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**National Higher Education Accreditation System**

**Post-Graduate Model**

**FINAL REPORT**

**EXTERNAL EVALUATION STAGE FOR GRADUATES**

|  |  |
| --- | --- |
| **GENERAL INFORMATION** | |
| **Name, country and institution of International Peer Coordinator (a)** |  |
| **Name, country and institution of International Peer (b)** |  |
| **Name and institution of National Peer** |  |
| **Program evaluated** |  |
| **University** |  |
| **Location** |  |
| **Date of peer visit.** |  |
| **Final report submission date by peer evaluators, to SINAES** |  |

**Stage of the Process (mark with an X, to indicate whether it is accreditation or reaccreditation)**

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| **Accreditation** | **Reaccreditation** |
|  | Indicate here the number of re-accreditations, if applicable, and the last accreditation date |
| **2. Final Report on External Evaluation Visit** | X |

1. Executive Summary

*In this section, by dimension – indicate strengths, weaknesses (remember that weaknesses refer only to compliance or non-compliance with the model's criteria), and the most relevant program recommendations (maximum 3 pages).*

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| **DIMENSION Relationship to context** | | |
| ***Main Strengths*** | ***Main Weaknesses*** | ***Main Recommendations*** |
|  |  |  |
| **DIMENSION Resources** | | |
| ***Main Strengths*** | ***Main Weaknesses*** | ***Main Recommendations*** |
|  |  |  |
| **DIMENSION Educational process** | | |
| ***Main Strengths*** | ***Main Weaknesses*** | ***Main Recommendations*** |
|  |  |  |
| **DIMENSION Results** | | |
| ***Main Strengths*** | ***Main Weaknesses*** | ***Main Recommendations*** |
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1. Verification Result

*Present results for the analysis conducted by the peer team, regarding the confrontation between what was reported in the Self-Assessment Report and what was observed during the onsite evaluation. Also indicate, if applicable, any other methodological resources used, other than those established by SINAES.*

1. VALUATION OF CRITERIA

***Instructions:*** *Once the peer team has conducted the onsite evaluation and discussion, we look to the consensus assessment from the external peer evaluator team, regarding the fulfillment of criteria. Mark your rating with an X in the "Compliance" column, as appropriate; in the "Valuations” column, justify your rating when the valuation is less than "S."*

*You must assess and establish the strengths, weaknesses (remember that weaknesses refer only to compliance or non-compliance with the model’s criteria), and recommendations that are identified for each component. Likewise, at the end, you must present an evaluative summary for each dimension.*

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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. |
| Outstanding | Compliance with the criterion exceeds the expectations of SINAES and the work done by the program on this aspect is noteworthy. THIS CATEGORY APPLIES TO **EXCEPTIONAL** CONDITIONS ONLY. |

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

| **Criteria** | **Compliance** | | | | | **Valuation** |
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| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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

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

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Relationship to context** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Correspondence to the context** |  |  |  |
| **Evaluative Analysis for the DIMENSION Relationship to context:** | | | |

**DIMENSION Resources 🞛 Component: Study plan**

| **Criteria** | **Compliance** | | | | | **Valuation** |
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| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Study plan** |  |  |  |

**DIMENSION Resources 🞛 Component: Academic personnel**

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Academic personnel** |  |  |  |

**DIMENSION Resources 🞛 Component: Administrative personnel**

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Administrative personnel** |  |  |  |

**DIMENSION Resources 🞛 Component: Infrastructure**

| **Criteria** | **Compliance** | | | | | **Valuation** |
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| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Infrastructure** |  |  |  |

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

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Information center and resources** |  |  |  |

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

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Resources** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Equipment and materials** |  |  |  |
| **Evaluative Analysis for the DIMENSION Resources:** | | | |

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

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Educational process** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Component: Teaching development** |  |  |  |

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

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Educational process** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Methodology for teaching-learning** |  |  |  |

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

| **Criteria** | **Compliance** | | | | | **Valuation** |
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| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Educational process** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Program management** |  |  |  |

**DIMENSION Educational process 🞛 Component: Research**

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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 research doing by the program is socially and academically relevant. |  |  |  |  |  |  |
| 3.4.3 The program should demonstrate that there are one or more research groups visibly consolidated through their products and scientific output. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Educational process** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Research** |  |  |  |

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

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Educational process** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Student life** |  |  |  |
| **Evaluative Analysis for the DIMENSION Educational process:** | | | |

**DIMENSION Results 🞛 Component: Student performance**

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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

**DIMENSION Results 🞛 Component: Graduates**

| **Criteria** | **Compliance** | | | | | **Valuation** |
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| **D** | **I** | **A** | **S** | **O+** |
| 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. |  |  |  |  |  |  |

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| **DIMENSION Results** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Graduates** |  |  |  |

**DIMENSION Results 🞛 Component: Program projection**

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| **Criteria** | **Compliance** | | | | | **Valuation** |
| **D** | **I** | **A** | **S** | **O+** |
| 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.). |  |  |  |  |  |  |

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| **DIMENSION Results** | | | |
| **COMPONENT** | **Strengths** | **Weaknesses** | **Recommendations for Improvement** |
| **Program projection** |  |  |  |
| **Evaluative Analysis for the DIMENSION Results:** | | | |

**DIMENSION Results 🞛 Component: Sustainability**

| **Criteria** | **Compliance** | | | | | **Valuation** |
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| **D** | **I** | **A** | **S** | **O+** |
| **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. General Points
2. **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:*

# 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.*

# For Programs with Study Plans under Review with SINAES, CONARE, or CONESUP, during the Stages of Self-Evaluation and / or External Evaluation

*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. Likewise, indicate when this aspect does not apply to the program under evaluation.*

# Relevance of the Preliminary Improvement Commitment and Opportunities for Improvement, to be included in the Final Improvement Commitment

**4.1.- Relevance of the Preliminary Improvement Commitment, Presented by the Program**

*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 and the onsite visit.*

**4. 2.- Improvement Opportunities to include in the Final Improvement Commitment**

*Peers must indicate to the program any improvement opportunities that must be recorded in their final improvement commitment and for which they must define concrete actions to be addressed. External peers should conduct this task in light of findings from this peer report, considering any weaknesses of special importance and taking into account anything expressed by external peers during the meeting that, to review the preliminary improvement commitment, was conducted during the external evaluation meeting; these may include any aspects that have been pointed out with respect to indicators and deadlines for compliance, for activities set forth by the program in said preliminary improvement commitment.*

# Quality of the Program

**5.1 Complete an evaluative synthesis on the current program quality.**

**5.2 Evaluation on Sustainability of Program Quality Characteristics**

*Indicate whether the condition of the evaluated quality is sustainable, taking into account, among other aspects: human resources, equipment, organizational capacity and management, commitment from the institution and program managers, commitment of the teaching staff, financial resources, regulations, etc.*

# For Programs in the Reaccreditation Phase:

*Indicate any achievements and pending achievements for the program, with respect to the previous accreditation process, according to the ACCM review, the self-evaluation report, and findings from the onsite visit.*

**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.

# Final Recommendation on Accreditation

* *Establish your recommendation in a manner consistent with the evaluated reality.*
* *This recommendation must be substantiated.*
* *If the program is considered creditable, please take into account that the accreditation / reaccreditation period established by SINAES is four years.*

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