**PROCESO DE AUTOEVALUACION DEL PROGRAMA DE**

**ESCUELA DE GRADUADOS FACULTAD DE**

**UNIVERSIDAD AUSTRAL DE CHILE**

**ENCUESTA PARA ACADEMICOS DEL PROGRAMA**

**INSTRUCCIONES**

1. **La encuesta está diseñada como formulario Word de modo que al presionar el botón izquierdo del Mouse se activa la casilla de verificación (X).**
2. **Si desea anular una respuesta debe presionar el botón izquierdo del Mouse sobre la casilla que se desea anular.**

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| ANTECEDENTES GENERALES. | | | | | | | | | | | | | |
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| 1. Antigüedad en la UACh |  | **a)** |  | Menos de 5 años |  | **b)** |  | 5 o más años | | |
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| 1. Jornada de trabajo |  | **a)** |  | Completa |  | **b)** |  | Parcial | | |
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| 1. Tipo de contrato |  | **a)** |  | Planta |  | **b)** |  | Adjunto |  | **c)** | |  | Otro |
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| 1. Sexo |  | **a)** |  | Hombre |  | **b)** |  | Mujer | | |
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| **A continuación se presentan una serie de afirmaciones referidas a diversos aspectos relacionados con el Programa. Entregue su opinión utilizando la siguiente escala:** | | | | | | | | | | | | | |
| **1** Muy en desacuerdo; **2** En desacuerdo; **3** Ni acuerdo, ni desacuerdo; **4** De acuerdo; **5** Muy de acuerdo;   **NA** No Aplicable/No sabe | | | | | | | | | | | | | |

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|  |  | | Evaluación | | | | | | | | | | | | | | | | | |  | | | | | | | |
|  |  | | **1** | |  | | | | | **2** | | |  | | **3** |  | **4** |  | | **5** |  | | **N** | | **A** | | |
| CONTEXTO INSTITUCIONAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. La estructura organizacional (Facultad, Escuela de Graduados, u otros similares) que administra el Programa es efectiva en su quehacer. | |  | |  | | | | |  | |  |  | |  | |  |  |  |  | |  |  | | | |  |
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| CARACTERÍSTICAS Y RESULTADOS DEL PROGRAMA | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Los objetivos y metas del Programa se encuentren claramente definidos. |  | |  | | | | |  | |  | |  | | |  |  |  |  | |  |  | | |  | |  | | |
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| 1. El Perfil del Egreso está claramente definido. |  | |  | | | | |  | |  | |  | | |  |  |  |  | |  |  | | |  | |  | | |
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| 1. Los criterios de selección de ingresos permiten contar con estudiantes apropiados para el Programa. |  | |  | | | | | | |  | | |  | |  |  |  |  | |  |  | | |  | |  | | |
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| 1. El Currículum del Programa asegura el logro del perfil de egreso. |  | |  | | | | |  | |  | |  | | |  |  |  |  | |  |  | | |  | |  | | |
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| 1. La malla curricular del Programa está actualizada de acuerdo al desarrollo de la disciplina. |  | |  | | | | | | |  | | |  | |  |  |  |  | |  |  | | |  | |  | | |
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| CUERPO ACADÉMICO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. El Programa dispone de un cuerpo académico suficiente para el desarrollo de sus actividades. | |  | |  | | | | |  | |  |  | |  | |  |  |  |  | |  |  | | | |  |
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| 1. Los académicos del Programa actualizan regularmente sus conocimientos a través de actividades de perfeccionamiento (estadías en otros laboratorios, congresos, etc). | |  | |  | | | | |  | |  |  | |  | |  |  |  |  | |  |  | | | |  |
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| 1. Los académicos promueven el uso de material bibliográfico (publicaciones, libros). | |  | |  | | | | |  | |  |  | |  | |  |  |  |  | |  |  | | | |  |
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| 1. Los académicos utilizan mecanismos de evaluación acordes a un nivel de Postgrado. | |  | |  | | | | |  | |  |  | |  | |  |  |  |  | |  |  | | | |  | |
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| RECURSOS DE APOYO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A continuación se presentan una serie de aspectos referidos a la infraestructura y otros servicios de apoyo a la docencia para el Programa. Entregue su opinión utilizando la siguiente escala: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluación de la Cantidad: 1 Muy Insuficiente; 2 Insuficiente; 3 Regular; 4 Adecuada; 5 Optima;  NA No Aplicable/No sabe  Evaluación de la Calidad: 1 Muy mala; 2 Mala; 3 Regular; 4 Buena; 5 Muy Buena; NA No Aplicable/No sabe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  | Cantidad | | | | | | | | | |  | | | | | | | |  | | | | | | | Calidad | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Colección temática relevante de la Biblioteca |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Colección de revistas relevantes para el Programa |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Bases de datos bibliográficas |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Laboratorios disponibles para el Programa |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Equipamiento mayor |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Oficinas e instalaciones para académicos |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Computadores para académicos |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Software para académicos |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| 1. Impresoras para académicos |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | |  | | | |  | | | | | | | | | |  | |  | | | |  | | |  | | | | | | | |  | | | | | |  | | | | | | | | | | |  | | | | |
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| **1** Muy en desacuerdo; **2** En desacuerdo; **3** Ni acuerdo, ni desacuerdo; **4** De acuerdo; **5** Muy de acuerdo;   **NA** No Aplicable/No sabe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Los Académicos del Programa mantienen vínculos en el ámbito disciplinario y profesional a nivel nacional. | | | | | | | | | | | | | | | |  | | | |  | | | | | | | | |  | |  | | | | | | | | | |  |  | | | | | | | | |  | |  | | | | | | |  | | |  | | | | | | |  | | | |  | | | | | | | | | | | | | |  | | | | |
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| 1. Los Académicos del Programa mantienen vínculos en el ámbito disciplinario y profesional a nivel Internacional. | | | | | | | | | | | | | | | |  | | | |  | | | | | | | | |  | |  | | | | | | | | | |  |  | | | | | | | | |  | |  | | | | | | |  | | |  | | | | | | |  | | | |  | | | | | | | | | | | | | |  | | | | |
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| 1. Existen recursos financieros que permiten llevar a cabo satisfactoriamente las actividades docentes del Programa. | | | | | | | | | | | | | | | |  | | | |  | | | | | | | | |  | |  | | | | | | | | | |  |  | | | | | | | | |  | |  | | | | | | |  | | |  | | | | | | |  | | | |  | | | | | | | | | | | | | |  | | | | |
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| CAPACIDAD DE AUTORREGULACIÓN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Existe un adecuado equilibrio entre el número de estudiantes y los recursos con los que cuenta el Programa. | | | | | | | | | | | | | | |  | | | |  | | | | | | | | |  | |  | | | | | | | |  | |  | | | | | | | | | |  | |  | | | | | | | | |  |  | | | | | | | | |  | | | | |  | | | | | | | | | | | | |  | | | | | |
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| 1. La Reglamentación existente establece claramente los derechos y deberes de los estudiantes. | | | | | | | | | | | | | |  | | | |  | | | |  | |  | | | | | | | | |  |  | | | | | | | | | |  | | |  | | | | | | | | |  |  | | | | | | | | | | |  | | | | | |  | | | | | | | | | |  | | | | | | |
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| 1. Comente, si lo desea, sobre aspectos que no hayan sido considerados en esta encuesta y que, a su juicio deben destacarse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | |
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