logo

**National Higher Education Accreditation System**

**Post-Graduate Model**

**PRELIMINARY INDIVIDUAL REPORT**

**EXTERNAL EVALUATION STAGE**

|  |  |
| --- | --- |
| **GENERAL INFORMATION** | |
| **Name of Peer Evaluator** |  |
| **Country** |  |
| **Program to evaluate** |  |
| **University** |  |
| **Location** |  |
| **Process Type** | Indicate if it is: Accreditation - First Reaccreditation - Second Reaccreditation |
| **Date of receipt for SINAES documentation, by the evaluating peer** |  |
| **Preliminary report submission date** |  |

*Once this document has been completed, it must be sent by email to the person who sent the program information link, as well as to the SINAES professional assigned to this accreditation process, at least 8 days prior to the scheduled date of the external evaluation visit.*

1. **VALUATION OF CRITERIA AND STANDARDS**

***Instructions:*** *Once you have received and analyzed any materials for the Self-Assessment Report and its Annexes; conduct the following criteria evaluation by placing an X in the category corresponding to the evaluation of compliance with criteria. When the assessment is less than “S,” use the observation column to indicate any respective justification for the assigned assessment, as well as any aspect that must be collated or expanded during the onsite visit.*

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| --- | --- |
| **Categories** | **Meaning** |
| Deficient | The criterion is not met or the progress made is tenuous. Clearly indicates a weakness in the study program. |
| Insufficient | There are efforts that indicate an approximation of compliance with the criterion but they are insufficient. |
| Acceptable | Compliance with the criterion is suitable although there are lesser aspects that require improvement. |
| Satisfactory | Compliance with the criterion fully meets the requirements of SINAES. |

**Criteria for Admissibility**

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| --- | --- | --- | --- | --- | --- |
| **Criteria and standards** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| A.1 If the program is:   * A Doctoral program, it should have at least ten graduates. * An Academic master’s program, it should have at least 20 graduates. * A Professional master’s program, it should have at least 40 graduates. |  |  |  |  |  |
| A.2 All the programs submitted should have been in operation for at least 8 years (from the first student admissions). |  |  |  |  |  |
| A.3 The definition of credit and the number of credits assigned to each course should be consistent with the standards established by CONARE and recognized by CONESUP. |  |  |  |  |  |
| A.4 The study program should have teaching cycles that meet the minimum duration established in the CONARE standards as recognized by CONESUP. |  |  |  |  |  |
| A.5 The degree that is awarded should in all respects match the nomenclature for higher education degrees and diplomas approved by CONARE and recognized by CONESUP. |  |  |  |  |  |
| A.6 The program provides information on the requirements and specific features of the teaching modality in use. |  |  |  |  |  |

**DIMENSION Relationship to context 🞛 Component: Admission and enrollment process**

| **Criteria** | **Compliance** | | | | **Observations** |
| --- | --- | --- | --- | --- | --- |
| **D** | **I** | **A** | **S** |
| 1.1.1 The program should have a student selection process that attracts the most ideal persons. As a minimum the selection process should include an evaluation of abilities, track record and motivation. |  |  |  |  |  |
| 1.1.2 The program executes an admission process to ensure that applicants have the prior necessary learning, including those that are characteristic of non-contact modalities if applicable. |  |  |  |  |  |
| 1.1.3 The program’s admission procedures and criteria are adjusted to its objectives; they are public, equitable and accessible. |  |  |  |  |  |
| 1.1.4 The program has an established strategy in execution that ensures a suitable number of students in the program. |  |  |  |  |  |
| 1.1.5 The program has students with sufficient dedication to complete their studies, including the thesis, in the time established. |  |  |  |  |  |
| 1.1.6 The program demonstrates capacity to attract students from other institutions, other regions of the country and other countries. |  |  |  |  |  |
| 1.1.7 As a part of student admission requirements, the program requests mastery of a foreign language. |  |  |  |  |  |

***DIMENSION Relationship to context 🞛 Component: Correspondence to the context***

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 1.2.1 The program promotes an analysis of the context, allowing the scientific and technological knowledge generated nationally and internationally to be applied in national productive sectors if applicable. |  |  |  |  |  |
| 1.2.2 The program’s training activities respect internationally established ethical principles and norms. |  |  |  |  |  |

***DIMENSION Resources 🞛 Component: Study plan***

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 2.1.1 The program has a broad academic offering that gives options to students for subjects or lines of research in which they can work. |  |  |  |  |  |
| 2.1.2 The program’s study plan is flexible; students can take advantage of seminars and the academic offerings of other research groups and programs, of the university itself or other national or foreign universities. |  |  |  |  |  |
| 2.1.3 The program offers seminars and courses that invite the participation of international speakers or participants. |  |  |  |  |  |
| 2.1.4 The program offers students courses, seminars, conferences, videoconferences and other contact or virtual academic activities in a second language. |  |  |  |  |  |
| 2.1.5 The program has signed and is executing agreements that facilitate, promote and guarantee the mobility of students and professors through research stays and other mechanisms for cooperation in other national and foreign universities. |  |  |  |  |  |
| 2.1.6 The program offers the possibility of partnering with programs of recognized quality abroad and the possibility of double degree programs or joint programs with other universities. |  |  |  |  |  |
| 2.1.7 In a physical or virtual document, the program for each course should indicate the methodology used, including: orientation for the development of the subject matter and acquisition of skills, objectives, content, description of the activities, characteristics of the interaction and methodological instructions for individual and group work, strategies for the evaluation of teaching and a timetable. |  |  |  |  |  |
| 2.1.8 In the case of non-contact modalities, the program anticipates making teaching guides and course orientation available to the students; these elements should also be evaluated by the program. |  |  |  |  |  |

**DIMENSION Resources 🞛 Component: Academic personnel**

| **Criteria** | **Compliance** | | | | **Observations** |
| --- | --- | --- | --- | --- | --- |
| **D** | **I** | **A** | **S** |
| 2.2.1 There are sufficient core professors with the time and dedication necessary to ensure the program is optimally addressed. | |  |  |  |  |  |
| 2.2.2 The program has the participation of foreign or visiting professors. | |  |  |  |  |  |
| 2.2.3 The program’s professors receive awards and distinctions for their academic work (e.g. awards, holding invitations to national or foreign academies, invitations for visiting professorships, etc.) | |  |  |  |  |  |
| 2.2.4 The program has sufficient core professors with the time necessary to develop tasks related to research, teaching and social outreach in accord with their nature. | |  |  |  |  |  |
| 2.2.5 The program is executing a policy for the selection, renewal and recruitment of professors. | |  |  |  |  |  |
| 2.2.6 The program has professors that master a second language. | |  |  |  |  |  |
| 2.2.7 The program has professors that know how to perform adequately in the non-contact modality, if applicable. | |  |  |  |  |  |

**DIMENSION Resources 🞛 Component: Administrative personnel**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 2.3.1 The program has the necessary administrative support to adequately address its operational characteristics. | |  |  |  |  |  |
| 2.3.2 Positive perception of the quality of administrative support by professors and students. | |  |  |  |  |  |

**DIMENSION Resources 🞛 Component: Infrastructure**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 2.4.1 The program has physical and virtual spaces that are sufficient and appropriately equipped for the development of teaching. |  |  |  |  |  |
| 2.4.2 The program ensures the availability of scientific/technological infrastructure and the resources necessary for the professional and academic development of the professors and students. |  |  |  |  |  |
| 2.4.3 The program offers its students a suitable number of physical and/or virtual spaces for study that are appropriately equipped. |  |  |  |  |  |
| 2.4.5 The program addresses the needs for sustaining asynchronous and synchronous communication, including resources such as forums, email, videoconferencing, broadcast, chat and online learning or e-learning environments. |  |  |  |  |  |
| 2.4.6 In the case of non-contact modalities and when required by contact modalities, the university ensures:   * Redundancy of the servers that support the virtual systems (whatever these may be). * Backup systems for the databases and the courses. * Band widths that optimize the connection.   Emergency protocols that ensure the maintenance of online services and software to protect against third party intrusions. |  |  |  |  |  |
| 2.4.7 In the case of non-contact modalities, there should be a virtual learning platform that ensures the quality of the courses given through it, access by students and tools for registration and measuring access. The management system for the platform should help eliminate spatial barriers (transfer to a place of study), allow flexible scheduling, offer access to course information, facilitate communication and integration among students, and allow the continuous evaluation and updating of materials. The platform management system should comply with the elements and features that enable its efficient use and the fulfillment of its objectives. |  |  |  |  |  |

**DIMENSION Resources 🞛 Component: Information center and resources**

| **Criteria** | **Compliance** | | | | **Observations** |
| --- | --- | --- | --- | --- | --- |
| **D** | **I** | **A** | **S** |
| 2.5.1 The program has access to an information center and physical resources with the bibliographic material necessary for the achievement of its objectives. |  |  |  |  |  |
| 2.5.2 The program has access to online bibliographic databases that allow it to obtain material that is up-to-date and necessary for the achievement of its objectives. |  |  |  |  |  |

**DIMENSION Resources 🞛 Component: Equipment and materials**

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| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 2.6.1 The program has access to sufficient equipment and materials to achieve its teaching and research objectives. |  |  |  |  |  |
| 2.6.2 The program has a technological platform that facilitates interaction between students, instructors and administrators; and supports the teaching and research work of the program. |  |  |  |  |  |

**DIMENSION Educational process 🞛 Component: Teaching development**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 3.1.1 The program supports the ongoing training of its teaching staff through various strategies such as year-long sabbaticals, possibilities for postdoctoral level training, internships, training events, congresses and others activities for the academic training of teachers that the institution offers. |  |  |  |  |  |
| 3.1.2 The program is executing mechanisms related to the recognition of the academic qualifications and experience that enable the professional development of the teachers. |  |  |  |  |  |
| 3.1.3 For decision making, the program has established and is executing evaluation and feedback mechanisms for the work of the instructors and researchers. |  |  |  |  |  |

**DIMENSION Educational process 🞛 Component: Methodology for teaching-learning**

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| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 3.2.1 The program has established and is executing strategies to promote student participation in academic activities with members of national and international communities of recognized prestige in the program’s field. |  |  |  |  |  |
| 3.2.2 The program promotes the development of basic skills in its students. As a minimum, it should focus on the following:  • Student inquiry capacity.  • Independent thinking ability.  • Capacity and mastery of the theoretical aspects of the discipline.  • Capacity and methodological mastery of research techniques in their own field of knowledge.  • Capacity to build state-of-the-art knowledge and set trends in the field of study through the critical use of many sources of information.  • Ability to communicate research advances and results. |  |  |  |  |  |
| 3.2.3 Academic staff provides personalized, physical or virtual attention and periodic, efficient oversight of the students’ research work. |  |  |  |  |  |
| 3.2.4 The program and the university promote and offer opportunities to students such as courses, seminars and conferences at the university on various aspects related to their research topics. |  |  |  |  |  |

**DIMENSION Educational process 🞛 Component: Program management**

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| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 3.3.1 The program’s objectives are clearly stated and they are consistent with the actions implemented to achieve them. |  |  |  |  |  |
| 3.3.2 The aims and objectives of the study program should be clear and consistent with the principles of the institution, properly guiding the educational process. |  |  |  |  |  |
| 3.3.3 The program carries out an action plan and has plans for its medium and long term development. |  |  |  |  |  |
| 3.3.4 The program has established and is executing a funding strategy that guarantees its sustainability. |  |  |  |  |  |
| 3.3.5 The program has a management mechanism that incorporates the participation of Advisory or Scientific Committees. |  |  |  |  |  |
| 3.3.6 The program has established and is executing mechanisms for coordination among institutions or academic units (faculties, schools, etc.), as well as with participating research groups. |  |  |  |  |  |
| 3.3.7 Program management has academic and administrative information systems that record data pertinent for decision making. |  |  |  |  |  |

**DIMENSION Educational process 🞛 Component: Research**

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| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 3.4.1 The university where the program is located has established and is executing a clear policy for support to research, as well as various strategies that ensure their proper and optimal implementation. |  |  |  |  |  |
| 3.4.2 The program should demonstrate that there are one or more research groups visibly consolidated through their products and scientific output. |  |  |  |  |  |
| 3.4.3 |  |  |  |  |  |
| 3.4.4 The academic output of the program’s researchers and students should contribute to the development of the discipline and national development. |  |  |  |  |  |
| 3.4.5 The program has a strategy in execution that enables the preparation of researchers and the development of academic research skills in students. |  |  |  |  |  |
| 3.4.6 The program generates changes or improvements in the social setting based on thesis results or research projects. |  |  |  |  |  |

**DIMENSION Educational process 🞛 Component: Student life**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 3.5.1 The program’s university has a timely and pertinent system for attending to student welfare. |  |  |  |  |  |
| 3.5.2 The university and the program have mechanisms that ensure student welfare during short stays abroad in student travel programs and at international scientific congresses and events. |  |  |  |  |  |

**DIMENSION Results 🞛 Component: Student performance**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 4.1.1 The program has established and is executing strategies to manage and control students dropping out of the program. |  |  |  |  |  |
| 4.1.2 The program has mechanisms in execution for tracking publications derived from student theses. |  |  |  |  |  |
| 4.1.3 The program has established and is operating mechanisms for the rigorous and transparent evaluation of student performance. |  |  |  |  |  |
| 4.1.4 The terminal effectiveness of the programs should approximate curriculum projections as closely as possible. |  |  |  |  |  |
| 4.1.5 At least 50% of the students for each cohort have defended their theses in the allocated time. |  |  |  |  |  |

**DIMENSION Results 🞛 Component: Graduates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 4.2.1 The program has clearly established a graduate profile. |  |  |  |  |  |
| 4.2.2 The graduate profile is consistent with the characteristics of the development of the study subject matter and the needs of the context. |  |  |  |  |  |
| 4.2.3 The program has a record of its graduates. |  |  |  |  |  |
| 4.2.4 The program tracks the performance of its graduates. |  |  |  |  |  |
| 4.2.5 The program has mechanisms in execution to ensure graduates have opportunities for enrichment, interaction and feedback. |  |  |  |  |  |

**DIMENSION Results 🞛 Component: Program projection**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| 4.3.1 The results of the research developed by the program will be visible through the academic output and scientific publications resulting from the output of its professors and researchers. |  |  |  |  |  |
| 4.3.2 The results of the research developed by the program translate into innovative products that are visible to national and international society. |  |  |  |  |  |
| 4.3.3 The research developed by students in the program enables the production of publications derived from the content of theses. |  |  |  |  |  |
| 4.3.4 The program’s students present the products of their research or their professional development at national and international academic events. |  |  |  |  |  |
| 4.3.5 The program’s students participate in research networks and in scientific/technological communities. |  |  |  |  |  |
| 4.3.6 Program graduates have academic and professional output that reveals the quality of their graduate training. |  |  |  |  |  |
| 4.3.7 The program has graduates who have received awards and distinctions for their academic and professional work (i.e. awards, holding invitations to national or foreign academies, invitations for visiting professorships, etc.). |  |  |  |  |  |

**DIMENSION Results 🞛 Component: Sustainability**

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| --- | --- | --- | --- | --- | --- |
| **Criteria and standards** | **Compliance** | | | | **Observations** |
| **D** | **I** | **A** | **S** |
| **The university has policies, mechanisms and guidelines approved and in execution that:** |  |  |  |  |  |
| S.1 Facilitate the realization of the institutional self-evaluation process. |  |  |  |  |  |
| S.2 Facilitate the development and execution of the commitment to improvement. |  |  |  |  |  |
| S.3 Ensure the monitoring and tracking of self-evaluation processes. |  |  |  |  |  |
| S.4 Ensure the monitoring and oversight of the execution of commitment to improvement. |  |  |  |  |  |
| S.5 Ensure the development of a culture of evaluation and management of quality. |  |  |  |  |  |
| **The program has policies, mechanisms and guidelines approved and in execution that:** |  |  |  |  |  |
| S.6 Facilitate the realization of the institutional self-evaluation process. |  |  |  |  |  |
| S.7 Facilitate the development and execution of the commitment to improvement. |  |  |  |  |  |
| S.8 Ensure the monitoring and tracking of self-evaluation processes. |  |  |  |  |  |
| S.9 Ensure the monitoring and oversight of the execution of commitment to improvement. |  |  |  |  |  |
| S.10 Ensure the development of a culture of evaluation and management of quality. |  |  |  |  |  |

1. **Valuation Synthesis by Component and Dimension**

*Assess and establish the strengths, weaknesses (remember that weaknesses refer only to the fulfillment or non-fulfillment of the model's criteria), and recommendations that are identified for each component.*

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| **DIMENSION Relationship to context** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Admission and enrollment process** |  |  |  |
| **Correspondence to the context** |  |  |  |

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| --- | --- | --- | --- |
| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Study plan** |  |  |  |
| **Academic personnel** |  |  |  |
| **Administrative personnel** |  |  |  |
| **Infrastructure** |  |  |  |
| **Information center and resources** |  |  |  |
| **Equipment and materials** |  |  |  |

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| --- | --- | --- | --- |
| **DIMENSION Educational process** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Component: Teaching development** |  |  |  |
| **Methodology for teaching-learning** |  |  |  |
| **Program management** |  |  |  |
| **Research** |  |  |  |
| **Student life** |  |  |  |

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| **DIMENSION Results** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Student performance** |  |  |  |
| **Graduates** |  |  |  |
| **Program projection** |  |  |  |

1. **REVIEW OF STUDY PROGRAM APPRAISALS**

**Instructions:** In accord with the general appraisals issued by the study program for each aspect, use the Appraisal column to indicate those comments and assessments that will support the investigation in the *in situ* evaluation stage (peer visit).

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| --- | --- | --- |
| **Elements** | **Aspects expected by SINAES** | **Appraisal** |
| **Admissibility** | Compliance with eligibility criteria**.** |  |
| **General status of the Program** | **General assessment** on the overall status of the program |  |
| **Preliminary Commitment to Improvement** | Realistic and feasible improvement commitment that incorporates any weaknesses detected during the program’s self-evaluation process. This must be presented in the format established by SINAES. |  |

1. **Program Status, in Relation to the Development Status of the Discipline and its Professional Perspective**

*The team of peer evaluators establishes their evaluation from both national and international perspectives.*

*National Perspective:*

*International Perspective:*

1. **Analysis on Consistency**

*Analyze congruence between the university’s institutional mission and graduate program education, and whether there is proper correspondence between the program name, the professional academic profile, content of the study plan, and the title that is awarded.*

***\* If the program has a new curricular proposal currently in process of approval, refer to this proposal in terms of relevance, coherence, and quality, as established by SINAES under the Curriculum component.***

1. **Relevance of the Preliminary Improvement Commitment and Improvement Opportunities, to be included in the Final Improvement Commitment**
   1. *Indicate whether the preliminary improvement commitment, as delivered by the program, establishes viable and pertinent actions to overcome any weaknesses identified by the academic unit in its self-evaluation report.*
   2. *Indicate all improvement opportunities that must be included in the Final Improvement Commitment and for which the program must define concrete actions to be addressed. This indication should be made by the peer, in light of any findings derived from analysis of the self-assessment report and considering any weaknesses of particular importance.*
2. **For Programs in the Reaccreditation Phase:**

**(Review the section addressing this issue in the Self-Assessment report)**

**COMMITMENT COMPLIANCE TABLE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Weakness** | **Achievement** | **Achievement Evaluation** | **Pending Achievement** |
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EXPLANATORY NOTES:

* Component: Component name.
* Weakness: It is important to incorporate any weaknesses, since at its core, this is about an Improvement Commitment to overcome weaknesses.
* Achievement: Description of the achievement reached, with respect to the proposed objective.
* Achievement Evaluation: Peer evaluative judgment on overcoming a weakness. A scale of four values could be used: complete achievement (overcomes weakness) (3); partial achievement in progress (partially overcomes weakness) (2); just begun the achievement process (weakness with little progress) (1); very weak or no evidence of achievement (weakness remains present without progress) (0)
* Pending Achievement: If the rating is 1 or 2, indicate what is pending to overcome the weakness.

1. **Request for Additional Information, for an Onsite Visit**

*Indicate any information gaps that you consider necessary to address during the onsite visit, in order to conduct the external evaluation.*

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