

22
ANIVERSARY
1999 - 2021



SINAES
Sistema Nacional de Acreditación
de la Educación Superior

Since 1999, Contributing to the
Improvement of Higher Education



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ANIVERSARY
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SINAES plays a fundamental role in Costa Rica's educational system, ensuring the quality of higher education by managing official accreditation for institutions, programs, and university majors at the country's universities and junior colleges.

Law 8256 legally establishes SINAES for the purpose of planning, organizing, developing, implementing, controlling, and monitoring accreditation processes that serve to continuously guarantee the quality of the country's university majors, plans, and programs.

As of 2018, with the creation of the Division of Research, Development, and Innovation (INDEIN, for its acronym in Spanish), SINAES also serves a new function, comprised of an innovative medium and in addition to accreditation: to stimulate the quality of higher education in Costa Rica, by implementing various actions to support research, training, and knowledge transfer in quality assurance.



SINAES Goals

- § Contribute to achieving the principles of academic excellence and efforts at public and private universities, to improve the quality of the plans, university majors, and programs that they offer.
- § Demonstrate the convenience, for universities in general, of voluntarily submitting to an accreditation process and stimulating Costa Rican confidence in their accredited plans, university majors, and programs, as well as orienting the public with respect to the quality of their diverse options in higher education.
- § Certify the quality level for university majors and programs submitted for accreditation, in order to guarantee the quality of criteria and the standards applied to the process.
- § Recommend action plans to solve the problems, weaknesses, and deficiencies identified in self-evaluation and evaluation processes. Said plans must include their own efforts, as well as actions of mutual support between the universities and SINAES members.
- § Be part of international academic and related accreditation entities.



22 years of
experience and

34 Affiliate institutions
of higher Education

Universities Full Members



Universities Associate Members



Junior Colleges





By joining SINAES, Institutions of Higher Education commit to the quality principles that govern the System.

They assume a commitment to submit their university majors and postgraduate degrees to evaluation processes for official accreditation purposes. This commitment to continuous improvement has a positive impact on the quality of Costa Rican Higher Education.

- 25 Universities
- 6 Junior Colleges
- 3 International Universities



Division of Evaluation and Accreditation (DEA, for its acronym in Spanish)

This is the **SINAES** Division in charge of providing advice and technical support to the university majors and programs that voluntarily undergo a SINAES accreditation process. Currently, it is comprised of 11 people.

Primary Functions of the Division of Evaluation and Accreditation

- 1 Offer advice and technical support to university majors and programs undergoing the accreditation process.
- 2 Provide training to the various participants in the accreditation process.
- 3 Plan and manage reports on the various stages of the accreditation process.
- 4 Manage the Bank of Evaluators.
- 5 Coordinate the evaluation processes, for accreditation purposes, for university majors and postgraduate courses, as well as the various stages incorporated into processes of continuous improvement.
- 6 Curricular review for Proposals for Changes in Study Plans at accredited university majors and programs, for private universities affiliated with **SINAES**.





As of June 2021, the **SINAE**
list has registered:

192 University
Majors

14 Masters and
1 PhD

6 Junior College
Degrees

With Official Accreditation



More than

50%

of accreditations
focus on programs
and university majors in:

§ Education

§ Health Sciences

§ Economic Sciences



USAC
TRICENTENARIA
Universidad de San Carlos de Guatemala

Internationalization of SINAES's Work

In 2009, SINAES and the University of San Carlos de Guatemala (USAC, for its acronym in Spanish) signed a cooperation agreement to facilitate accreditation. As of June 2021, the USAC offers seven courses accredited by **SINAES**.



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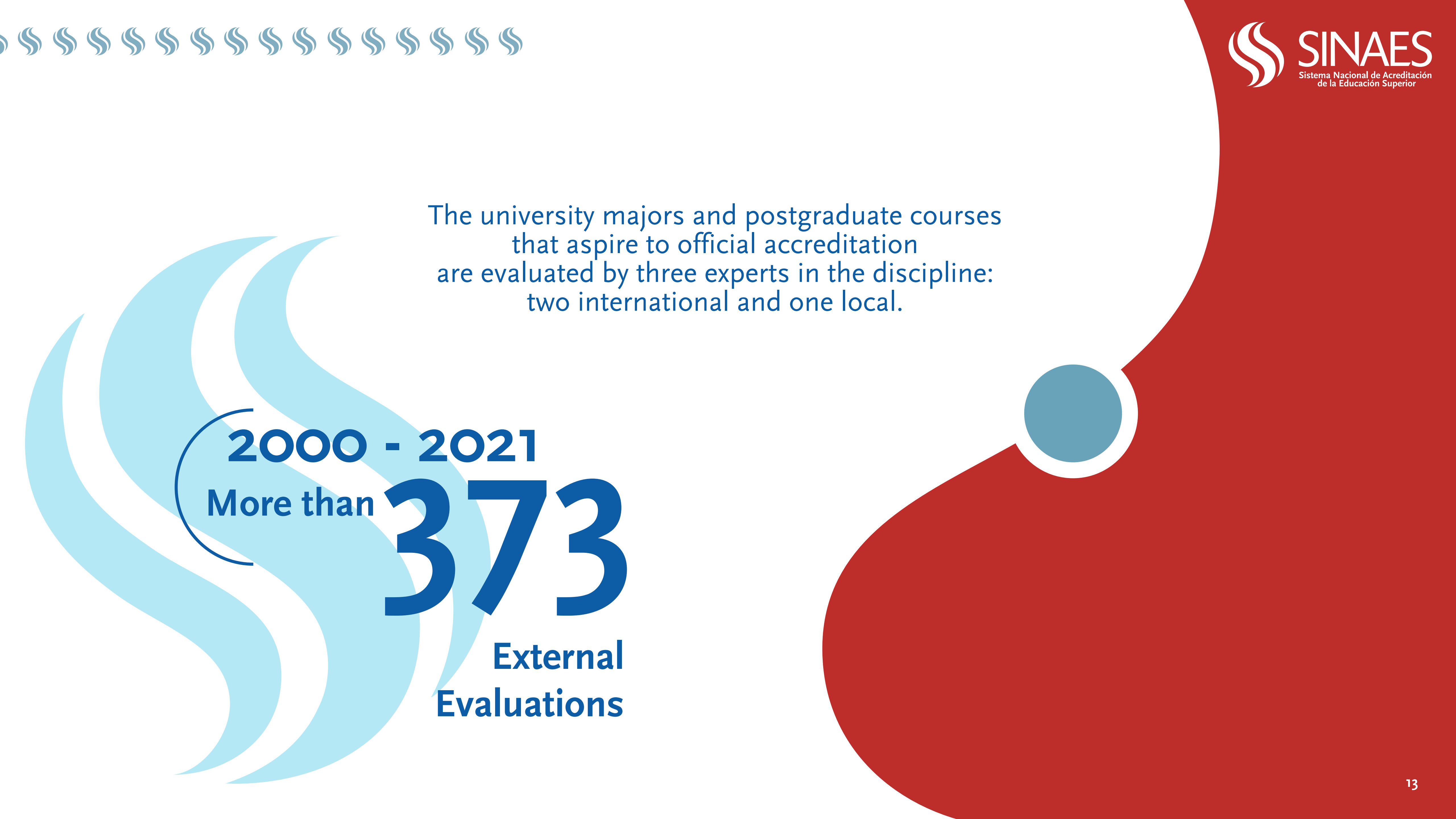
The SINAES Accreditation Process



The first step in the process is self-evaluation, which must be carried out by the various actors involved; after this, they present their Self-Evaluation Report to SINAES.

As of June 7, 2021, SINAES has received approximately **424** Self-Assessment Reports, as part of their accreditation processes.





The university majors and postgraduate courses
that aspire to official accreditation
are evaluated by three experts in the discipline:
two international and one local.

2000 - 2021
More than **373**
**External
Evaluations**



During the external evaluation stage,
SINAES has relied on the
participation of:

349

Costa Rican
Peer Evaluators

775

International
Peer Evaluators

1124
TOTAL
Peer Evaluators

International evaluators have hailed from the following countries: Germany, Argentina, Brazil, Canada, Chile, Colombia, Cuba, Ecuador, Spain, the United States, France (Martinique Island), Guatemala, Holland, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Portugal, Puerto Rico, the United Kingdom, and Uruguay.



The SINAES National Accreditation Council conducts the final assessment on degree quality. The first university majors were accredited in May 2001.

Between those first decisions and 2019,
the National Accreditation Council has made more
than 380 decisions directly related to granting – or not – quality
accreditation to a university major or postgraduate degree.





95

Accredited university majors and programs,
using the Cluster Methodology
for accreditation processes.





SINAES has various virtual channels to deliver information

Dissemination
and Promotion
of Quality Culture

Website

www.sinaes.ac.cr

registers more than **60 000**
admissions

Mail

info@sinaes.ac.cr

approximately **500** consultations
are handled per year

YouTube channel: **[YouTube/SINAESCOSTARICA](https://www.youtube.com/SINAESCOSTARICA)**

Videos available detailing our academic activities,
As well as other audiovisual productions that will allow
you to learn more about SINAES and the benefits of the
accreditation process.

Facebook more than

79 mil
followers

Between 2020 and 2021, more than

25 events have been held, with more than

3000 participants

from more than **18 countries.**

Virtual Academic Events

SINAES has organized, in partnership with
Institutions of Higher Education (IHEs),
delivery of more than **300** accreditation or reaccreditation certificates.





Support in Research Development

In 2016, the State of the Nation Program (PEN, for its acronym in Spanish) and SINAES signed a cooperation agreement to conduct the following research:

- Analysis on the incentives and barriers that assure quality in higher education in Costa Rica, from a university perspective.
- Assessment on the relevance and quality of the current professional offer, from the employers' perspective.
- Evaluation on the relevance of higher education quality and the procedures followed at institutions to ensure this quality, from the perspective of graduates.
- Quality reform regarding the structures, dynamics, and weaknesses of quality assurance processes for higher education in Latin America and the Caribbean.

Support for Development of the WAKI Application

The *Waki* web application, developed by the State of Education and with funding from **SINAES**, is now available. The application allows students to find information on universities and university majors around the country. The application can be consulted at Waki

Creation and Purpose of the Division of Research, Development, and Innovation (INDEIN)

In 2018, **INDEIN** was created upon approval of the SINAES Organic Regulation, to offer, in addition to accreditation, an innovative means to stimulate the quality of higher education in Costa Rica.

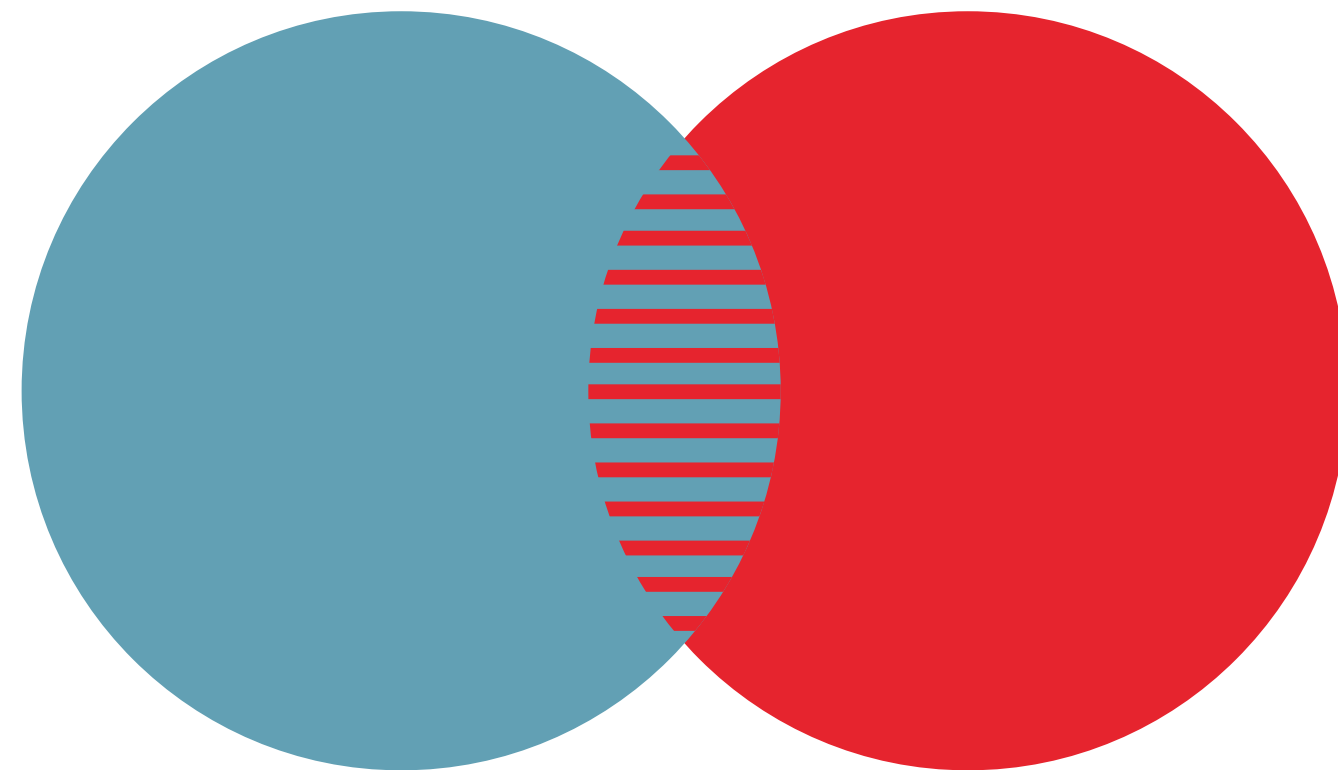
The work that **INDEIN** does allows **SINAES** to create added value for accredited university majors and programs, as it contributes to developing and promoting research and knowledge transfer, as well as skills development for innovation in and improvements to the quality of Higher Education (HE).

INDEIN Key Processes



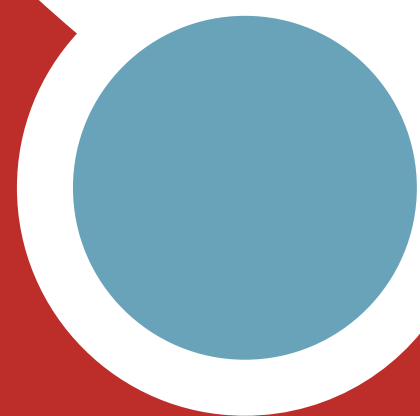
SINAES
Sistema Nacional de Acreditación
de la Educación Superior

Research into
innovations in
and improvements to
the quality of HE



Training and
knowledge transfer for
innovation and quality
improvements in HE

Promote innovation in HE



In its initial stage, INDEIN has focused its efforts on projects for skills development and knowledge transfer.

Figure 2. demonstrates that, during the 2018-2021 period, a total of 667 people have been trained in four thematic axes:

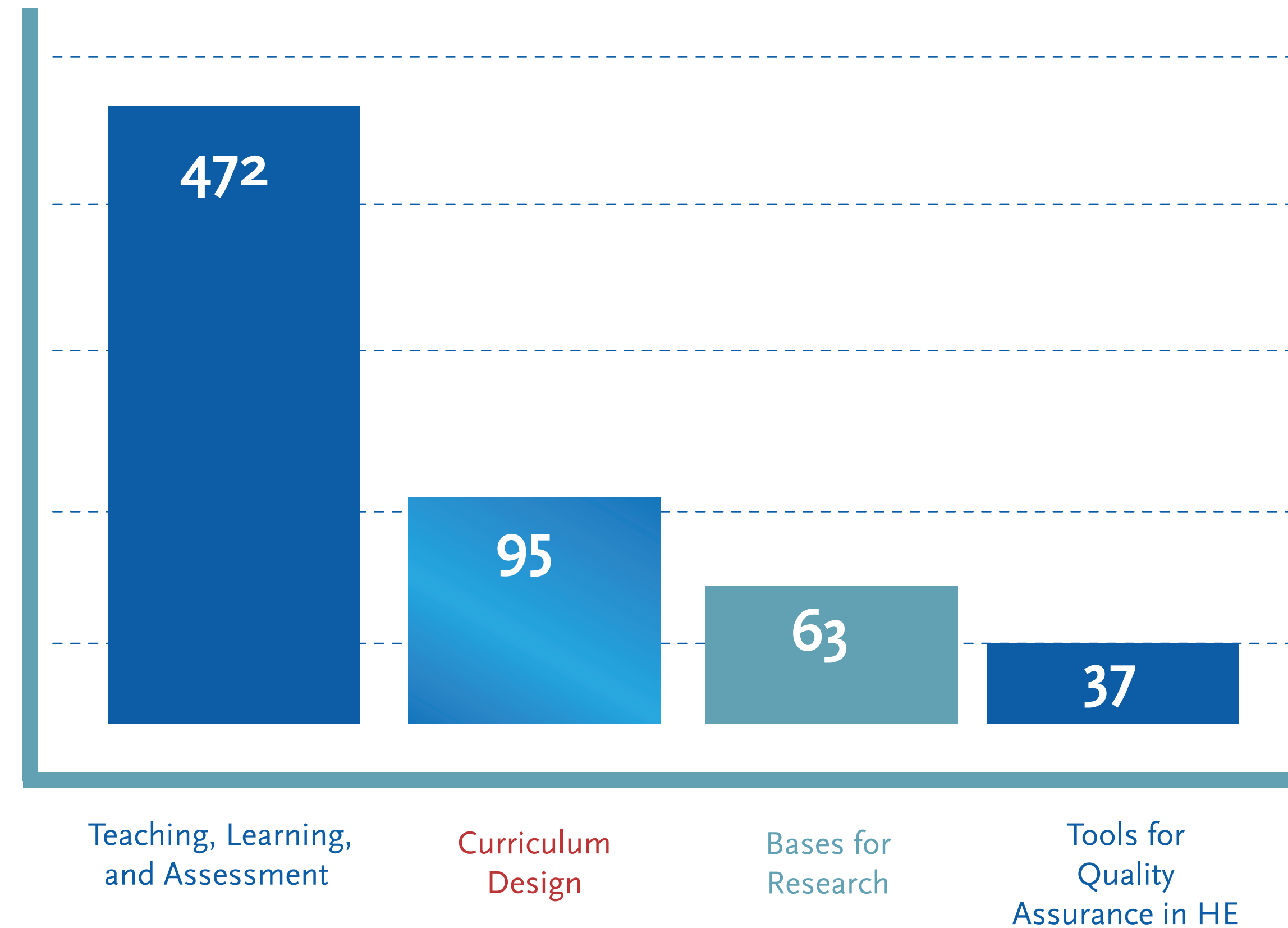
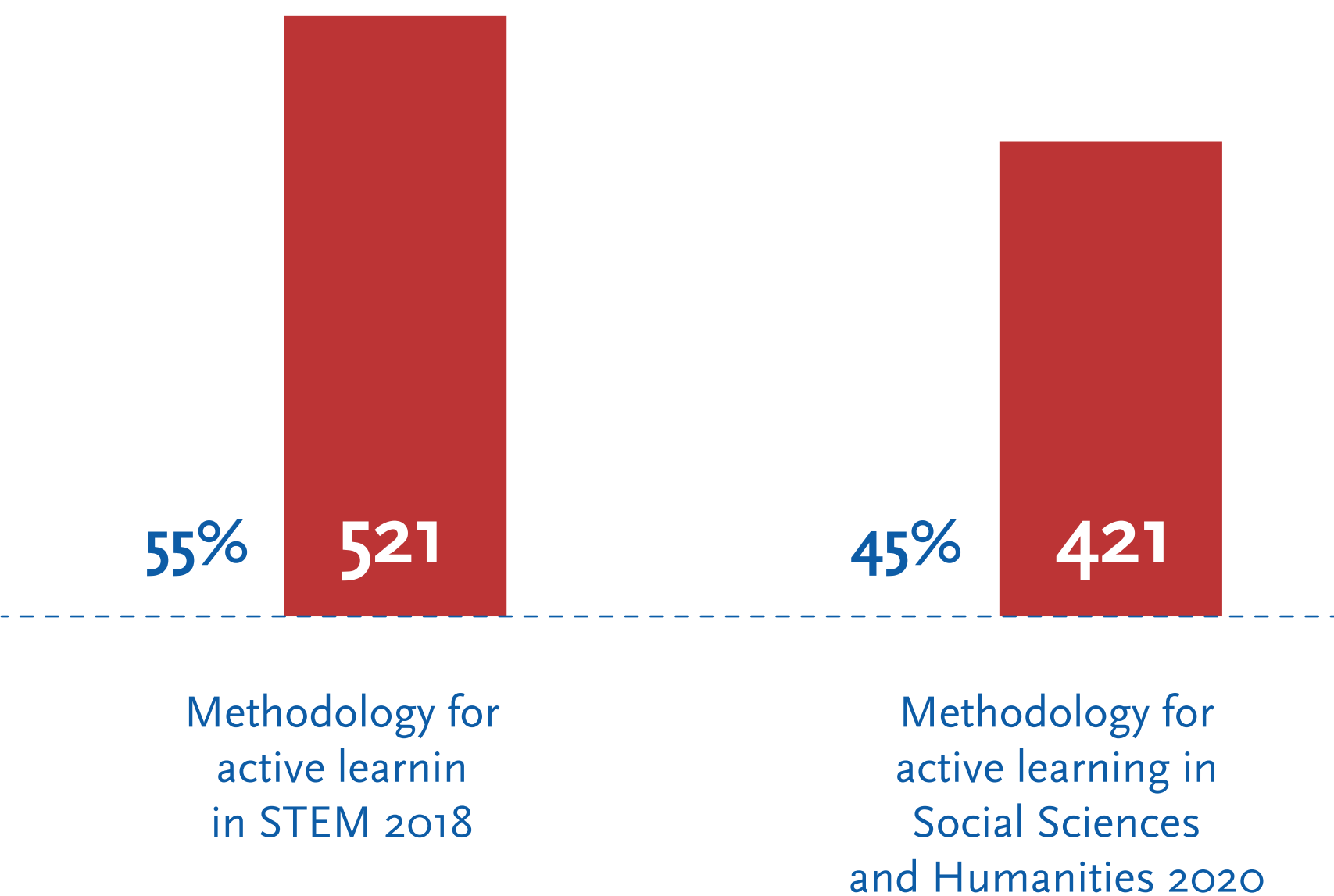


Figure 2. Number of people trained. Period 2018-2022
Source: INDEIN, SINAES



Replica Stages of Training for SINAES-LASPAU Programs

Figure 3. People benefited from the Replica Learning Stage

As part of the trainings conducted in methodologies for active learning in the areas of STEM (Science, Technology, Engineering, and Mathematics) and Social Science and Humanities, replica stages were held, during which trained teachers shared the lessons learned with other teachers from the IHEs.

Figure 4. shows that, in this replication stage, a total of 942 additional people accessed program learning between 2008 and 2020.

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Promoting Research in Teaching and Learning

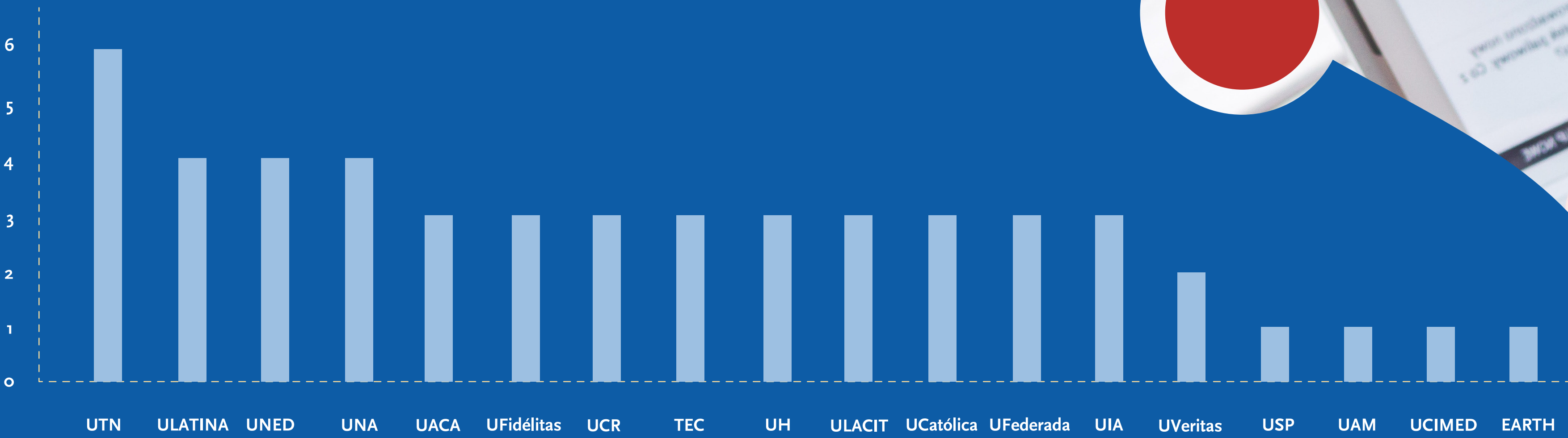


Figure 1. Universities that participated in the Bases for Research Program

Source: INDEIN, SINAES

Approach with **SINAES** Stakeholders

For **INDEIN** , it is very important to understand the perspectives, Needs, and expectations held by various **SINAES** interest groups. For this reason, the Division periodically conducts consultation processes with participation from affiliated **IHEs** and accredited university majors on various topics, which allow us to work on contextualized actions to support improvements to the quality of higher education.

In the first semester of 2021, three consultation processes were carried out. They were: “Active Learning and Its Contribution to Virtual Course Mediation During the COVID-19 Pandemic: Prospective Challenges,” “Diagnosis on Features of Competency-Based Curriculum (CBC) at the University Level,” and “Training Needs at SINAES-Affiliated Institutions of Higher Education (IHEs)”.



INDEIN 's Next Steps

INDEIN is participating in an international alliance that involves Institutions of Higher Education (IHEs) from diverse geographical areas and brings together international bodies such as the University of Chile, LASPAU, LATINSOTL, PROF XXI, STHETI, CINDA, and SINAES. The project consists of publishing a digital book on the topic of, “Innovating and Transforming Disciplines: Key Experiences in Higher Education in Latin America and the Caribbean 2021-2022,” which will include academic articles on the results of research in teaching-learning in different disciplines and from IHEs of different latitudes.

Likewise, to continue contributing to positioning research topics in university majors and programs, we are working on the design of a Workshop called “Research as a Transversal Axis for Quality in Higher Education.” The purpose of this project is to promote a vision of research as a transversal axis of university culture, which permeates academic actions at all higher education institutions.



Convocatoria a la Publicación
Científica de Capítulos del Libro:

Innovar y Transformar desde las Disciplinas:

Experiencias claves en
la Educación Superior
en América Latina
y el Caribe 2021-2022

Periodo de recepción de artículos:
del 1 de julio al 10 de agosto 2021



Para acceder a las condiciones, requisitos y envío de la publicación:

<https://easychair.org/cfp/itclatam-2022>

Next Actions

1

Research related to analyzing results of the **SINAES** evaluation and accreditation process

2

Training design on the **SINAES** Moodle platform

3

Continuation of the Bases for Research program

This document was prepared by the National System of Accreditation on Higher Education.

Contributions were made by the:

National Accreditation Council (CAN, for its acronym in Spanish)

Executive Directorate (DE, for its acronym in Spanish)

Division of Evaluation and Accreditation (DEA, for its acronym in Spanish)

Division of Research, Development, and Innovation (INDEIN, for its acronym in Spanish)

Division of Management Support Services (DSAG, for its acronym in Spanish)

Communication Process



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