# INQAAHE GGP

## GUIDELINES OF GOOD PRACTICE



## EXTERNAL REVIEW REPORT



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|---|---|
| **Organization** | National Accreditation Council (Spanish Acronym **CNA**) |
| **Place** | Bogotá. Colombia |
| **Days of the Visit** | Wednesday 13, Thursday 14 and Friday 15 of July 2022. |

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# INTRODUCTION

## External Evaluation Process (INQAAHE GGP)

The National Accreditation Council (Spanish Acronym CNA) asked the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) for an external evaluation of its performance, in accordance with the INQAAHE Guidelines of Good Practice (GGP). It should be noted that the CNA has obtained the certification of alignment to the GGP in 2017, making this instance a request for renewal of such certification. To this end, the CNA prepared a self-assessment report that was presented to INQAAHE on May 13, 2022, which included the following documentation:

- A report for the purpose of renewing INQAAHE's certification

The external evaluation of the CNA was carried out in accordance with the GGP, updated by INQAAHE in 2018 and was conducted by an independent review panel of international experts in quality assessment and assurance in higher education.

The external review panel was composed of:

• Dr. Antonio Serrano (Chair of the review panel): Expert in evaluation and accreditation of quality of Higher Education in Europe and member of Board of the European Association for Quality Assurance is Higher Education (ENQA).

• Dr. Karen Belfer (Secretary of the evaluation panel): Expert in quality assurance and accreditation in Higher Education Canada.

• Dr. María Isabel Patiño (member of the evaluation panel): Expert in evaluation and accreditation of quality in Higher Education, from ANEAES-Paraguay.

Appendix 1 contains the biographies of the members of the external review panel.

After an exhaustive analysis of the report presented by the CNA for the purpose of renewing the INQAAHE certification by the members of the panel, a visit was carried out in person for three days, Wednesday 13, Thursday 14 and Friday 15 of July 2022. It had an agenda that included a total of eleven interviews with authorities and management staff of the CNA, rectors of higher education institutions, managers of the quality systems of the institutions, peer reviewers, representatives of national organizations associated with the CNA and students. Appendix 2 shows the agenda of the visit and the interview sessions conducted by the review panel.

The interviews were conducted in an atmosphere of cordiality and cooperation that allowed the panel to have a broader and deeper understanding and answer any outstanding questions. The panel greatly appreciated the disposition of the CNA in relation to the evaluation process and its concern for the general development of higher education in Colombia. The panel would like to thank all the participants gathered during the visit for their openness, patience, and positive attitude towards all the issues raised by the panel members.

The panel would also like to thank the CNA for its willingness to provide the additional information requested during the visit to complete the necessary tasks, as well as for the effective organization and management of the site-visit.

However, the panel wishes to point out that during the interviews there was no opportunity to meet with representatives of the business world. These stakeholders are very relevant because they know the current and future needs of the labor market and as employers who receive graduates, they can share their observations about their strengths and weaknesses.

The visit concluded in a session with CNA authorities, during which the chair of the panel on behalf of all members presented a preliminary summary of the main results of the external evaluation process.

After the visit, the secretary of the panel prepared the report taking into consideration all the available documentation, the information gathered in the interviews conducted during the visit and the conclusions of the panel. All panel members reviewed and contributed to the report. The final version of the report was agreed among the panel members and sent to the CNA for verification before being submitted to the INQAAHE Board for final approval.

## Evaluation of the quality of the documents submitted for the external evaluation review process and the organization of the site-visit

The INQAAHE certification renewal report was presented to the panel in a digital form. The organization of the document aligned with the Guidelines of Good Practice (GGP), which facilitated its reading and evaluation. With regard to its content, it should be noted that it was essentially descriptive, not rich in evidence and mainly discussed the positive aspects of the CNA. It would have been desirable for the report to include assessments, as well as a more analytical and critical analysis, including the challenges the CNA faces today.

The organization of the visit did not materialize until a couple of days before it started and the list of participants for each session was not distributed to the members of the panel in good time. The panel also did not have the necessary time to prepare for the *debriefing* with the CNA to share the main results.

To conclude, in general terms, the agenda largely met the expectations of representation established by INQAAHE and the documentation and information collected in the interviews was sufficient to carry out the evaluation.

# COLOMBIA'S EDUCATION SYSTEM

The Ministry of National Education (Spanish acronym **MEN**) controls all levels of education in Columbia, while the Vice-Ministry of Higher Education is responsible managing the higher education system.

In Columbia there are various levels and modalities in the Higher Education space, with a predetermined path from undergraduate to postgraduate modalities:

| Undergraduate academic level | Postgraduate academic level |
|---|---|
| Vocational technical training → | Professional Technical Specializations |
| Technological training → | Technology specializations |
| University training | Professional specializations |
| | Masters |
| | Doctorates |
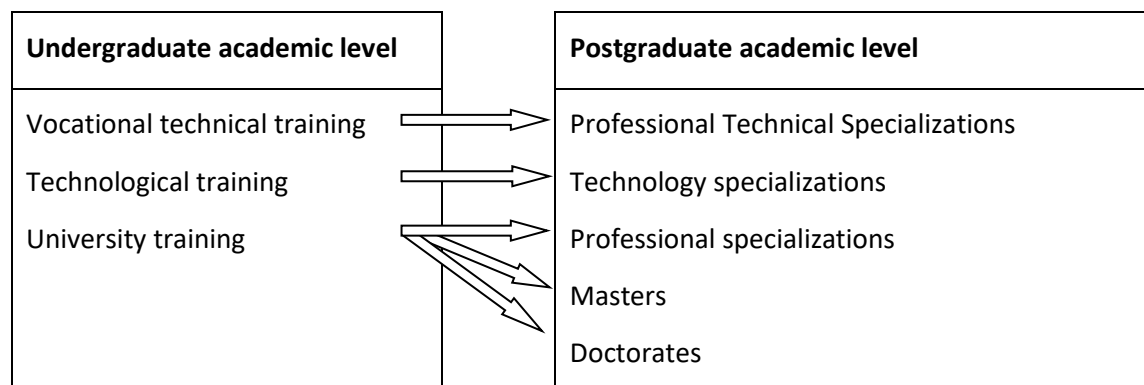
Higher Education Institutions (HEIs) are the entities that have, in accordance with legislation the official recognition to provide Higher Education as a public service in the Colombian territory.

HEIs are classified into four types according to their academic character, each type has a different legal capacity to offer academic programs:

- Professional Technical Institutions (Spanish acronym **ITP**s): 32 institutions (11%)
- Technology Institutions (Spanish acronym **IT**): 45 institutions (15%)
- University Institutions or Technological Schools (Spanish acronym **UI/TS**): 134 Institutions (44%)
- Universities (Spanish acronym **U**): 89 universities (30%)

The credential levels are offered in the HEIs as follows:

| Credential Levels | ITP | TITE | UI/TS | U |
|---|---|---|---|---|
| Doctorates | | | | X |
| Masters | | | X | X |
| Professional specializations | | | X | X |
| Technology specializations | | X | X | X |
| Professional Technical Specializations | X | X | X | X |
| University training | | | X | X |
| Technological training | | X | X | X |
| Vocational technical training | X | X | X | X |

According to its legal statute and the origin of its creation, Institutions of Higher Education are either

private or public.

Geographically, a significant number of HEIs are concentrated in a few areas; thus, 68% of the HEIs are concentrated in four of the 27 departments of Colombia.

It should also be noted that the Colombian Higher Education system is characterized by its great diversity (size, sites, catchment area, public or private, etc.). The recognition and treatment of this diversity is therefore one of the main challenges faced by the quality assurance processes in Colombia.

## The National Accreditation System (Spanish acronym SNA)

The general framework for external quality assurance in higher education in Colombia was established by Law 30 of 1992. This law is based on the constitutional principle of university autonomy, which includes, among others, the freedom of teaching and learning and the right of institutions to create and develop their academic programs. Quality assessment in higher education must respect these principles (Art. 32) and is therefore formally organized in two levels:

- **Quality certification (*qualified registration*)** – This is a mandatory initial verification of programs. This activity is not considered as a process within the National Accreditation System (Spanish acronym **SNA**). It is led by the **National Intersectoral Commission for Quality Assurance in Higher Education (**Spanish Acronym **CONACES),** who verifies the basic requirements that must be met by all programs taught, to be granted authorization or licensing.

**"High" quality accreditation** – It is the process set by the SNA: it is **voluntary** and **temporary**, is mainly aimed at certifying high-quality **programs** and **institutions** and it is defined as the set of policies, strategies, organizations and processes aimed at ensuring the Colombian society that these (programs and institutions) meet the "highest" quality requirements and achieve their goals and objectives.

The main agents of the SNA are as follows:

- **Ministry of National Education (**Spanish acronym **MEN**), who establishes policies on higher education and issues the accreditation certifications.

- **National Council for Higher Education (**Spanish acronym **CESU)** who define the functions and regulations of the National Accreditation Council (CNA) and outline the procedures related to quality and accreditation.

- **National Accreditation Council (CNA**), made up of the academic and scientific communities, is responsible for managing the "high" quality accreditation procedures.

- **Higher Education Institutions (HEIs**), who may voluntarily choose to join the CNA accreditation process. Currently, only 26% of Colombian HEIs are accredited (77 out of 298).

## The National Accreditation Council (CNA)

The National Accreditation Council (CNA) was created by Article 54 of the Law 30 of 1992. This legal provision established that entry into the National Accreditation System (SNA) is a voluntary act of higher education institutions (HEIs) that, in the exercise of their autonomy and self-regulation, decide to advance their quality and be accountable for the public service they provide to society.

The structure of the CNA is composed of a) members of the Council, b) academic peers and c) Technical Secretariat.

a) The members of the Council are nine highly respected scholars and experts in different disciplines; They are appointed for a period of five years and are selected through a public call for applications based on to their academic merits. Academic authorities (Rector, Dean, etc.) are not eligible for the position. Their main task is to issue the results or evaluations reports, for which they must review the visit reports submitted by the academic peer evaluators and they also select those that will carry out the evaluation visit.

b) Peers are academics from different disciplines who carry out external evaluation work on behalf of the CNA; they are appointed by the CNA out of a bank of peers, through individual calls for applications or at the proposal of some HEIs. Academic peers are the arm and public image of the CAN; they are responsible for conducting the external evaluation, as part of a team, they assign strict opinions on quality, based on the analysis of the general criteria, as well as the specific ones of each institution or program.

c) The Technical Secretariat is composed of specialized staff of the MEN, who provide technical and administrative support to the Council and the academic peers, for the effective functioning of the CNA.

The CNA Advisors elect their Coordinator by vote. The term of office of the coordinator is of one year and he/she may be re-elected for another year. He/she chairs the sessions of the CNA and coordinates the agenda of activities. He/she represents the CNA before national and international bodies.

## Recent reform of the accreditation model

A significant change in the tasks of the CNA for the next five years lies in the updating of the High-Quality Accreditation Model through the CESU Agreement No. 02 of July 1. of 2020. The purpose of this important reform, which arrived in the middle of the pandemic, is as follows:

i) the recognition of the high quality of higher education institutions, whatever their legal nature, identity, mission, typology and regional context;

ii) the recognition of the high quality of the academic offer, whatever its modality (face-to-face, distance, virtual, dual or other developments that combine and integrate the previous modalities);

iii) the incorporation of indicators of achievement in the processes of self-evaluation and external evaluation of academic programs and institutions, in addition to the indicators of processes and

capacities promoted by the current model;

iv) the incorporation of learning outcomes as indicators of achievement of academic processes in undergraduate and graduate programs: and

v) the unification of the accreditation guidelines for academic programs, which will be complemented by evaluation criteria for each of the levels of training (technical, technological, university, master's degree, medical-surgical specialty, and doctorate), and are built with the academic communities, in particular, the processes of research, innovation and development.

The strategic objectives of the CNA are as follows:

1. Strengthening and consolidating the national accreditation model: The CNA will continue to develop its missionary work and the purpose defined in the legislation to contribute to the high quality of Higher Education by guaranteeing society that the institutions and programs that are accredited meet the highest levels of quality and that they carry out their purposes and objectives.
2. Promotion and encouragement of accreditation: This objective aims to expand the coverage and impact of the actions carried out by the CNA to strengthen the culture of quality and evaluation for accreditation purposes, contributing to the continuous improvement of the quality of higher education
3. Internationalization of the CNA: The training processes, as well as those of development, dissemination, and application of knowledge, are carried out in transnational spaces, reflecting the process of Globalization of Science and Education. The changes that are taking place in the current environment are generating an intense move toward the Internationalization of Universities, Higher Education and systems of evaluation and accreditation. These Accreditation Systems must expand its capacity to be able to operate in the international arena and fulfill their basic functions and those resulting from such interrelation.
4. Increase the coverage of the National Accreditation System.
5. Improve the efficiency of accreditation procedures: The CNA will continue to develop and implement the Integrated Information System, which facilitates transparency, warranty of decisions, interaction with the actors and the establishment of indicators that will allow the analysis of the impact of the actions carried out by the CNA in the implementation of the accreditation processes to increase its institutional efficiency.
6. CNA Foresight: With the challenges faced by the CNA to meet the national and international requirements of higher education and the National Accreditation System itself, it is necessary to strengthen its internal organization, so that it has greater financial, administrative, and operational independence, to be at the forefront of other accrediting agencies in the world.

As we were able to witness throughout the interviews, the implementation of this important reform of the legal framework of accreditation in Colombia (a new legal framework promoted by the CNA itself, since it participated very actively in the elaboration of the reform) will have a decisive impact on the present and future objectives and activities of the CNA. It clearly marks, in the eyes of all the *stakeholders* interviewed, the direction to be followed by the CNA in the coming years, so this panel considers that this new legal development in Colombia has become the main *background* of this review. While this process is still in its early stages of implementation, the panel has been able to find clear indications of the benefits

that this reform will bring, pending the availability of the corresponding evidence when a follow-up is carried out or when the next evaluation of the Agency takes place.

Along with this reform of the accreditation model, another significant novelty that has occurred in recent years has to do with the outbreak of the covid-19 pandemic. From the interviews carried out during the visit, it appears that the CNA has had a good capacity to react, being able to define *ad hoc* protocols more focused on learning outcomes and that have surely served as an inspiration to other agencies in the region. The anomalous situation created by the pandemic has also served, as the panel was able to verify, for the CNA to be more aware of the importance of continuous improvement plans and the task of assisting and monitoring universities.

# EXECUTIVE SUMMARY

In 2022, the National Accreditation Council (CNA) initiated a self-assessment process to request INQAAHE to renew its 2017 recognition. The first process the CNA successfully completed to align with the GGPs was in 2012. During this exercise, the external review was based on the analysis of self-assessment documents prepared by the CNA, and information gathered in interviews with authorities and representatives of social interest groups the CAN brought together for visit in July 2022.

The CNA is a public institution created in 1992. It has an organic structure, infrastructure and equipment that allow it to fulfill the functions attributed to it by law. The regulatory framework that governs its operation includes policies for the prevention and punishment of conflicts of interest that apply to the Council members and a Code of Ethics that regulates the performance of both Council members and CNA staff.

The Colombian National Accreditation System (SNA), through the National Accreditation Council (CNA), develops the following "high-quality" accreditation processes:
- Accreditation of Academic Programs at all levels of the educational system: technical-professional, technological and university professional; Medical-Surgical Specialty Programs, Master's and Doctorates; in the face-to-face, distance, virtual and dual modalities.
- Accreditation of Higher Education Institutions.
- Renewal of the accreditation of academic programs and Higher Education Institutions (HEIs).

The CNA's mission and strategic objectives place "high-quality" assurance as its main area of focus. Its contribution to improving the quality of HEIs is positively valued by the different actors of the higher education system interviewed during the visit. The current strategic plan has no expiration date, being necessary to provide a medium and long-term plan to consolidate the strategic guidelines underway. The CNA manages the accreditation processes with transparency and integrity and produces annual public reports on its achievements and challenges.

There is a high degree of satisfaction among the rectors and heads of the quality management units of the HEIs with respect to the support provided by the CNA to the institutions. The leadership and guiding role of the CNA in the development of the quality of higher education in Colombia is unanimous.

In INQAAHE's 2017 external evaluation report, it was recommended to the Council the need to implement actions to increase the participation of students and representatives of the business world in the decision-making processes. In this external evaluation, the recommendation is taken up, emphasizing the need to involve these stakeholders in the process of defining the evaluation criteria of HEIs and their academic programs.

The external evaluation process of HEIs is based on evaluation criteria that are publicly available. The CNA collaborates closely with CESU, the Ministry of Education and a variety of people of interest in defining evaluation processes and criteria.

An appeal procedure is available for HEIs seeking reconsideration of a Ministry of Education decision. However, there is no external appeal for the decision of the CNA, because in the regulatory framework governing the National Accreditation System (SNA), the final accreditation decision is granted by the Ministry of Education (MEN).

The CNA has a website where it publishes its regulatory framework, organizational chart, minutes of meetings, guidelines, guides, calls, etc. However, there is no complete transparency in the publication of evaluation reports to the public.

It is worth mentioning the active participation of the CNA in international quality assurance networks, in the planning of collaborative activities with other agencies, in international research projects and in the organization of an annual international seminar with quality assurance experts from different parts of the world.

The CNA does not include in any of its evaluation processes criteria and indicators to promote and evaluate transnational or cross-border education, possibly because it does not have the legal authority to do so. However, the development of cross-border education is a reality that poses quality imperatives in a globalized social context, which implies the CNA will need to promote internationalization policies that include transnational education as a dimension in them.

The CNA is currently immersed in an important process of adaptation to the new legal framework for the external quality assurance of higher education in Colombia. This new framework clearly modernizes evaluation processes (orientation to improvement, focus on learning outcomes, measurement of the impact of institutions on society, greater prominence of *follow-up* procedures, greater functional flexibility when recognizing diversity and plurality in the university system of Colombia, etc.), thus providing concrete objectives to the CNA's action over the coming years. The CNA is currently going through a transitional phase, full of expectations, towards an improved quality model.

# GGP COMPLIANCE

## 1. THE STRUCTURE OF THE EXTERNAL QUALITY ASSURANCE AGENCY

The EQAA is a recognised, credible organisation, trusted by the higher education institutions and the public. It has adequate mechanisms to prevent conflicts of interest in the decisions it makes; its staff has the needed skills to carry out the functions associated to external QA. The EQAA has the needed resources to carry out their mission.

| ☐ Does not comply | ☐ Partially complies | ■ Substantially complies | ☐ Fully compliant |
|---|---|---|---|

### 1.1 Legitimation and recognition

1.1.1. The legal basis of the National Accreditation Council (CNA) is clearly defined in Article 54 of Law 30 of 1992 and regulated by Decree 2904 of December 31, 1994; it is established with the purpose of guaranteeing society that the institutions that are part of the System meet the highest quality requirements and that they carry out their purposes and objectives.

The CNA is a major player in the National Accreditation System (SNA) along with the Ministry of National Education (MEN), the Ministry of Science, Technology and Innovation, the National Council for Higher Education (CESU), Higher Education Institutions (HEIs) opting for accreditation, academic and scientific communities and the academic peers.

The results of their evaluations are recognized by the Ministry of National Education through the issuance of an administrative act (Accreditation Resolution).

The reform of the national accreditation framework introduced by CESU Agreement No. 02 of 2020 reinforces the central role of the CNA as an official accrediting body for higher education institutions and academic programs in Colombia. In addition, the new standard clearly determines their functions, distinguishing them from those of other quality assurance bodies that operate at another level (Qualified Registry of Degrees) such as the National Intersectoral Commission for Quality Assurance of Higher Education (CONACES).

During the visit, the unanimous recognition of the CNA by universities and other interest groups was evident. It is considered the leading agent of the quality of higher education in the country, and there are numerous benefits, both direct and indirect, derived from this leading activity of the CNA that were mentioned during the interviews: awareness of the importance of encouraging continuous improvement within universities (especially the value of institutional accreditation), the promotion not only of the language but also of a culture of quality, the promotion of synergies for improvement, undoubted contribution to the professionalization of teachers (especially that of private universities) and their commitment to quality (peer training), etc.

1.1.2. The policies of the CNA and its role as an evaluation body of the HEIs have been guided by the Guidelines of Good Practice of INQAAHE (since 2012) and the principles and good practices of RIACES and SIACES. It has also received mutual recognition of accreditation within the framework of MERCOSUR.

In this area, the effort made by the CNA should be highlighted, since the last review they adopted relevant international guidelines, as well as validated its evaluation activities against International and Latin American regional spaces. In this sense, it's their participation in the validation process to identify the Good Practices of the different accreditation agencies that are part of the Ibero-American Network for Quality assurance in Higher Education (RIACES) stands out. As a result of this process, the CNA received the highest distinction. Likewise, the CNA also joined the Ibero-American System for Quality assurance of Higher Education (SIACES), after fulfilling in 2021 the "Good Practices Validation Program" of this international network.

1.1.3. In addition to the general Colombian regulations of Public Law that are applicable to all public bodies, the CNA has a specific regulation on ethics of evaluation and prevention of conflict of interest. On the one hand, in the Agreement No. 02 of 2020 of the CESU there is a whole chapter that regulates with great specificity the regime of inability and incompatibility of the Advisors, as well as the situations of conflict of interest. Following the provisions of this specific regulation, very recently the CESU (Agreement 02 of 2022) has issued a Code of Ethics and Good Governance for the CNA. This document applies not only to the Advisors but also to the technical staff of the Agency and provides for the immediate creation of a Good Governance Commission formed by 5 Advisors. In view of the functions entrusted to it, this panel trusts that this new committee will play an important role in advancing the processes for internal quality assurance and integrity within the CNA, promoting internal *feedback* mechanisms for continuous improvement. The panel recommends that the code of ethics of peers, contained in a document dating back to 2010, be updated and harmonized with this new regulation, so that the CNA has a comprehensive approach to ethics and good governance regarding the actions of Advisors, technicians, and peers.


## 1.2 Mission and purpose

1.2.1. The mission of the CNA is "to lead the development and conceptual enrichment of the National Accreditation System (SNA), through the preparation of theoretical documents and guidelines, in close collaboration with the academic and scientific communities of the country, and with the endorsement of the Higher Council of Higher Education (CESU), likewise and in accordance with the provisions of the law when creating the National Accreditation System (SNA) whose objective is to guarantee society that institutions that are part of the System meet the highest quality requirements."

The vision of the CNA integrates various elements in relation to the National Accreditation System (SNA) such as:
- Consolidate the policies, strategies, and trends of the world within the Higher Education System of Colombia.
- Strengthen a culture of continuous improvement.
- Guarantee the reliability of the decisions and actions of the CNA in the national and international Higher Education space.
- Consolidate a flexible accreditation model that recognizes subject areas and institutional characteristics and specificities.

-   Transparency of the accreditation processes, technical independence, and commitment to the quality of higher education.

The quality assurance model applied by the CNA rests essentially on its academic nature (respect for university autonomy and the purely academic status of its peers), its focus on public service, its aspiration to excellence and the voluntary nature of its evaluations. The architecture of this system focused on high-quality accreditation and led by the CNA depends on a much broader base of principles than the one provided by CONACES for academic programs (for the granting of the so-called qualified registration) and newly created universities (for official recognition). It should be added here that the 2020 CESU Agreement mandates the CNA to promote and carry out coordination actions with CONACES, which are being carried out.

This model undoubtedly has its strengths, and in this sense the many benefits of this accreditation system reported by the institutions and the different interest groups during the interviews have already been pointed out in this report, the CNA leads and guides the course, in terms of quality, of the Colombian university system.

However, this system in practice includes only those HEIs that, voluntarily, have received a "high-quality" accreditation for their institutions or some of their programs, thus leaving out most institutions. In this sense, the number of universities that have achieved high accreditation remains low, with no significant or noticeable change since the last visit of INQAAHE. Therefore, the panel of experts considers that it is necessary to continue encouraging all HEIs to participate in the accreditation process, while the CNA maintain its efforts of dissemination and promotion, in addition to the creation of an action plan to follow-up with non-accredited universities with expectations of them being accredited.

In relation to this second mission of promoting the quality and creating a follow-up plan for universities, the effort made in recent years by the CNA to attend to the plurality and diversity of Colombian universities is evident. From the interviews carried out, it became clear to the panel (in a positive way) that these characteristics of plurality and diversity constitute the richness of the system that the CNA must face, respect and manage in its quality processes. Therefore, the CNA is encouraged to intensify the activities of critical reflection and analysis of its "high-quality" accreditation processes, encouraging *feedback* from the institutions to ensure that its processes increasingly take into account and adjust to the characteristics, typologies, disciplines and institutional uniqueness of HEIs throughout the national territory. In this way, the risk expressed in the previous INQAAHE evaluation report will be minimized, which established that instead of moving in the expected direction, Colombia will move in the opposite direction, since the support provided only to accredited HEIs could widen the gap with HEIs that cannot, are unable to comply, or are not ready to join the National Accreditation System (SNA).

## 1.3 Governance and organizational structure

1.3.1. The CNA is essentially an academic organization that conducts external evaluations for the accreditation of high-quality programs and institutions. It is governed by a Council composed of nine academic members belonging to IES, who serve a five-year term and are appointed on the basis of a public

call for applications. This appointment system has the dual advantage of being impartial and allowing the appointment of the best candidates. During the site-visit, the panel was also able to verify the great scientific and intellectual prestige associated with the position of CNA Advisor and it is evident that this academic *authority* enjoyed by its members, is an indispensable condition for the proper functioning of an accreditation system built on the pillar of peer evaluation. It was very evident to the panel that the academic prestige of the Advisors is an indispensable asset of the CNA, and hence understands and praises the challenging selection process that has been redesigned following the 2020 CESU Agreement.

This same 2020 Agreement also states (Art. 4) that efforts must be made to ensure that the composition of the CNA reflects the regional diversity of the country, seeking the participation of experts from institutions with different legal nature, mission, or typology. The panel is confident that this precept (which was a concern of the INQAAHE panel of 2017) can be applied in such a way that the composition of the Council reflects as accurately as possible the different types of HEIs in Colombia.

In recent years, the CNA has intensified contacts, and introduced the participation of other actors (such as scientific associations and professional corporations) in some of its activities. However, the reality is that the recommendation contained in the previous INQAAHE evaluation report has not been addressed and student participation is still absent in the CNA processes. The same can be said in relation to the participation of external interest groups (employers, professionals, etc.) in several of its activities. And this hegemony of the academic figure was transferred to groups interviewed by the panel, where there was a student body presence but no entrepreneurs, professionals, or agents of the Colombian socio-productive fabric.

The panel considers that the significant redirection of the functions of the CNA, promoted by Agreement No. 02 of 2020 and evidenced during the visit, such as the additional value of the social impact of the university (learning outcomes, competencies, labor insertion, contemporary dynamics of education, etc.) will encourage the CNA to take decisive steps to shorten the distance that currently exists between the Council and these interest groups, perhaps proposing innovations in its structure inspired by the advisory committees of CESU, where there is, for example, a notable representation of the productive sector.

1.3.2. During the visit, the panel was able to verify that the CNA has the technical autonomy needed to carry out the evaluation activities assigned to it. The review panel found that stakeholders interviewed during the visit consider that the CNA, through the decisions of its Council, acts in a truly impartial manner.

This functional independence of the CNA when evaluating coexists, with a considerable organizational dependence on CESU. Suffice to say, the CNA Regulations, the approval of its evaluation protocols and the appointment of its Advisors is all in the hands of the CESU. This limitation was already identified in previous evaluations (2012, 2017), and should be prioritized: it challenges the independence of the Agency and also implies that, due to its status, the CNA as an agency does not have the necessary flexibility to adjust and respond to quality improvement processes. Thus, in 2022, the CNA suffers from the decision made by the Colombian legislation in 1992 to assign to CESU the power to regulate the National Accreditation System (Article 56 of Law 30).

The panel then encourages the CNA to raise with the relevant authorities the possibility of reviewing the powers of the CESU, focusing on the regulatory aspects of the process and bestow more space for the CNA to develop, modify and update the evaluation protocols at a technical and operational level.

The power to appoint Advisors seems sufficiently counterbalanced by a demanding selection process well anchored in the principles of merit and ability. Nevertheless, this is not the case with the power to approve the evaluation protocols and methodologies utilized by the CNA. Although the 2020 CESU Agreement assigns responsibility of creating the mechanisms to evaluate the academic quality of Higher Education Institutions and their programs and consequently the elaboration of the guidelines for the accreditation of academic institutions and programs to the CNA; in the interviews, delegates emphasize the collaboration and feedback between the CNA and the CESU, but the fact is that the approval of the guidelines and evaluation protocols correspond to the CESU. This power may conflict with the expected independence of agencies established on international standards, in the sense that evaluation protocols and guides should not be approved and issued by a body in which there is a strong presence of representatives (Rectors) of the institutions where these evaluation protocols are potentially going to be applied.

The support staff of the CNA belong to the employment group of government and depend on the MEN; this implies a double dependency for the staff, who as civil servants are responsive to the MEN and to the CNA Council. This can lead to complex situations in the selection and management of personnel.

1.3.3. The panel has been able to verify that the CNA has the appropriate organisational structure in place to carry out its evaluation activities effectively and efficiently. The members of the Council, the academic peers and the Technical Secretariat are all very involved in the accreditation processes carried out by the CNA. Agreement No. 02 of 2020 of the CESU has clearly defined the functions and competencies of each of them and in addition the Technical Secretariat and the Support Staff fulfill their role commendably.

1.3.4. The CNA has adopted very basic strategic objectives (described in the introductory section of this report), with an inclination to make them last and from which the "strategic framework" of the entity is built. Each of these strategic objectives is aligned to activities and projects in a coherent way. The advances and developments are not programmed or included in a strategic plan (for the triennial, four-year or five-year validity and with the setting of revisable annual objectives) instead they are incorporated into the so-called "continuous improvement plan of the CNA" (such as the one included in the self-assessment report submitted to the panel to review). Accountability is mainly managed in the annual report, which is organized by strategic objectives. In the opinion of this panel, the current configuration of the system is susceptible to improvement: the strategic objectives have not been modified for some time (they have not yet been adapted to the important reform introduced by Agreement 02 of 2022) and furthermore, strategic planning tools should be developed (such as periodic review of objectives, establishment of indicators, etc.) to increase the opportunity to verify and measure the scope and outcomes of the each of the activities carried out.

**1.4 Resources**

1.4.1. The evaluation processes of the CNA are carried out by academic peers selected on the basis of very strict criteria, with the aim of ensuring that they are professionals of recognized prestige in the national academic community. The CNA designates the peers that will carry out the external evaluation of academic programs and institutions. Some accreditation processes include international academic peers, thus adding a very valuable perspective to the evaluation process. The CNA has a course "Fundamental Training of Academic Peers" that includes both general aspects of quality assurance in higher education and specific training that deals with the evaluation process, methodology and guidelines.

Proposed academic peers may be rejected by the HEI under evaluation. In addition, academic peers are formally evaluated by the institutions visited and the Council takes these evaluations into account when establishing panels for future processes.

During interviews conducted in the visit, the panel verified from representatives of the HEIs their recognition to the contribution of the academic peers. In the meeting with the academic peers, the panel was impressed by their high level of commitment to the accreditation process and to the CNA.

It should be noted that the CNA as a member of RIACES shares a database of trained and vetted international academic peers. The same happens with ARCU-SUR, where external academic peers come from the different participating countries.

1.4.2. The panel was able to verify that the facilities of the CAN are modern and adequate to carry out its functions. The financial resources of the CNA come from the Nation's General Budget, not counting with any other funds. The CNA does not generate its own revenue since it does not charge fees for its assessment services (in return, the cost of evaluations is covered by the MEN). The operating resources allocated to the CNA increased significantly between 2017 and 2018, becoming stable during the past two years of the pandemic.

The promotion and satisfactory completion of accreditations has led to an increase in the number of applications and renewals for accreditation of both programmes and institutions, with the consequent challenge of processing delays. On the other hand, the new accreditation model established in 2020 is now under implementation, and with it the need to mobilize more resources for peer training, adaptation and alignment of processes and protocols, which in turns has the potential to increase the dissemination and promotion of the new model. This reform is giving the CNA the opportunity to analyze its processes and procedures and determine if there is any way to rationalize its activities, otherwise it will be necessary to increase the resources within the Technical Secretariat to be able to respond to the HEIs in a timely manner.

A budget increase would also be desirable, accompanied by greater autonomy in the management of resources, both financial and human. As revealed during the interviews, internal management is still too subject to conditions that are beyond the reach of the CNA, which can occasionally create tensions in the smooth running of planned activities. In addition, the CNA is subject to a procurement law set by the MEN,

which even being perfectly justified generates little room for maneuvering when contracting specific services necessary for the proper functioning of the agency (i.e., equipment of its facilities, the updating of its website).

The above-mentioned increase in the number of procedures for the accreditations and reaccreditations would logically affects the viability of the technological and document management resources available. The panel has found that in this area there have been undoubted advances, such as the deployment of the SACES-CNA application (parallel to SACES-QUALIFIED REGISTRATION) to provide computer support to the specific accreditation processes of the CNA. It should also be noted that the CNA benefits from a powerful set of information systems developed by the MEN (such as SNIES, which provides information and specific university related data, or the Labour Observatory for Education, Spanish acronym OLE).

1.4.3. CNA Support Staff, as civil servants, could participate in training activities available to state employees. In addition, the CNA offers opportunities to attend professional development opportunities directly related to quality assurance in higher education. If one considers the volume of activity of the CNA, the Support Staff is a small team committed to the agency. It would benefit from a well-deserved arrival of reinforcements, the stabilization of their jobs (for those contract workers that are not civil servants) and the improvement of their professional development plans, in order to become more agile and able to adapt to new needs (e.g., the development of the new website). During the visit, the panel was able to appreciate the motivation of the Support Staff and its spirit of collegiality, as well as the recognition and gratitude of the institutions for the good work of the Technical Secretariat.

In view of the growing participation of the agency in the international arena, it would be desirable for the CNA to consider the possibility of facilitating secondments or training opportunities with other agencies in the region or perhaps through the networks of which the agency is part of (SIACES, RIACES, etc.).

**Strengths**
- There is a general recognition by all interviewees of the excellent work carried out by the CNA and its leadership role, including its ability to convene and facilitate dialogue on the accreditation model and the different initiatives aimed at its development and improvement, based on the important reform undertaken in 2020.
- The quality and commitment of Council members, academic peers and Support Staff.
- The firm steps taken towards the international validation of its accreditation activities (with RIACES, SIACES and ARCO-SUR), which includes good internationalization practices, among which a shared database of academic peers that are qualified to act internationally, stands out.
- The promotion and satisfactory completion of accreditations has led to an increase in the number of applications for accreditation or reaccreditation of both programmes and institutions.

**Recommendations**
- The strategic framework of the CNA seems very particular in its level of fluidity, being reviewed and adjusted periodically. Fluency is a characteristic that has been positively emphasized during

the pandemic, however, it is difficult to measure and assess what flows very quickly. It is important that the CNA specifies its strategic framework and has an established validity, ensuring that the strategic objectives are aligned with the new functions that have been defined in CESU Agreement No. 02 of July 1, 2020. In addition, it is necessary to develop medium and long-term goals, accompanied by means of monitoring them. In this sense, the CNA must create a system that allows it to measure the impact and progress of each of its strategic objectives.

- The panel invites the CNA to take decisive steps to bridge the gap that exists today between the Council's purely academic approach and the interest groups (such as students and the productive sector) that shed light on the social impact of higher education.
- The panel recommends that the CNA create a mechanism that allows it to harmonize/streamline accreditation processes to reduce the number of accreditations and reaccreditations that the current model creates. For example, dispense institutions that receive a 10-year quality accreditation from reaccrediting bachelor's degree programs, except for those in health areas, or that correspond to a professional body such as engineering, architecture, veterinary, etc.
- The panel recommends that the CNA increase the number of full-time professional positions in the Technical Secretariat, to fulfill the new functions and the new demands resulting from CESU Agreement No. 02 of July 1, 2020.
- Automate processes, since some of the systems for handling information are still manual, and others have not been updated to respond effectively to the new reality.
- The panel advises that the code of ethics of peers, contained in a document dating back to 2010, be updated and harmonized with the new regulation, so that the CNA has a comprehensive view of ethics and good governance regarding the actions of Advisors, support staff and academic peers.

**Conclusion**

The panel has concluded that the CNA **substantially complies** with Section 1 of INQAAHE's Guidelines of Good Practice.

## 2. ACCOUNTABILITY OF EXTERNAL QUALITY ASSURANCE AGENCY

The EQAA has in place policies and mechanisms for its internal quality assurance, which demonstrate a continuing effort to improve the quality and integrity of its activities, its response to the changes to the context in which it operates and its links to the international
community of QA.

| ☐ Does not comply | ☐ Partially complies | ☐ Substantially complies | ■ Fully compliant |
|---|---|---|---|

**2.1 Quality assurance of the Agency**

2.1.1. CESU Agreement 02 of 2020 has updated and redefined the regulations, functions and integration of the CNA. This regulation reiterates that the election of Advisors is carried out by public call and establishes the requirements to be a member, the period, functions, duties, as well as disqualifications, incompatibilities, and conflicts of interest. It also has a Code of Ethics for academic peers that aims to reiterate the principles and guidelines of behavior that guide their performance in accreditation processes, in order to promote the ethical behavior of the actors of the National Accreditation System. As already mentioned in this report, recently the CESU (Agreement 02 of 2022) has issued a Code of Ethics and Good Governance for the CNA. This document applies not only to the Advisors but also to the technical staff and instructs for the immediate creation of a Good Governance Commission.

The independence of the CNA and its academic peers from political, institutional or corporate influences has been a central element of its credibility. The decision-making to recommend or not the accreditation, is done collegially by the Council in full session, without the participation of other organizations or actors, having as a reference only the inputs of the process and the social and academic responsibility that corresponds to the Council.

The panel has been able to confirm that the agency operates with transparency, integrity and great professionalism.

2.1.2, 2.1.3. In recent years the CNA has experienced the pandemic and its effects on university teaching plus an important reform of its operating framework. The impression the panel got during the visit is that the CNA is fully aware of the changing nature of higher education at this time, and that the Agency is making remarkable efforts to align its activities and operations with these challenges. The attitude of the Agency is dynamic, giving greater attention to continuous improvement as a system, trying to gather adequate *feedback* from the institutions, developing pedagogy out of the new agreement and above all proceeding with the modification of the guides and protocols for accreditation. Therefore, following the mandate of Agreement 02 of 2020 that establishes that at least one Advisor must have experience in distance learning, virtual or hybrid assessment, we encourage the CNA to intensify the selection and training of academic peers in these new domains (learning outcomes, third mission of the university (engage with society), sustainability, soft skills, etc.). The need to engage on these issues was invoked

throughout the interviews, as well as the need for provide accreditation results in a timely manner, to keep pace with the new times and be responsive (currently too much time passes between the evaluation activities of the CNA and the formal decision of the MEN).

This effort of self-reflection could be facilitated to the CNA by having at its disposal the various Information Systems of Higher Education that have been developed in Colombia, which offer relevant data on the entire SNA and its changes over time. This also requires a greater and almost continuous dialogue with the Agency's stakeholders. In the self- assessment received by the panel describes the activities carried out by the CNA to involve the community in a dialogue about quality assurance processes, under constitutional mandates, current regulations and the principles of governance, which allow responding to the quality requirements of higher education in a local context, regional and global, as were in 2019-2020 the workshops "Quality is for all". Those interviewed during the visit mentioned these workshops enthusiastically, acknowledging their educational and supportive value, but not in the context of the CNA self-evaluating its processes. Therefore, it will be important for the CNA in its work with the CESU to systematize the participation of various social interest groups in the definition and evaluation of its quality mechanisms and criteria. This will help make their processes more transparent and better adapted to the changing contexts in which HEIs operate.

2.1.4. The CNA, as an accrediting agency, is aware of its responsibility as an organization that has under its tutelage the assurance of the high quality of higher education in Colombia, has taken important steps since the last INQAAHE evaluation to undergo external evaluation processes with similar agencies at the Latin and Ibero-American level, such as SIACES, RIACES, RANA through comparative analysis (benchmarking).

Furthermore, this is the third time (2012, 2017, 2022) that the CNA undergoes INQAAHE's external review. In relation to the self-assessment report presented on this occasion for the alignment with INQAAHE's GGP, it must be said that although it offers a lot of descriptive information of the processes, it is usually superficial, and does not address the weaknesses detected and strategies for review and improvement. The panel believes that the report would have benefited from adopting a more self-critical approach. The document abounds in references to the regulatory framework that gives legitimacy to its procedures, coming from there is little information about the problems, limitations, or challenges that the CNA has had to face. It also occasionally suffers from synchrony errors, as it announces future actions or acts of activities that already happened.

## 2.2 Links with the quality assurance community

2.2.1. The CNA has built alliances with quality assurance agencies in Latin American, such as RIACES, RANA and SIACES. The panel was able to appreciate that these collaborative actions are not disconnected, on the other hand they are all part of a well-thought-out internationalization strategy for the CNA.

In this Ibero-American space, this internationalization strategy is aimed at facilitating national accreditations to be valid at the regional level, facilitating the recognition of degrees and student mobility, especially through affiliation with MERCOSUR.

But within the internationalization actions carried out by the CNA, cooperation and integration with accreditation agencies and other actors of the educational systems of countries in Latin America and the Caribbean, as well as other regions such as Europe and North America, are also promoted.

Through these initiatives, the Council has the opportunity to learn from international experiences.

The CNA has actively participated in national and international events and forums on accreditation and quality assurance, especially with INQAAHE, creating spaces for conversation to contribute to its formulation and implementation of its internal quality assurance systems during the pandemic and post-pandemic.

The panel encourages the Agency to intensify its commitment to these Ibero-American networks, getting involved in their governance and facilitating the exchange of staff and expert peer evaluators. Likewise, since the challenges of educational quality are global, the panel encourages the CNA to develop collaboration strategies with associations and networks of the European Higher Education Area (ENQA) and other regions of the globe.

### Strengths
- Thanks to Agreement 02 of 2020, the CNA has a new operating framework (regulations, functions, and integration of the CNA) that constitutes an excellent opportunity to update and improve accreditation processes.
- The independence of the CNA and its academic peers from political, institutional, or corporate influences has been a central element of its credibility.
- Alliances with quality assurance agencies in the Latin American sphere with SIACES, RANA and RIACES.

### Recommendations
- Systematize the participation of various social interest groups in the definition and evaluation of the quality criteria. This will help make their processes more transparent and better adapted to the changing contexts in which HEIs operate.
- Facilitate a self-assessment process that honestly and transparently describes the constraints and challenges facing the CNA.

#### Conclusion
The panel has concluded that the CNA is **fully compliant** with Section 2 of INQAAHE's Guidelines of Good Practice.

## 3. THE EXTERNAL QUALITY ASSURANCE AGENCY'S FRAMEWORK FOR EXTERNAL QUALITY REVIEW IN HIGHER EDUCATION INSTITUTIONS

The main concern of the EQAA is the promotion of quality education and student achievement. In doing this, it recognises that quality is primarily the responsibility of the higher education institutions themselves, and supports this principle in its criteria and procedures. These promote internal quality assurance (IQA) and provide higher education institutions with clear guidance on the requirements for self-assessment and external review.

| ☐ Does not comply | ☐ Partially complies | ☐ Substantially complies | ■ Fully compliant |
|---|---|---|---|

### 3.1 The relationship between the Agency and higher education institutions

3.1.1. Article 69 of the Constitution proclaims the principle of university autonomy, expressly specifies that this includes the right of universities to self-regulate by directives and to be governed by their own statutes. From here, the law (Law 30 of 1992) develops a constitutional principle expressly stating that university autonomy includes the right of institutions to create and develop their academic programs, as well as to issue the corresponding degrees (articles 28 and 29).

The high-quality accreditation model applied by the CNA is based on these constitutional premises. It respects the right of autonomy and institutional self-regulation and promotes the strengthening of the culture of self-evaluation in the understanding that each institution develops quality assurance mechanisms in accordance with its nature and incorporates the processes of continuous improvement to advance its academic offering and its institutional environment, ensuring the fulfillment of its mission and strategic objectives.

This principle of respect for university autonomy, which the panel has realized is deeply rooted in the culture of quality of higher education in Colombia by all agents, also inspires the choice of an accreditation model based on academic peer evaluation, possibly to the detriment of the active participation or collaboration of other interest groups such as students, professionals, and entrepreneurs from the social-productive field.

As already stated, INQAAHE's previous 2017 external evaluation report recommended that the CNA increase student participation in the decision-making process. Although the panel is aware of the above-mentioned starting point of the Colombian accreditation model, in this external evaluation the panel must take up this recommendation, emphasizing the need to involve students in the definition of the accreditation evaluation criteria of HEIs and their academic programs.

The important update of the accreditation model that has occurred with Agreement 02 of 2020 does not alter the essential academic nature of it, but it does introduce very significant novelties that come to align the objectives and methodologies of the accreditation system with advanced international standards.

With regard to the standard that quality is first and foremost the responsibility of the institutions themselves, the new regulation comes to influence this point with great emphasis: among the main functions of the CNA are, among others, those of:
- Promote the accreditation processes of universities, providing technical assistance, guidance, and training.
- Present institutions with recommendations for improvement for future success when the CNA finds that the institution does not meet the high-quality conditions necessary to obtain institutional accreditation.
- Promote the culture of self-evaluation and continuous improvement, as a permanent duty of the country's institutions.

During the visit it was possible to appreciate the commitment of all the parties involved (CNA and institutions) with this principle that quality is the primary responsibility of the HEIs and, consequently, with these functions of guidance and promotion of quality by the CNA.

3.1.2. Therefore, under this regulatory framework, the essential function of the CNA is to ensure that HEIs comply with high-quality standards, through the design, implementation, and monitoring of robust and mature internal quality assurance systems. To fulfill this purpose, the CNA has implemented several strategies to support and accompany HEIs during the different stages of the accreditation process (for example, visits to assess the initial conditions of academic and institutional programs, discussions, advisory workshops, regional meetings) mainly during their self-evaluation.

Within these strategies, the visit to assess the initial conditions of the HEIs to assess their readiness for accreditation deserves particular attention (and consideration as good practice). This visit is carried out by the Council to a university that is a candidate for institutional accreditation to guide it in its self-assessment activities. The visit is not limited simply to stating the degree of compliance against a list of requirements, but to perform a comprehensive analysis of the institution, supported by data available in governmental information systems, which allow the CNA to identify for the university the stage in which it is on its way to high-quality accreditation, by indicating strengths and recommendations.

In the interviews, the rectors, the people responsible for the quality management of the HEIs, and the students, highlighted the role played by the CNA as an accrediting institution of educational quality, promoting quality assurance as a public policy. The authorities of the HEIs interviewed agreed that the CNA has contributed to the structuring of Colombia's higher education system and that the evaluation processes are developed within a framework of respect for the academic autonomy of the HEIs and institutional diversity. They then expressed a high degree of satisfaction with the support offered by the CNA to the institutions. They highlighted the collaborative nature of the CNA evaluation processes, their respect for autonomy and diversity, and the commitment to quality that the CNA builds through its sustained interaction with each institution.

3.1.3. High-quality accreditation is a free and voluntary process. The costs associated with high-quality accreditation processes directly assumed by the State are free of charge for institutions. However, the

investment of resources made by the institutions to meet, on the one hand, the quality conditions necessary to obtain the Qualified Registration of their programs and subsequently to comply with what is defined in the high-quality accreditation model, has a significant cost in time and resources. In this way, and for all HEIs in Colombia, to assume and reaffirm their responsibility and autonomy and their commitment to quality and accountability to society, the CNA must consider how to harmonize/rationalize the evaluation and accreditation mechanisms. The CNA is therefore encouraged to implement as soon as possible an action plan aimed at simplifying its evaluation processes.

### 3.2 The definition of criteria for external quality review

3.2.1. Diversity is one of the aspects that is becoming increasingly important in high-quality accreditation. Diversity integrates three dimensions: i) Type of institution, ii) Level of programs and iii) Modalities. Thus, institutions are free to use their own tools for collecting information and define their discrete characteristics in order to regulate their self-evaluation processes and reflect their uniqueness and that of their programmes; as long as it is in the context of the criteria and quality protocols of the CNA model.

However, as it has already been pointed out in this report, the richness and diversity of institutional profiles within the Colombian higher education system is large and significant, hence the current times surely demand an accrediting response as flexible and pluralistic as possible. In this sense, the panel is not convinced that there is sufficient representation or argumentative weight of the technical or technological sector in the CESU or the CNA, since the evaluation criteria are fundamentally of an academic nature even when specific adjustments are made for technical, technological, and professional programs and institutions/schools. There is thus a risk that the evaluation guidelines and protocols do not sufficiently consider the specific nature of these programs/institutions and generate a deterrent effect among institutions with this profile. In fact, the numbers speak for themselves (less than 5%). The panel recommends that the CNA raise possible advances in the model resulting from the 2020 Agreement in direction of broadening the model by making it feasible to recognize the high-quality of higher education institutions, whatever their legal nature, identity, mission, typology, and regional context. At the same time, it is recommended that the necessary adjustments be made in the accreditation guidelines to respond to the needs of the entire Colombian higher education system, otherwise the CNA will continue to serve or evaluate only a quarter of the system.

3.2.2. Through CESU, representatives of HEIs and professional associations contribute to defining the fundamental elements of the High-Quality Accreditation Model of programs and institutions to respond to the needs of higher education in Colombia. Accordingly, the CNA systematically convenes the academic community to review the criteria and protocols of the accreditation model to respond to the changes dictated by the CESU agreements and policies.

This accreditation model developed by the CNA seeks to articulate universal principles of higher education with the specific elements defined by the mission and/or the identifiable program (subject matter) specific institutional track.

The evaluation criteria appear in the "Guidelines and aspects to be evaluated for high-quality accreditation" of both Undergraduate and Graduate Programmes and for Institutional Accreditation, which not only addresses the conceptual elements, but also the criteria and protocols used during the evaluation that HEIs can use (suggested) to address the accreditation process. In addition, to support institutions in the procedural aspects of the accreditation model, the CNA has developed guides with practical directions on each of the stages of the process.

The "Guidelines and aspects to be evaluated for high-quality accreditation" designed for academic programs and institutions guide academic peers to carry out external evaluation at all levels and modalities, including professional, technical, vocational, and technological training programs (including training by propaedeutic cycles), both in face-to-face, distance and virtual learning modes.

During the visit, the panel was aware of the participation of the institutions in the design of the evaluation criteria, emphasizing the consultations that were held during the preparation phase of Agreement 02 of 2020, despite the difficulties posed by the pandemic. The interview with the Rectors, very representative because there was a very large attendance, allowed to demonstrate the degree of expectation (and also of hope) that the new Agreement provokes in them around this matter; especially in relation to the two most novel criteria: learning outcomes and the social impact of the university. For many of the Rectors interviewed, the introduction of this type of criteria implies a qualitative development in the culture of quality of the Colombian university sector.

3.2.4. The "Guidelines and aspects to be evaluated for high-quality accreditation" also address subject matter areas and institutional activity that fall within the scope of the CNA. These have been issued periodically by the CNA in conjunction with the guiding documents (Guides) for the evaluation of the quality of institutions and academic programs, which are known to the HEIs and the academic peers.

3.2.5. In the last update of the high-quality accreditation model, the CNA incorporated the evaluation of improvement plans (activity carried out by HEIs two or three months after receiving the final report) and monitoring (activity carried out halfway through the accreditation period) of both programs and institutions, as part of the process of renewal of the accreditation that was previously carried out towards the end of its term. Since 2021, the CNA has had a specific document (Guide 04) that provides guidelines for carrying out evaluation visits and monitoring improvement plans for both academic programs and institutions. Additionally, it should be noted that Agreement 02 of 2020 of CESU, to support the process of continuous improvement, enables institutions to request the CNA to carry out follow-up visits and evaluation of their plans for the improvement of academic or institutional programs.

3.2.6. The procedures of the CNA clearly and sufficiently specify the way in which the criteria will be applied and the list of evidence necessary to demonstrate compliance. The documents "Guidelines and aspects to be evaluated for the accreditation in high-quality of the HEI" and "Guidelines and aspects to evaluate for the accreditation in high-quality of academic programs", published on the website of the Agency are updated constantly, are organized according to elements (or areas), characteristics (or

dimensions), descriptors and indicators, following international standards and ensuring the pertinence of the evaluation criteria.

## 3.3 The external review process

3.3.1, 3.3.2. The accreditation processes of programs and institutions conducted by the CNA include all the phases required by international quality standards: self-evaluation, external evaluation with visit and final report. This path of the evaluation process is guided by the "Guidelines and aspects to be evaluated for high quality accreditation" and is conveniently collected and published in the "Procedure Guides" of the CNA. The clarity of the documents prepared by the CNA to guide the evaluation processes, as well as the training provided at CNA within the framework of each accreditation call, was particularly valued by the academic representatives of the HEIs who were interviewed during the visit.

3.3.3, 3.3.4. The CNA has a Bank of academic peers to carry out external verification visits of the different HEIs. Academic peers are integrated into the Bank of Peer according to academic profiles and/or discipline; All are exemplary members of the national and international academic and scientific community in which they work. As it was mentioned earlier in this report, the selection of academic peers is demanding and carried out through a public call. Once selected, it is up to the Advisors to assign the academic peers who will carry out the external evaluation visit of an academic program and/or institution. The functions and duties of academic peers are not directly determined by CESU (unlike the functions and duties of Advisors) but are established by the accreditation model itself.

Academic peers participate in a B-Learning training program called "The School of Peers". During the interviews, both national and international academic peers positively valued the training provided by the CNA. The selection of academic peers, as their title implies, is primarily "academic" in nature. The panel recommends that the CNA assess the risk this entails in terms of biasing the evaluation of the academic dimension of programs and/or institutions, with the possible objective risk of neglecting their economic and social relevance (for example, the value that technical and professional programs have to the communities they serve).

From the panel's interview with academic peers, it appears that once the evaluation process has been completed and the institution has provided feedback, the CNA should increase the feedback provided on academic peer performance. This recommendation is also formulated considering that the final decision of accreditation of an academic program is taken by the plenary of the Council not only on the main basis of the results of the self-evaluation and the visit report prepared by the academic peers. The fact is that this decision is the result of what is called a "comprehensive evaluation" (which also takes into account other evidence and documents, such as the comments that the institution makes to the report of the academic peers and that research done by the Council directly) makes it especially important to increase the *feedback* provided to the academic peers.

3.3.5. As explained earlier in this report, the CNA has mechanisms for the prevention of conflicts of interest. In addition to the criteria or principles of the National Accreditation System (SNA) and the ethical

standards applicable to those who exercise a public function in Colombia, academic peers are subject to behavioral guidelines that are made known to them and that are collected and published in the Code of Ethics for peers.

3.3.6. The parameters on which the evaluation is based are defined, documented, approved, and published, the evaluation process is known by both academic peers and institutions, which guarantees that they are carried out in a systematic and consistent manner, regardless of a personal factor or any eventuality that may arise during the process.

3.3.7. The panel is aware that the CNA, in recent years, has made great efforts to optimize the schedules of the accreditation process, especially between the submission of the self-report and the time when the visits are conducted.

3.3.8. The accreditation procedures include mechanisms (so-called checkpoints) for the detection of factual errors and provide opportunities for the institutions to report errors to the Agency. In this sense, it should be noted that the procedure includes the Rector of the institution sending the Council a letter of comments, which is considered when issuing the final evaluation report.

## 3.4 The requirements for self-assessment

There are documents prepared by the CNA to carry out the self-assessment processes and these documents are available on the website. The documents are clear and provide conceptual details of each of the evaluation criteria and characteristics.

The process and procedures for high-quality accreditation are clearly described and documented in various Guides. Likewise, the CNA provides opportunities for dialogue with institutions to guide them in the collection of evidence for the preparation of reports and visits by academic peers.

**Strengths**
- Participation of academic peers in training programs in B-Learning modality called "The School of Peers".
- Clarity of the documents prepared by the CNA to guide the accreditation processes, as well as the training provided in CNA within the framework of each accreditation call.
- Opportunities provided for dialogue with institutions to guide them in the collection of evidence for the preparation of reports and visits by academic peers.

**Recommendations**
- Have greater budgetary autonomy and increase the staff for the Technical Secretariat, to be able to cover all accreditation processes more effectively.

- Establish a joint mechanism with the MEN to expedite the final resolution process of the accreditation process.

**Conclusion**

The panel has concluded that the CNA is **fully compliant** with Section 3 of INQAAHE's Guidelines of Good Practice.

## 4. THE EXTERNAL QUALITY ASSURANCE AGENCY AND ITS RELATIONSHIP WITH THE PUBLIC

The EQAA makes public its policies and decisions about institutions and programmes, discloses the decisions about its own performance and disseminates reports on outcomes of QA processes.

| ☐ Does not comply | ☐ Partially complies | ☐ Substantially complies | ■ Fully compliant |
|---|---|---|---|

### 4.1 Public reports on evaluation policies and Agency decisions

4.1.1. All documentation, guides and procedures of the high-quality accreditation process are published on the CNA website. The good navigability of the website allows access to all resources without difficulty, evidencing transparency in the processes managed by the CNA.

4.1.2. The CNA website contains a search engine for programs and institutions with current accreditation, which is permanently updated. This search engine allows access to data about the accredited programs and institutions and includes information about the strengths that, in each case, gave reason to the accreditation.

4.1.3. The Higher Education High Quality Assurance System (Spanish acronym SACES) is an information system developed by the Ministry of National Education (MEN) in order to systematize and streamline the management of the Accreditation process in Institutional Quality as well as programs and increase the transparency of accreditation processes.

### 4.2 Other public reports

4.2.1. The MEN developed the National Higher Education Information System (Spanish acronym SNIES), which consolidates and provides data, statistics and indicators on the characteristics and quality conditions of the programs and institutions approved by the Ministry of National Education (MEN), and to which all HEIs have access.

4.2.2. On its website, the CNA provides access to academic papers analyzing aspects related to internal and external quality assurance, and regularly publishes reports on indicators related to accreditation factors. On the other hand, it does not provide access to the various external evaluation reports issued by the CNA to make them accessible to the public.

Finally, on the same website the CNA publishes the activities it carries out nationally and internationally. For example, the CNA regularly organizes regional meetings that have emerged as a favorable space for reflection, discussion and socialization of issues related to accreditation and quality assurance processes in Colombia's higher education system.

**Strengths**

- Public access on the website to the search engine of accredited programs/institutions and the list of strengths observed in each satisfactory accreditation process.
- The design of the new website is accessible, easy to navigate and accessible to the different public information systems.

**Recommendations**

- Rethink as much as possible the policy of publication of accreditation reports in the interests of transparency, so that the results of CNA evaluations are more accessible to the public.
- Speed up the return time of the accreditation resolution.

**Conclusion**

The panel has concluded that the CNA is **fully compliant** with Section 4 of INQAAHE's Guidelines of Good Practice.

## 5. DECISION MAKING

he EQAA has policies and procedures in place that ensure a fair and independent decision-making process in the final review of the institution or the programme. It provides effective
procedures to deal with appeals and complaints.

| ☐ Does not comply | ☐ Partially complies | ☐ Substantially complies | ■ Fully compliant |
|---|---|---|---|

### 5.1 The decision-making process

5.1.1. The comprehensive evaluation of the high quality of academic programs and institutions is carried out by the CNA Council, based on a critical analysis of the information obtained in the different stages of accreditation (initial conditions, self-evaluation, report of academic peers, and data from the Master Tables).

The Council, by consensus, decides autonomously and without influence from third parties, to propose to the Minister of National Education whether or not to grant the accreditation of a program or institution. All CNA decision on the results of the comprehensive accreditations are recorded in the minutes of Council meetings.

The expert panel members who participated in the interviews during the visit confirmed that the CNA acts with transparency, integrity, and professionalism in accordance with the established code of ethics.

5.1.3. The CNA is responsible for making public the information related to the accreditation model of high-quality: laws, decrees, agreements, guidelines, and protocols, so that they can be easily consulted through its website.

### 5.2 The EQAA procedure for appeals and grievances

5.2.1. The CNA uses the mechanisms for dealing with complaints and claims established by the Ministry of National Education (MEN). Among them, the "Virtual Window of Attention to the Citizen" that allows all actors to present complaints, claims or concerns arising about the accreditation processes. In addition, some of these requests arrive directly by correspondence to the offices of the CNA, which are recorded in the agenda to be reviewed by the Council and are addressed with the attention the Advisors consider is needed.

5.2.2. The CNA has a process "CNA concept: Issue and reconsider" that allows HEIs to request the Council to review the decision not to grant accreditation to a program or institution or to file an appeal against the Resolution issued by the Ministry of Education based on the technical report of the CNA.

5.2.3. Appeal processes are assigned to a Advisor other than the rapporteur of the evaluation under dispute, in order to ensure impartiality, independence and objectivity.

**Strengths**

- The information (manuals, guidelines, training) available to HEIs and academic peers related to the accreditation process.
- The CNA has clear and published procedures for handling appeals for making-decisions on review results.

**Recommendations**

- Continue to articulate the regulations of Agreement 02 of 2020 of the accreditation processes of academic programs and institutions, to define the elements that will be considered to recognize quality.
- Establish an action plan based on the recommendations and suggestions of the different international quality organizations and networks that, like INQAAHE, have validated the activities of the CNA in recent years. Include the recommendations of the INQAAHE panel.

**Conclusion**

The panel has concluded that the CNA is **fully compliant** with Section 5 of INQAAHE's Guidelines of Good Practice.

## 6. THE QUALITY CONTROL OF CROSS-BORDER HIGHER EDUCATION

The EQAA has policies relating to both imported and exported higher education. These policies take into account the characteristics of the providers and the receivers, and, refer to all types of transnational higher education.

| ☐ Does not comply | ☐ Partially complies | ■ Substantially complies | ☐ Fully compliant |
|---|---|---|---|

### 6.1 Criteria for cross-border higher education

The main objective of this INQAAHE policy is to ensure that students enrolled in cross-border education programmes are properly informed and that their rights are protected. The CNA has in its guidelines and quality assessment criteria elements that respond to the characteristics of cross-border programmes but do not contain criteria that respond directly to this need.

However, the CNA has been promoting compliance with this section, publicizing the legally established guidelines, as well as promoting good practices in higher education institutions to carry out actions around internationalization within the framework of quality assurance.

The CNA in collaboration with agencies and institutions of other countries has developed programs about accreditation and quality assurance processes to train academic peer experts, technical and administrative personnel.

### 6.2 Interagency collaboration

Although the CNA is not responsible for quality assurance in cross-border higher education, as a member of several networks it works together with other agencies, (e.g., ARCU-SUR and MERCOSUR) and strives to promote the recognition of Colombian institutions that have programs that are professionally valued internationally, in these accreditation procedures.

### Strengths

- Participation and collaboration in the design and facilitation of projects and activities within the framework of Regional Spaces, Evaluation and Accreditation Networks, the National Accreditation Council (CNA) and Higher Education Institutions (HEIs) linked to the RIACES, SIACES and ARCUSUR networks.
- Participation of Advisors in international arenas.

### Recommendations

- Strengthen regional accreditation processes with ARCUSUR.

- Establish mechanisms for assessing the quality of cross-border programmes, with particular attention to the applicable legal mechanisms and the promotion and use of similar/same evaluation approaches.
- Develop strategic objectives from the good practices learned in the international arena in which the CNA has participated.
- Further deepen the external collaboration in the delivery of transnational education through mutual recognition of quality assurance mechanisms.
- Develop a collaboration strategy with networks in other regions (beyond Latin America), especially in terms of advanced quality standards and criteria (sustainability, sustainable development, micro credentials, e-learning, etc.).

**Conclusion**

The panel concluded that the CAN **substantially complies** with Section 6 of INQAAHE's Guidelines of Good Practice.

## CONCLUSIONS OF THE PANEL

The National Accreditation Council (CNA) is the official body that leads the accreditation of institutions and academic programs in Colombia. This leadership role has been exercised for thirty years, when Law 30 of 1992 created the National Accreditation System (SNA), which is based on these pillars: an objective, which is the high-quality of higher education; a principle, of university autonomy which derives from the Constitution and translates to self-evaluation of institutions; and a national agency, that conducts peer reviews, which is the CNA.

The leadership of the CNA is not only given by law, it does not only come from its eminent function within the National Accreditation System (SNA). It is earned by the prestige of its Advisors and academic peers and by a general recognition of their good work guiding and supporting quality, as the panel was able to verify during the visit. The good name of the CNA undoubtedly contributes to the attention paid by the CNA (recent regulation) to the ethics of evaluation and the prevention of conflicts of interest.

This leading role has been increased and updated by the Agreement 2020 which revises its functions. Agreement No. 2 of 2020 of the CESU not only attributes to the CNA the strictly technical function of evaluating or verifying that the institutions meet the requirements stated in high-quality, but also assigns it the responsibility of "to lead the development and conceptual enrichment of the National Accreditation System (SNA), through the preparation of theoretical documents and guidelines, in close collaboration with the academic and scientific communities." This responsibility is currently and for the near future of great importance given that this reform reorients the criteria of accreditation towards learning outcomes and the impact of the teaching and research activities on society, while bringing to the forefront of the accrediting picture the culture of self-evaluation and the aspects of plurality and diversity that characterize the Colombian university system. All this is certainly a challenge, but also a great opportunity for the CNA, as stakeholders mentioned during the interviews. The efficient way in which the CNA faced the disruptions caused by the pandemic (was an example for other agencies and networks in Latin America) and a good sign in this regard.

To face this challenge, the panel considers that it would be appropriate, among other measures recommended in this report, to increase the management capacity of the Council (more budgetary autonomy, more material and human resources), improve its strategic, reflective and accountability tools (Strategic Plan with annual objectives reviewable according to indicators), increase the level of feedback between Advisors and academic peers in order to improve processes, etc. ), attend to the variables of social development and actors, of diversity and sustainability, and develop a vigorous action plan that promotes and increases the training activities for future academic peers, supports and monitors institutions and programs in order to significantly increase the percentage of high-quality accreditations.

On the other hand, it should be noted that this reform of 2020 has left the nature of the accreditation system unchanged, which is its essentially its academic character (peer evaluation, voluntary nature of accreditation as a derivation of the principle of university autonomy). There is no doubt that this is a highly respected model (to this point the panel was able to attest to the prestige held by the Advisors and the

academic peers) and the general acceptance of the academic and scientific communities. However, and as the previous INQAAHE evaluation, panels have already mentioned, the nature of this model implies a low participation of students and external *stakeholders* (professionals, employers and agents in the socio-productive field) in the evaluation activities of the CNA, so this panel has to re-reiterate and emphasize the recommendations already stated on this important issue.

The Colombian legal framework makes the CNA dependent on CESU in everything that affects the regulation of its structure and functions. The 2020 reform underlines the task of developing evaluation methodologies and guidelines as a fundamental element for the CNA to fulfill its mission, but conditions this task to the endorsement of the CESU. The previous INQAAHE report saw in this subordination a possible threat to the organic and functional independence of the CNA. The panel has not found any evidence that this threat has materialized, but strongly recommends that progress be made in a practice that redirects as much as possible the intervention of the CESU on the CNA to strategic issues (governance, mission, strategic plan, approval of business plans and management reports, etc.) leaving the technical aspects of the accreditation process in the hands of the Council (thus, it would be desirable for the guidelines to be not only developed but also approved by the CNA itself, through, for example, a technical commission).

Finally, the panel sees positively the impulse given to internationalization in recent years by the CNA and the Ibero-American region, certainly committed to the international validation of good practices (RIACES, SIACES, INQAAHE) and to undertake cross-border evaluations of degrees (ARCO-SUR). The CNA is thus opening to new scenarios of international collaboration and the panel encourages it to follow and intensify this strategic direction.

**Based on this conviction that the CNA is seriously complying with its external evaluation activities, which enjoy the general recognition of institutions and stakeholders and are significantly increasing the quality of higher education in Colombia, this panel recommends that the INQAAHE Board certify that the CNA complies with the Guide of Good Practices (GGP).**

## SUMMARY OF GGP RESULTS

| GGP SECTIONS | RESULTS |
|---|---|
| 1. The Structure of the External Quality Assurance Agency (EQAA) | **Substantially compliant** |
| 2. Accountability of the EQAA | **Fully compliant** |
| 3. The EQAA's framework for the external review of quality in Higher Education Institutions | **Fully compliant** |
| 4. The EQAA and its relationships to the public | **Fully compliant** |
| 5. Decision making | **Fully compliant** |
| 6. The QA of cross border of higher education | **Substantially compliant** |

# APPENDIX 1. COMPOSITION OF THE EXTERNAL EVALUATION PANEL

**Antonio Serrano González,** President.
Director of the Agency for Quality and University Foresight of Aragon (Spanish Acronym ACPUA)

**María Isabel Patiño,** Academic member.
Head of the Department of External Institutional Evaluation of the National Agency for Evaluation and Accreditation of Paraguay (Spanish Acronym ANEAES)

**Karen Belfer,** Secretary.
Executive Director, Ontario College Quality Assurance Service, Canada (OCQAS)

INQAAHE GGP Project coordinator: Concepción Herruzo Fonayet, AQU Catalunya

Report signed off by INQAAHE GGP Project Director 13 December 2022

# APPENDIX 2. AGENDA OF THE VISIT

## DAY 1 - Wednesday, July 13 - 9:00 -10:20 AM
**Meeting 1: Installation of the visit - CNA Advisors and Staff**

- Helmut Trefftz Gómez, CNA Coordinator 2022
- Iván Enrique Ramos Calderón, Advisor
- José William Cornejo Ochoa, Advisor
- Carmen Amalia Camacho, Advisor
- Carlos Hernán González Campo, Advisor
- María Piedad Marín Gutiérrez, Advisor
- Mario Fernando Uribe Orozco, Advisor
- Álvaro Mauricio Florez Escobar, Advisor
- Luis Enrique Silva Segura, Technical and Academic Secretary
- Patricia Amórtegui Perilla, Planning Advisor
- Raquel Díaz Henríquez, International Advisor

## DAY 1 - Wednesday, July 13 - 10:30 - 12:00 a.m.
**Meeting 2: Members of CESU**

- Silvia Montoya Duffis, Rector- National Institute of Vocational Technical Training of San Andrés and Providencias Islas, INFOTEP
- Emilio Armando Zapata, Rector - Institución Universitaria ITSA
- Omar Lengerke Pérez, Rector - Santander Technology Units (UTS)
- Ivaldo Torres Chavéz, Rector of the University of Pamplona
- Luis Orlando Aguirre Rodríguez, Attached to the School of Metallurgical Engineering and Materials Science of the Industrial University of Santander -UIS
- Oscar Humberto García Vargas, Academic Vice-Rector – Unimagdalena

## DAY 1 - Wednesday, July 13 - 2:00 - 3:30 p.m.
**Meeting 3: Former CNA Advisors**

- Diana Elvira Lago de Vergara, Former Advisor - Advisor during the period: August 2005 – August 2010, Academic Advisor - University of Cartagena
- Alvaro Andrés Motta Navas, Former Advisor - Ad hoc Advisor during the period: June - November 2021, Advisor of the Specialization in Substantive Law and Constitutional Litigation of the Javeriana University.
- Jorge Oswaldo Sánchez Buitrago, Former Advisor - Advisor during the period: January 2017 to April 2017, Teacher – University of Magdalena

- Fernando Chaparro Osorio, Former Advisor - Advisor during the period: February 2006 – February 2011, PhD in Industrial Sociology and Labor Economics.
- Alvaro Campo Cabral, Former Advisor - Advisor during the period: August 2005 – August 2010, Physicist and Master's in physics from the Universidad del Valle. Doctor Rerum Natura from the University of Wuerzburg-Germany. Rector in charge, Academic Vice-Rector, University of Valle.
- Alberto Enrique Roa Varelo, Former Advisor - Advisor during the period: August 2000 – August 2005, Philosopher of the University of San Buenaventura. Master's in research and Educational and Social Development in the agreement CINDE - National Pedagogical University.
- Pedro Prieto Pulido, Former Advisor - Advisor during the period: March 2009 – February 2014, Physicist of the National University of Colombia; Master Scientiae, Specialty in Physics, from the National University of Colombia; Dr. Rer. Nat. RWTH-Aachen (University of Aachen), Germany; Post-Doc. Research Center FZ-Jülich

## DAY 1 - Wednesday, July 13 - 4:00 - 5:30 p.m.
**Meeting 4: Advisors Ministry of Education**
- Elcy Patricia Peñaloza Leal, Advisor of Quality of Higher Education, Ministry of Education

## DAY 2 - Thursday, July 14 - 8:30 - 10:00 a.m.
**Meeting 5: International Peers and National Academic Peers located in Region**
Virtual
- Juan José Vizcaino Figueroa, Faculty of Agricultural Sciences, Central University of Ecuador
- Maddalena Della Volpe, Professor, University of Salerno, Italy
- Zulma Mariucci, Director General of Evaluation, National Evaluation and Accreditation Agencies for Higher Education (ANEAES)
- Carolina Rincón Zapata, Academic Peer, Economics, Rionegro Antioquia
- Juan Carlos Arango Viana, Academic Peer, Specialization in Pathological Anatomy and Clinical Pathology
- Alveiro Alonso Rosado Gomez, Academic Peer, University Francisco de Paula Santander
- Luz Estella Arena Pérez, Academic Professor, University Francisco de Paula Santander
- Neyith Ospina, Academic Peer, University Javeriana

In-person
- Jesús Gabalán Coello, Industrial Engineering
- Ruth Milena Paez Martínez, Bachelor of Early Childhood Education

- Juan Carlos Tafur Herrera, Academic Vice-Rector, University Manuela Beltrán
- Hector Elí Rizo Moreno, Director of Quality, University Autónoma de Occidente
- Martha Lucía Bahamon Jara, Academic Peer - Academic Vice-Rector, Polytechnic Gran Colombiano
- Jorge Octavio Nossa Sánchez, Academic Peer, Unisanitas
- Cecilia Garzón Daza, Academic Peer, Catholic University of Colombia

## DAY 2 - Thursday, July 14 - 10:30 - 12:00 a.m.
**Meeting 6: Rectors**
- Carl Henrik Langebaek Rueda, Rector of the University Business Foundation of the Chamber of Commerce of Bogotá - UNIEMPRESARIAL
- Jaime Alberto Leal Afanador, Rector of University Nacional Abierta y a Distancia UNAD
- Edgar Ernesto Sandoval Romero, Rector of Libre University
- Hernán Porras Díaz, Rector of the Industrial University of Santander UIS
- BBrigadier General Yackeline Navarro Ordoñez, National Advisorate of Schools - DINAE
- Sergio Augusto Parra Duarte, Rector of the University Foundation of Health Sciences- FUCS
- Harold de Jesús Castilla Devoz, Rector University Minuto de Dios - UNIMINUTO
- Diana Margarita Pérez Camacho, Rector, University Foundation -CAFAM
- Martha Sofía González Insuasti, Rector, University of Nariño
- Mario Arturo Isaza Ruget, Rector of the National School of Sport
- Brigadier General (R) Luis Fernando Puentes Torres, Rector of New Granada Military University
- Dolly Montoya, Rector, National University
- Jorge Alberto Quintero Pinilla, Rector of University Gran Colombia - Armenia
- Luz Elena Romero Rodríguez, Vice-Rector for Teaching, University of Antioquia
- Rolando Roncancio Rachid, Rector of the University of La Sabana
- Hermana Elizabeth Caicedo, Rector, Catholic University of Manizales
- Natalia Ruíz Rodgers, Rector, University of Bosque
- Oscar Herrera, Academic Vice-Rector, Central University
- Maribel Molina, Academic Vice Chancellor, American Corporation University

## DAY 2 - Jueves July 14 - 01:30- 03:00 p.m.
**Meeting 7: Quality Advisors**

- Aida María Bejarano, Self-Assessment Coordinator, Universidad San Buenaventura - Nacional
- Julián Orozco Ospina, Accreditation Process Coordinator, University of Caldas
- Xiomara Estela Cárdenas, Director of Planning and Evaluation        , UNAB
- Mónica Silva Quiceno, Sec Tec Self-Assessment and Accreditation. University of Los Llanos
- Carolina Toro – Gustavo Adolfo Rincón Botero, Accreditation Process Coordinator. University of Quindío
- Mónica Cecilia Ibarra, Academic and Assurance Director, Utadeo
- Nadia Verónica Velázquez, National Director of Quality, Santo Tomás Nacional
- Gloria Cecilia Moreno, Quality Director, Corporación Universidad de la Costa CUC
- Patricia Abella Ibañez -Rosa Cuervo Rector, Director of Quality. University of Boyaca - UNIBOYACA
- Cecilia Magali Cogollo, Director of Quality, Sinu University -Elias Bechara Zainum, UNISINU
- Maricela Botero, Director of Quality, Universidad Colegio Mayor de Cundinamarca
- Claudia Andrea Urbina, Quality Division Director, Universidad del Bosque, Bogotá
- Adela Constanza Diaz, Head of the Academic Directorate / National Director, Free University
- Clara Inés Sagre Hernández – Carlos Granadillo, Director of the Quality Division, Antonio de Arévalo University Foundation - UNITECNAR
- Mauren Burgos, Director of Evaluation, School of Public Administration - ESAP
- María Ignacia Castañeda, Accreditation and Self-Assessment Coordinator, Colombian School of Engineering "Julio Garavito"
- Adriana Paola Albarracín, Director of Quality, Universidad del Tolima
- Julio Cesar Cañón, Director of Quality, National University of Colombia UNAL
- Jhon Jairo Silva Munar, Director of Quality, Universidad del Amazonía
- Adriana Rojas Martínez, Director of Quality, ECCI University
- Sandra Verónica Reina Jiménez, Director of Quality, University Foundation of the Andean Area
- María del Rosario Morales Figueroa, Director of Quality, Colegio de Estudios Superiores de Administración-CESA
- Luz Estella Murillo Zabala, Director of Quality, National School of Sport
- Carmen Elena Aya Vejarano, Project and Strategy Director, Fundación Universitaria Compensar
- Major Gabriel Guerrero, Head of Quality, DINAE
- Julia Morta, Central University

- Jorge Alberto Ribadeneria, U. Militar Nueva Granada

**DAY 2 - Thursday, July 14 - 03:00- 04:00 p.m.**

**Meeting 8: Students**

- Frasella Paola De Martino, University Colegio Mayor De Nuestra Señora Del Rosario
- Paula Alejandra Correal Parada, Catholic University of Colombia
- Claudia Farbeally Romero Rodríguez, University Manuela Beltran -Umb-
- Leidy Yineth González Martínez, UNICOC
- Jessica Ximena Moreno Cortes, University Foundation of the Libertadores
- Carol Lorena Vega Alejo, Libre University
- María Camila Sánchez Mora, Libre University
- Alberto Sanmartín Ibáñez
- Dayana Herrera Castelblanco
- Juan David Giraldo Martinez
- Hellen Gisseth Poloche Tigue, Antonio Nariño University
- Leidy Katherine Sánchez Ascaino, University Konrad Lorenz
- Jenny Marcel Mahecha Prada, University Central
- María Alejandra Ávila Duque, University Central
- Edgar Mauricio Naranjo Rodríguez, University Central
- María Paula Gómez, Javeriana University

**DAY 2 - Thursday, July 14 - 04:30- 05:30 p.m.**

**Meeting 9: Faculty**

- Raúl González Romero, University Fundation los Libertadores
- Nancy Johanna Lemus Pinzón, Corporación Universitaria iberoamericana
- Cecilia Nelly Carvajal Roa, University of cundinamarca -udec
- Sandra Jacome Velasco, University of Cauca
- Martha Lucía Núñez Rodríguez, University Del Tolima
- Freddy Humberto Escobar Macualo, University Surcolombiana – USCO NEIVA
- Ricardo Abad Barros Castro, Javeriana
- José Vicente Bermúdez Gómez, University Libre
- Ana Milena Riaño Salgado, Santo Tomas University

**DAY 2 - Thursday, July 14 - 05:30- 06:30 p.m.**

**Meeting 10: Professional Associations**

- Luis Carlos Ortiz, ASCOFAME - Colombian Association of Medical Schools

- Luis Alberto González Araujo, ACOFI - Colombian Association of Engineering Faculties
- Cecilia Dimaté, ASCOFADE - Colombian Association of Faculties of Education
- Gloria Mercedes Balen Trujillo, ACFO - Colombian Association of Dental Schools
- Janeth Mercedes Parrado, ACOFAEN - Colombian Association of Faculties And Schools Of Nursing
- Yiselle Becerra, ASCOLFA - Colombian Association of Faculties of Business Administrators
- Claudia Aixa Mutis, ASFAMEVEZ - Colombian Association of Faculties of Veterinary Medicine and Zootechnics
- Olga Tatiana Jaimes Prada, ACOFANUD - Colombian Association of Faculties of Nutrition and Dietetics
- Diego Fernando Molano, AFADECO - Colombian Association of Faculties and Departments of Economics
- Luis Fernando Gaviria, ASCUN - Colombian Association of Universities
- Lesly Narváez, ACESAD - Colombian Association of Higher Education Institutions with distance programs
- Alonzo Portocarrero, ACIET – Colombian Association of Higher Education Institutions with Professional and/or technological technical training.


## DAY 3 - Friday, July 15 – 8:00- 9:00 a.m.
**Meeting No. 11 Agency Staff**

- Carlos Hernán González Campo, Advisor
- Luis Enrique Silva Segura, Technical and Academic Secretary
- Patricia Amórtegui Perilla, Planning Advisor
- Raquel Díaz Henríquez, International Advisor


## DAY 3 - Friday, July 15 - 10:30- 11:30 a.m.
**Meeting No. 12 - Feedback Meeting**

- Helmut Trefftz Gómez, CNA Coordinator 2022
- Iván Enrique Ramos Calderón, Advisor
- José William Cornejo Ochoa, Advisor
- Carmen Amalia Camacho, Advisor
- Carlos Hernán González Campo, Advisor
- María Piedad Marín Gutiérrez, Advisor
- Mario Fernando Uribe Orozco, Advisor
- Álvaro Mauricio Florez Escobar, Advisor
- Luis Enrique Silva Segura, Technical and Academic Secretary

- Patricia Amórtegui Perilla, Planning Advisor
- Raquel Díaz Henríquez, International Advisor