



Evalúa Quality

Academic Structuring Tool



1. Auto-evaluation of Programs and Institutions

1.1 Context of the Program Auto-evaluation Process

The Accreditation is a voluntary mechanism for permanently seeking the highest quality levels by the institutions that abide by the system. It is based on parameters previously set by the CNA (National Accreditation Counsel) with collaboration from the national and international academic community.

The Auto-evaluation is understood as a continuous, permanent, participative and systematic process, which allows to identify institutional weaknesses and strengths.

The use of quantitative and qualitative indicators, appraisals from the institutional community, documental and statistic sources, valued judgements to establish achievements and the elaboration and follow-up of further improvement plans is required to proceed with the Auto-evaluation.

Consolidating the Auto-evaluation achieves the purpose of introducing the needed improvements and corrective measures, and supplying solid indicators to establish the development plans and management reports. In this respect, the autoregulation is understood as the driver of change and corrective measures, as well as the expression of institutional autonomy that seeks the continuous improvement of the substantive functions and institutional management.

Evalúa is a platform that supports the management of the programs' auto-evaluation process in Higher Education Institutions, in line with the process of institutional auto-evaluation. Along the process of information gathering, the perception and appraisal of the participating academic community — students, teachers, administrative staff, directors, alumni, employees and communal entities and organizations — is taken into account, as well as involving documental and statistic evidences of each aspect to be evaluated.

2. General Purpose

2.1 General Objective

Support the evaluation processes, strengthening academic quality at an institutional level, according to the stipulations signaled by the National Ministry of Education.

2.2 Specific Objectives

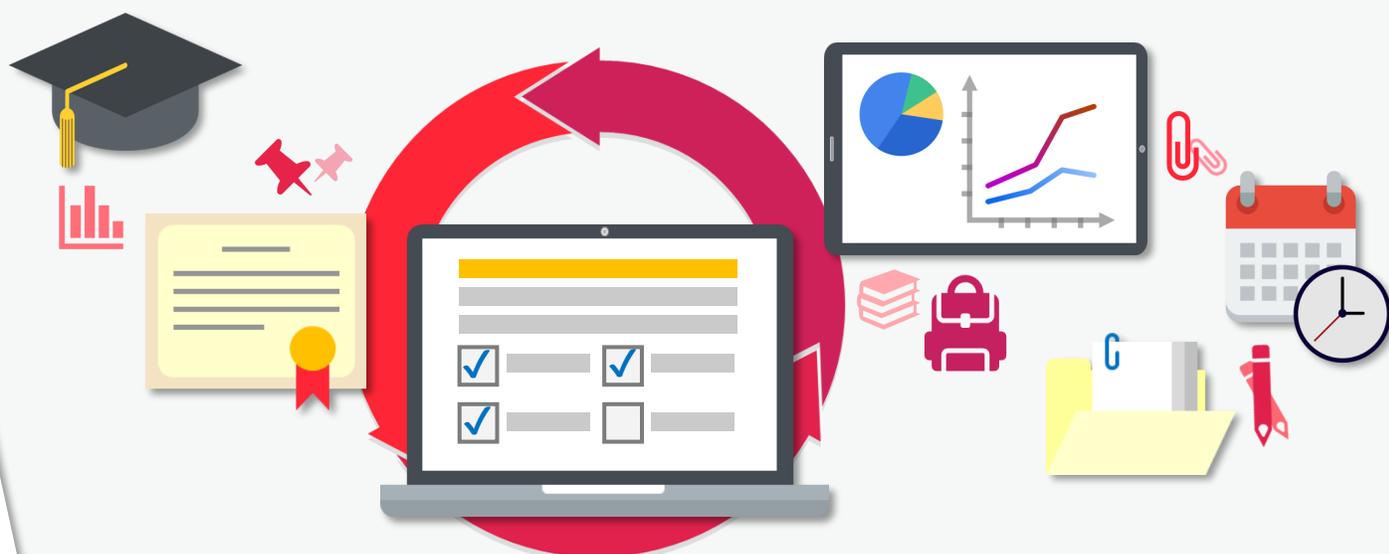
1. Define the ponderation of the factors and characteristics that are subject to quality recognition, taking into account the CNA stipulations.
2. Apply instruments of the opinion-perception type, to the academic community who participate in the Auto-evaluation process.
3. Register, modify, consult and grade information related to documental and statistic evidence.
4. Enable the implementation of the Improvement Plan, taking into account the improvement opportunities for each factor.

3. Phases of Program Auto-evaluation

3.1 Pondering factors and characteristics

The ponderation is defined by the CNA as the differentiated recognition of the importance of the various evaluated factors and characteristics or the allocation of relative values within the corresponding group.

In the Program Auto-evaluation Process framework, and following the CNA's stipulations, Evalúa Quality has the capacity to ponder the factors and characteristics, to be subject of the differentiated recognition of their importance, as elements used to evaluate quality.



3.2 Factors and Characteristics

The evaluated factors, characteristics and aspects are taken from the CNA's stipulations, as well as the indicators that demonstrate the qualities of the program to be recognized for its high quality.

The 10 factors defined by the CNA for program accreditation are:

- 1 Mission, institutional and program project
- 2 Students
- 3 Teachers
- 4 Academic Processes
- 5 National and international visibility
- 6 Investigation, innovation and artistic and cultural creation
- 7 Institutional Wellbeing
- 8 Organization, administration and management
- 9 Alumni's impact on the medium
- 10 Physic and financial resources

3.3 Instrument Application

During this process, Evalúa Quality has the capacity of collecting information of the academic community. For this process, the institution raises awareness in the participating parties to give their opinion on the evaluated program, and defines the dates in which the instrument will be available in the platform and for whom (Students, Teachers, Directors, Administrative staff, Alumni, Productive Sector, among others).

Evalúa Quality generates results of each opinion instrument for their corresponding aspect, comparing the perception of the different academic community actors.

3.4 Evidence uploading

Evalúa Quality supports uploads of documents in .pdf, .doc, .xls or .ppt formats, taking into account the evaluated aspects defined in each characteristic, and according to the types of evidence presented: Documental, Numeric or Perception.

Evalúa Quality shows the evidences of each evaluated aspect, allowing the grading of each characteristic and afterwards calculates the grade of each factor. According to these gradings improvement opportunities are presented.

Following the grading scale (Chart 1), Evalúa Quality generates a report, taking into account the grade of each factor and characteristic.

Chart 1. Grading Scale Example

Grade	Description	Score Range
A	Fully accomplished	4,4-5,0
B	Accomplished to a high degree	3,7-4,3
C	Acceptably accomplished	3,0-3,6
D	Unacceptably accomplished	2,3-2,9
E	Not accomplished	Less than 2,3



3.5 Improvement Plan

The improvement plan is made up of all the improvement opportunities for each factor, which are evidenced in the auto-evaluation process.

Evalúa Quality enables the implementation of the improvement activities and actions, in order to achieve excellence in the quality factors signaled by the CNA.

4. Processes Definition

4.1 Institutional / Organizational Structure Chart

The following chart will help with the adequate conceptualization of the institution, envisioning the systematization and implementation of the services offered by Evalúa Quality.

	ELEMENTS	Composition (to be filled by the institution, in quantity or denomination)		Observations (Signal if an element does not apply or does not exist in the organization's structure)
		QUANTITY	DENOMINATION	
ORGANIZATIONAL STRUCTURE	CAMPUS / SATELITES			
	FACULTIES			
	PROGRAMS			
	COURSES / SUBJECTS			
	GROUPS			
	SHIFTS			
ACTORS	DIRECTORS			
	ADMINISTRATIVE STAFF			
	TEACHERS		FULL TIME	
			HALF TIME	
			LECTURERS	
	STUDENTS			
	ALUMNI			
PRODUCTIVE SECTOR				
OTHERS	RELATIONS WITH OTHER INSTITUTIONS, COMPANIES, ETC.			
	OTHER			

4.2 Data Upload

The following elements must be taken into account when uploading the data of the actors involved in the Auto-evaluation Management process (Evalúa® hands out a Data Dictionary to the University to collect the information of the involved actors).

Also, there is an option to make an in-bulk data upload from the platform, so that this procedure is autonomously formalized by the institution's designated personnel (this training is done with Evalúa®'s staff, in order to learn how to use this function).

4.2.1 Student

- Basic Data
- Student Registry
 1. Faculty
 2. Program
 3. Grade
 4. Group
 5. Shift
 6. Year
 7. Term

4.2.2 Teacher

- Basic Data
- Faculty
- Program
- Contract or Enrollment Type
- Academic Workload (Group, Grade, Shift, Year, Term)

4.2.3 Directive and Administrative Staff

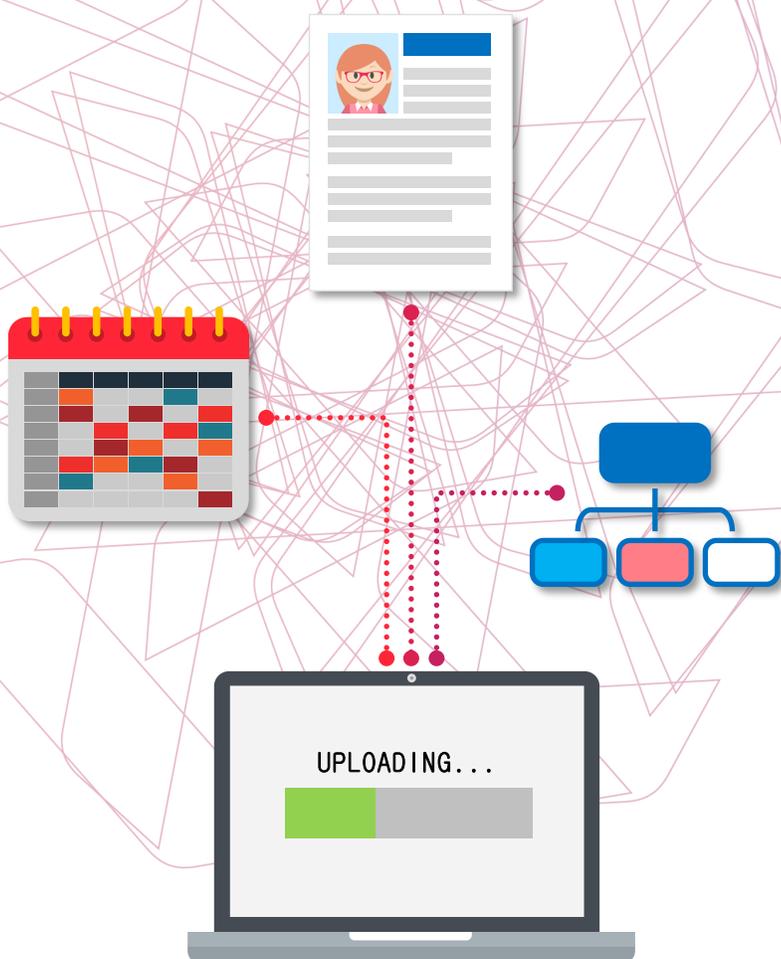
- Basic Data
- Contract or Enrollment Type
- Faculty, Program, Teachers to evaluate
- Type of Director (Research, Extension and/or Social Projection)
- Director workload: Relation between the director and the teachers, includes the relation with one or more faculties-programs

4.2.4 Alumni

- Basic Data
- Faculty
- Program

4.2.5 Employers or Productive Sector

- Basic Data
- Faculty
- Program





5. Pilot

The University decides if during their academic calendar there is a space for pilot trials, taking into account the need to determine the following criteria:

- Definition of the pilot's objective.
- Establishing the adequate participants.
- Have an instrument for the pilot.
- Programming and application of the pilot.
- Obtention of the reports associated with the trial.
- Establishing data analysis protocols.

6. Application

The execution time is related to the institution's internal dynamics that involve the availability of the participating actors.

6.1 Evaluation programming and application criteria

- Inform the intervening actors of the Auto-evaluation Management Process: Students, Teachers and Directors - Administrative Staff, Alumni and Productive Sector / Employers (date and platform usage instructions).
- Apply opinion-perception type instruments to the academic community participating in the Auto-evaluation process.
- Register, modify, consult and grade information related with statistic and documental evidences.
- Enable the implementation of the Improvement Plan, taking into account the improvement opportunities for each factor.



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