8).

The questionnaire used in the study was analysed to confirm its construct validity, yielding a Kaiser–Meyer–Olkin (KMO) index of 0.772, indicating adequate sampling adequacy. In addition, Bartlett's test of sphericity was statistically significant ($p =$

0.001), indicating that the data are suitable for factor analysis. Instrument reliability was verified using Cronbach's alpha coefficient, which yielded a value of 0.834, indicating acceptable internal consistency for this research.

To measure the questionnaire dimensions, a three-point Likert-type scale was used, ranging from 1 (Never), 2 (Sometimes), to 3 (Always), allowing participants to self-assess the assessment system employed.

Data processing

The procedure for evaluating the study variable's dimensions was carried out in three sequential phases. First, instrument validation was performed to ensure its reliability. Subsequently, the questionnaire was administered virtually to the participant sample, in accordance with ethical principles, including voluntary participation, informed consent, anonymity of responses, and the exclusive use of the data for academic purposes. Finally, the collected data were processed using descriptive statistics (percentages) to characterise each dimension under study, without making inferential comparisons between groups.

RESULTS

The results of the study are presented below and organised systematically to provide a detailed characterisation of the variable under analysis. The findings are structured around the previously defined dimensions, reporting descriptive statistics for each and highlighting the most relevant patterns in the data.

Table 1 presents the results for the *Clarity of assessment criteria dimension*, which reveal

a predominantly positive perception among postgraduate students. A clear majority trend toward the response *Always* is observed across the three items assessed, indicating a high level of transparency and effective communication by the teaching staff regarding assessment processes.

Specifically, the item *I know the assessment parameters from the beginning of the course* (92% *Always*) received the highest rating, suggesting that assessment information is provided early and accessible, thereby establishing a clear framework of expectations from the outset. *Lecturers adequately follow this, explaining how assignments and activities will be assessed* (85% *Always*), reinforcing the notion of active, explanatory communication by instructors.

Although still highly positive, the item *"The assessment criteria for activities are clear and understandable"* shows a slightly lower percentage in the *Always* category (73%), with 17% in *Sometimes*. While not alarming, this result suggests room for improvement in the wording or specification of rubrics and criteria for certain activities, where some students may occasionally perceive ambiguity. A crucial and highly positive finding is the complete absence of responses in the *Never* category (0%) for all items, indicating that no student reports a total lack of information regarding assessment criteria.

These findings have very favourable implications for the management and quality of postgraduate programs. Perceived clarity of criteria is a fundamental pillar of deep,

autonomous learning, characteristic of this educational level. The results indicate that the program is laying the foundations for a fair, predictable learning experience that reduces assessment-related anxiety, allowing doctoral students to focus on developing complex competencies rather than deciphering instructors' expectations.

To maintain and further enhance this standard, it is recommended to institutionalise the observed good teaching practices by creating a repository of standardised rubrics and promoting peer-led professional development workshops. Addressing the small percentage of sometimes responses represents an opportunity to refine assessment instruments further, ensuring that they are not only communicated but also intrinsically clear and unambiguously aligned with expected learning outcomes, thereby strengthening the reliability and validity of the program's assessment system.

Table 1. *Perceptions of the dimension Clarity of assessment criteria*

Items	Never	Sometimes	Always	Total
The assessment criteria for activities are clear and understandable	0%	17%	73%	100%
Lecturers adequately explain how assignments and activities will be assessed	0%	15%	85%	100%
I know the assessment parameters from the beginning of the course	0%	8%	92%	100%

The results for the dimension Relevance of assessment activities, shown in Table 2, indicate a predominantly positive perception among students, though with a notable difference across the evaluated items. Overall, the data confirm that the assessment system is perceived as highly aligned with the program's educational objectives.

Specifically, the item The proposed activities are related to the course objectives received overwhelmingly positive agreement, with 89% of responses in the Always category. This is a key finding, as it indicates strong internal coherence in instructional design, where assessments are not viewed as arbitrary tasks but as integral elements directly linked to intended learning outcomes.

The second item, Assessments, allows me to demonstrate my competencies in the field of study, and also shows a favourable perception, with 74% of responses in Always. However, the presence of 26% in Sometimes—a considerably higher proportion than the 11% observed in the previous item—reveals a meaningful gap. This suggests that, for a subset of doctoral students, there is occasional misalignment between the nature of assessment activities and the practical demonstration of their professional or research competencies. As in the previous dimension, the complete absence (0%) of Never responses confirms that relevance is not perceived as entirely lacking.

These findings have direct and critical implications for quality assurance in doctoral

studies. The high level of agreement regarding the activity-objective relationship is an indicator of curricular soundness that should be preserved. Nevertheless, the gap identified in the second item signals a crucial opportunity for improvement. At the postgraduate—and particularly doctoral—level, assessment must move beyond knowledge verification to evaluate complex competencies, including research capacity, critical analysis, and problem-solving.

The fact that one in four students only sometimes feels able to demonstrate

competencies suggests the need for a thorough review of the assessment instruments employed. A transition toward authentic assessments—such as applied research projects, complex case analyses, intervention designs, or scientific articles—is recommended, as these more accurately reflect the demands of the professional and academic environments for which students are being prepared. Strengthening this link between assessment and competence will not only enhance face and content validity but also increase intrinsic motivation and the perceived relevance of the learning process.

Table 2. *Considerations regarding the dimension Relevance of assessment activities*

Items	Never	Sometimes	Always	Total
The proposed activities are related to the course objectives	0%	11%	89%	100%
Assessments allow me to demonstrate my competencies in the field of study	0%	26%	74%	100%

Table 3 presents results on overall satisfaction with the virtual assessment system, showing an exceptionally high and consistent level of acceptance among postgraduate students. This trend is evident across all three measured items, with particular emphasis on the perceived pedagogical usefulness of the modality. The item The virtual assessment modality facilitates my learning process records near-unanimous agreement, with 94%

of responses in Always. This finding is especially significant, as it goes beyond mere satisfaction and indicates that students perceive virtual assessment as an effective instrument that actively supports learning rather than as a purely administrative requirement.

The high level of satisfaction is corroborated by the item I would recommend the current assessment system to future postgraduate students, where 82% of

respondents selected Always. This highly positive figure demonstrates user loyalty and validation of the system. Although it is the lowest Always percentage in the table, it remains overwhelmingly favourable. The general item I am satisfied with the assessment methods used consolidates this perception, with 79% of responses in Always.

It is noteworthy that this item shows the highest percentage in the Sometimes category (21%), suggesting that, while satisfaction is widespread, a segment of students has expectations that are met inconsistently—possibly due to variability in the specific methods employed by different instructors. The total absence (0%) of Never responses across the dimension confirms that there is no generalised dissatisfaction or critical discontent with the system as a whole.

The implications of this dimension are strategically valuable for the institution. The high level of overall satisfaction—and especially the strong perception that virtual assessment facilitates learning (94%)—constitutes a key asset for consolidating and promoting virtual postgraduate programs. These results validate the implemented pedagogical assessment model and suggest that it effectively meets the needs of contemporary doctoral students. The high recommendation rate (82%) functions as a key performance indicator (KPI) that can be directly leveraged in marketing and student recruitment strategies, as it evidences a successful user experience.

Table 3. *Criteria regarding overall satisfaction with the assessment system*

Items	Never	Sometimes	Always	Total
I am satisfied with the assessment methods used in virtual postgraduate courses	0%	21%	79%	100%
The virtual assessment modality facilitates my learning process	0%	6%	94%	100%
I would recommend the current assessment system to future postgraduate students	0%	8%	82%	100%

DISCUSSION

The present study provides a comprehensive evaluation of students' perceptions of assessment systems in virtual postgraduate programs at the Public University of El Alto (UPEA). The predominantly positive results invite a comparative analysis with recent scientific literature to situate the findings within the global context of virtual higher education, identifying both convergences and distinctive features of the Bolivian case study. This discussion is structured around the three central dimensions analysed: clarity of assessment criteria, relevance of assessment activities, and overall satisfaction.

Clarity of assessment criteria

The findings related to the clarity dimension are, overall, notably encouraging. The fact that 92% of doctoral students report knowing the assessment parameters from the beginning of the course, and that 85% perceive that instructors adequately explain how activities will be assessed, suggests a level of transparency and effective communication that is not always the norm in higher education, even in virtual modalities. This result aligns with ElSayad's (2024) findings on formative assessment in online environments, which emphasise that the visibility of criteria is a fundamental pillar of self-regulated learning. These findings are also consistent with Pereles et al. (2024), who argue that when students understand not only *what* is being assessed but also *how* and *why*, they can monitor their progress more autonomously and effectively—

an outcome that appears to be occurring in UPEA's virtual postgraduate programs. The high scores on these items indicate that the teaching staff have internalised the need for proactive and clear communication, overcoming one of the historical obstacles of virtual education: the perception of distance and ambiguity.

However, the most revealing finding, and the one that warrants deeper discussion, concerns the item *The assessment criteria for activities are clear and understandable*, for which 17% of students responded *Sometimes*. Although this figure is not a majority, it points to a critical gap between the communication of criteria and their intrinsic comprehension. This phenomenon echoes the findings of Mphahlele (2022) and Teh et al. (2025) on the use of rubrics in higher education, who demonstrated that merely providing a rubric does not guarantee its understanding. Postgraduate students often interpret performance descriptors divergently, particularly when the language used is overly abstract or when quality levels are not illustrated with concrete examples. The ambiguity perceived by this 17% at UPEA may reflect this issue precisely: rubrics exist and are communicated, but their wording may lack the specificity required to eliminate subjectivity in interpretation.

This divergence becomes more evident when comparing the present results with those from contexts with greater technological resources. For example, Hu et al. (2022), in their analysis of assessment in MOOCs and virtual postgraduate courses, found that the

implementation of interactive and exemplified rubrics—where each descriptor is linked to anonymised examples of student work from previous cohorts—reduced perceived ambiguity to less than 5%. The difference from the 17% observed at UPEA may be attributed, rather than to teaching deficiencies, to limited systematic access to advanced pedagogical tools and to ongoing professional development for their effective implementation. While in such contexts the discussion focuses on instrument sophistication, in the Bolivian case, the challenge appears to lie in standardising and refining basic rubric design practices.

Nevertheless, it is crucial to highlight a fundamental similarity: the complete absence (0%) of responses in the *Never* category at UPEA coincides with the trend reported by Žigo and Kirinić (2020), who note that following the COVID-19 pandemic, there was a generalised and compulsory improvement in teachers' digital competence for communicating criteria in virtual environments. The present study suggests that UPEA not only adapted to this new standard but also consolidated these practices, successfully eradicating perceptions of total opacity. In sum, the discussion on clarity reveals that UPEA occupies a position of relative leadership within its context, having overcome fundamental communication challenges while now confronting the next level: technical refinement and the complete elimination of ambiguity in assessment instruments—a challenge that even elite institutions continue to address.

Discussion of the relevance of assessment activities

The relevance dimension yields the most critical and, at the same time, the most revealing findings of this study. The strong perception (89% agreement) that assessment activities align with course objectives is an indicator of coherent instructional design and a fundamental achievement. This result aligns with the research of Hristov et al. (2023) and Poolkrajang and Papanai (2024), who argue that assessment for durable learning requires constructive alignment, whereby tasks directly reflect stated learning outcomes. UPEA is successfully applying this principle, avoiding the disconnection between teaching and assessment that these authors identify as common across many educational systems.

However, the significant gap that emerges in the second item—*Assessments allow me to demonstrate my competencies in the field of study*—where complete agreement drops to 74%, lies at the core of the discussion for this dimension. This 15-percentage-point discrepancy is not trivial; it represents a quantitative manifestation of a deeper qualitative issue in postgraduate education. This finding closely parallels the work of Rhoads et al. (2025), who describe the *fidelity gap* as the disconnect between academic assessments and the competencies required for professional and research practice.

Darbellay (2024) further argues that university assessments often reward skills specific to the academic context that do not translate faithfully into the ability to solve

complex problems, collaborate in interdisciplinary teams, or innovate within a given field. The perception among 26% of UPEA doctoral students that they only *sometimes* feel able to demonstrate their competencies is a clear signal of this fidelity gap. When compared with the study by Cerezo et al. (2024) on doctoral programs in education in Spain, a similar critique emerges: overly theoretical, memory-based assessments even at the doctoral level.

This discussion is enriched by contrasting these findings with literature advocating for authentic assessment. Asgarova et al. (2023), for example, demonstrated in a university-based study that implementing assessments such as real-world case studies, expert simulations, or consultancy projects for community organisations significantly increased students' perceptions of their ability to demonstrate competencies. The divergence from UPEA's results suggests that, while curricular design is coherent, the specific assessment instruments may not fully align with the competency-oriented ambitions of postgraduate education. Knowledge of competence is being assessed, but not necessarily its enactment. Consequently, the main implication is that UPEA faces the challenge of evolving from a knowledge-assessment model to a performance-assessment model, in which tasks closely replicate the challenges doctoral students will face in their professional and research contexts. Overcoming this fidelity gap constitutes the next significant step toward enhancing the

quality and social impact of its postgraduate programs.

Discussion of overall satisfaction with the virtual assessment system

The level of overall satisfaction reported is, without question, the most positive and strategically significant finding of this study. The figure indicating that 94% of respondents agree that *the virtual assessment modality facilitates my learning process* is extraordinarily high. It goes beyond mere satisfaction, entering the realm of perceived pedagogical effectiveness. This result aligns with Sato et al. (2023), who argue that the new educational normality—when well designed—allows online modalities to offer distinctive advantages. In the case of assessment, Hobbins et al. (2024) suggest that these advantages include more reflective, written feedback; the use of digital rubrics that clarify expectations; and temporal flexibility in completing activities—features that UPEA doctoral students, many of whom likely balance studies with employment, appear to value highly.

The robustness of this finding is reinforced by the high recommendation rate (82%). This indicator, commonly used in learning analytics, is described by Rajaram (2023) as a proxy for educational user experience. An 82% recommendation rate places UPEA's virtual postgraduate programs in an enviable position, comparable to institutions that have made substantial investments in digital platforms. This suggests, as Martínez et al. (2025) note, that satisfaction derives not solely from technological tools, but from a well-integrated

ecosystem that includes clarity of criteria and perceived relevance—dimensions addressed in the present study. This interconnection is critical: virtual assessment facilitates learning because students know what is expected of them and, to a large extent, perceive the tasks as meaningful.

Nonetheless, the discussion must also address the 21% of students who report being only *sometimes* satisfied with the assessment methods used. This percentage—the highest in the *Sometimes* category across the three dimensions—serves as a barometer of the system's internal consistency. A comparison with Wilhelm et al. (2022) is illuminating, as they found that satisfaction with assessment in virtual environments is not homogeneous but varies significantly by instructor. In other words, a student's experience may change markedly from one course to another depending on each instructor's assessment practices. The 21% of intermittent satisfaction at UPEA may reflect similar variability: while some instructors employ a diverse range of innovative, well-communicated methods, others may be transferring traditional approaches—such as multiple-choice exams with limited feedback—into the virtual environment, generating frustration among students who expect practices more aligned with the medium's potential.

Finally, it is important to contextualise this high level of satisfaction within the socioeconomic setting. In a study of virtual education in rural and peri-urban areas of Latin America, Cuero et al. (2025) found that

satisfaction was strongly mediated by access to stable connectivity and adequate devices. The fact that UPEA, located in a city facing infrastructure challenges, reports such high satisfaction levels suggests that the institution has designed an assessment system that is robust and functional even under suboptimal conditions, or that students have developed considerable digital resilience.

The future challenge, as Kuh (2001) aptly notes, lies in moving beyond satisfaction measurement toward the analysis of academic engagement. This entails assessing not only whether students like the system, but also how specific assessment practices promote deeper learning outcomes and the development of more complex competencies. UPEA possesses an exceptional foundation of satisfaction upon which it can build this next level of educational excellence.

CONCLUSIONS

Based on the systematic analysis of the results, it is concluded that there is a strong and widespread perception of the effectiveness of assessment processes in the virtual postgraduate programs of the Public University of El Alto, Bolivia. The communication of criteria is carried out effectively, transparently, and early, as evidenced by the fact that 92% of students know the assessment parameters from the beginning of the course. Nevertheless, a specific area for improvement is identified regarding the clarity of rubrics for certain activities, with 17% of students reporting occasional ambiguity. This suggests that

although the general framework is robust, implementation at the activity level may vary, highlighting the need to standardise and refine assessment instruments to ensure a shared understanding.

The assessment system aligns well with learning objectives and is perceived as relevant and well-integrated into the curriculum. However, a critical gap exists between theoretical alignment with course objectives (89% agreement) and assessments' ability to demonstrate advanced professional competencies (74% agreement). This discrepancy indicates that approximately one quarter of doctoral students have assessment instruments that do not fully capture the development of complex skills. This implies the need for a transition toward authentic assessment models that emulate real-world challenges in professional and research settings.

It is further concluded that the overall level of satisfaction with the system is exceptionally high, representing a valuable institutional asset. The most significant conclusion within this dimension is that virtual assessment is not viewed merely as a grading mechanism, but as a tool that actively facilitates the learning process (94% agreement). The high recommendation rate (82%) validates the user experience and suggests that the current model is perceived as a distinctive marker of quality. The primary opportunity for improvement lies in standardising the positive experience for the 21% who report being satisfied only sometimes, which likely reflects variability in

the application of methods across different instructors.

Overall, the assessment system in UPEA's virtual postgraduate programs is perceived predominantly positively, characterised by its clarity, coherence, and capacity to facilitate learning. The findings not only justify the continuation of the current model but also provide a solid empirical basis for continuous improvement. The main strategic recommendation is to institutionalise best practices by developing a common assessment framework that standardises clear rubrics, encourages authentic assessment, and supports ongoing faculty development. These actions will enable capitalising on current high satisfaction levels while addressing the identified gaps, thereby consolidating the quality and prestige of the virtual postgraduate offering.

REFERENCES

- Alazemi, A. F. T., Jember, B. y Al-Rashidi, A. H. (2023). How to decrease test anxiety: a focus on academic emotion regulation, L2 grit, resilience, and self-assessment. *Language Testing in Asia*, 13(1), 28. <https://doi.org/10.1186/s40468-023-00241-5>
- Asgarova, R., Macaskill, A. y Abrahamse, W. (2023). Authentic assessment targeting sustainability outcomes: a case study exploring student perceptions. *International journal of sustainability in higher education*, 24(1), 28-45. <https://doi.org/10.1108/IJSHE-07-2021-0266>
- Cerezo, M., Presentación-Muñoz, A. y Calzada, J. I. (2024). Developing doctoral theses in education: The Role of systematic

- reviews in the spanish context. *Education Sciences*, 14(11), 1165. <https://doi.org/10.3390/educsci14111165>
- Cuero, S. K., Dillon, J. P., Vasconcellos, N. A. y Martínez, O. (2025). Evaluación de la calidad educativa del bachillerato técnico bajo modalidad virtual en zonas rurales.: Evaluation of the educational quality of virtual technical baccalaureate in rural areas. *Revista Científica Multidisciplinar G-nerando*, 6(1), ág. 5511–5538-ág. 5511–5538. <https://doi.org/10.60100/rcmg.v6i1.666>
- Darbellay, F. (2024). When interdisciplinarity meets creativity: exploring interdisciplinary creative teaching in the 21st century. In *Handbook of Interdisciplinary Teaching and Administration* (pp. 317-339). Edward Elgar Publishing. <https://doi.org/10.4337/9781035309870.00029>
- Elbourhamy, D. M. (2025). Automated evaluation systems to enhance exam quality and reduce test anxiety. *PeerJ Computer Science*, 11, e2666. <https://doi.org/10.7717/peerj-cs.2666>
- ElSayad, G. (2024). Drivers of undergraduate students' learning perceptions in the blended learning environment: The mediation role of metacognitive self-regulation. *Education Information Technologies*, 29(12), 15737-15760. <https://doi.org/10.1007/s10639-024-12466-9>
- Hobbins, J., Houston, E. y Ritchie, K. (2024). How Do Course-Based Assessments Change in The Shift to Emergency Remote Teaching? Sustainable Assessment Strategies Through an Authenticity Lens. *The Canadian Journal for the Scholarship of Teaching Learning*, 15(2). <https://doi.org/10.5206/cjsotlracea.2024.2.15122>
- Hristov, S., Nakov, D. y Miočinović, J. (2023). Constructive alignment between objectives, teaching and learning activities, student competencies and assessment methods in higher education. *Journal of Agriculture Plant Sciences*, 21(2), 21-36. <https://doi.org/10.46763/JAPS23212021h>
- Hu, Y., Donald, C. y Giacaman, N. J. (2022). Cross validating a rubric for automatic classification of cognitive presence in MOOC discussions. *The International Review of Research in Open Distributed Learning*, 23(2), 242-260. <https://doi.org/10.19173/irrodl.v23i3.5994>
- Koul, S. y Nayyar, B. (2021). The holistic learning educational ecosystem: A classroom 4.0 perspective. *Higher Education Quarterly*, 75(1), 98-112. <https://doi.org/10.1111/hequ.12271>
- Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The magazine of higher learning*, 33(3), 10-17. <https://doi.org/10.1080/00091380109601795>
- Lalama, M. A., Castro, F. d. J. y Lalama, M. S. (2025). Percepciones y efectos de la evaluación docente en la enseñanza de posgrado. *Conrado*, 21(103). http://scielo.sld.cu/scielo.php?pid=S1990-86442025000200033&script=sci_abstract
- Martínez, A., Gómez, Á., Montoliu, R. y Remolar, I. (2025). Towards the Adoption of Recommender Systems in Online Education: A Framework and Implementation. *Big Data Cognitive Computing*, 9(10), 259. <https://doi.org/10.3390/bdcc9100259>
- Merhi, M. I. y Meisami, A. (2024). The role of technological and motivational factors on students' satisfaction with e-learning assessments platforms. *Pacific Asia Journal of the Association for Information Systems*, 16(3), 4. <https://doi.org/10.17705/1pais.16304>
- Mphahlele, L. (2022). Students' perception of the use of a rubric and peer reviews in an online learning environment. *Journal of Risk Financial Management*, 15(11), 503. <https://doi.org/10.3390/jrfm15110503>

- Park, S. y Kim, K. (2023). Factors that enhance the perceived quality and student satisfaction of specialized postgraduate programs: the role of identity. *The TQM Journal*, 35(4), 1007-1029. <https://doi.org/10.1108/TQM-06-2021-0189>
- Peña, E. J., Álvarez, J. M., Coaquira, W., Valdés, M. E., Flores, F. y Ruiz, K. A. (2022). Virtual Education: Advantages and Disadvantages For Latin America. *Journal of Positive School Psychology*, 6(8), 1645-1657. <https://journalppw.com/index.php/jpsp/article/view/10006/6503>
- Pereles, A., Manzanal, A. I. y Romero, C. (2024). Motivation, Self-Regulation and Study Approaches to Learning in Online Postgraduate University Students. *Journal of Educators Online*, 21(3), n3. <https://eric.ed.gov/?id=EJ1427788>
- Poolkrajang, A. y Papanai, R. (2024). Reflective Thinking on Enhancing Student Competencies in Learning Management through Outcome-Based Learning According to Constructive Alignment. *International Journal of Engineering Pedagogy*, 14(6). <https://doi.org/10.3991/ijep.v14i6.48409>
- Pountney, R., Rata, E. y SWIFT, D. (2025). Exploring curriculum coherence and professional knowledge. *The BERA-SAGE Handbook of Research-Informed Education Practice Policy*. London, BERA/Sage, 791-814. <http://shura.shu.ac.uk/33321/3/Pountney-ExploringCurriculumCoherence%28AM%29.pdf>
- Quispe, S., Cavalcanti, M. F., Caipa, M., Paucar, A. y Rojas, H. H. (2021). A systemic framework to evaluate student satisfaction in Latin American universities under the COVID-19 pandemic. *Systems*, 9(15), 1-21. <https://doi.org/10.3390/systems9010015>
- Rajaram, K. (2023). Assessment, Assessment Rubrics and Feedback. In *Learning Intelligence: Innovative and Digital Transformative Learning Strategies: Cultural and Social Engineering Perspectives* (pp. 367-426). Springer. https://doi.org/10.1007/978-981-19-9201-8_9
- Rhoads, C., Montrosse-Moorhead, B., Anglin, K. y Lewis, C. (2025). Implementation Fidelity: The Disconnect Between Theory and Practice. *Journal of MultiDisciplinary Evaluation*, 21(49), 23-37. <https://doi.org/10.56645/jmde.v21i49.813>
- Sato, S. N., Condes, E., Rubio, A., Dalamitros, A. A., Yañez, R., Tornero, J. F. y Clemente, V. J. (2023). Navigating the new normal: Adapting online and distance learning in the post-pandemic era. *Education Sciences*, 14(1), 19. <https://doi.org/10.3390/educsci14010019>
- Teh, L. J., Wong, S. L., Khambari, M. N. M., Rahmat, R. W. y Tang, S. H. (2025). Exploring Postgraduate Students' Experience with Rubric-referenced Assessment: Limitations and Solutions. *Pertanika Journal of Social Sciences Humanities*, 33(2). <https://doi.org/10.47836/pjssh.33.2.03>
- Vera, R., Osorio, C., Ruiz, S. y Calderón, A. L. (2025). La transformación digital de la educación superior: análisis de retos y oportunidades en la era virtual. *Latam: revista latinoamericana de Ciencias Sociales y Humanidades*, 6(2), 19. <https://doi.org/10.56712/latam.v6i2.3634>
- Way, K. A., Burrell, L., D'Allura, L. y Ashford-Rowe, K. (2021). Empirical investigation of authentic assessment theory: An application in online courses using mimetic simulation created in university learning management ecosystems. *Assessment Evaluation in Higher Education*, 46(1), 17-35. <https://doi.org/10.1080/02602938.2020.1740647>
- Wilhelm, J., Mattingly, S. y Gonzalez, V. H. (2022). Perceptions, satisfactions, and performance of undergraduate students during Covid-19 emergency remote teaching. *Anatomical Sciences Education*,

15(1), 42-56.
<https://doi.org/10.1002/ase.2161>

Žigo, I. R. y Kirinić, V. (2020). Digital competences and skills as the key to successful future education-distance learning at the doctoral level in a situation caused by COVID-19 pandemic. ICERI2020 Proceedings.
<https://doi.org/10.21125/iceri.2020.1772>