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Ralph A. Wolff

March 6, 2012

Fernando Leon Garcia
President
CETYS University
P. O. Box 2808
Calexico, CA 92231

Dear President Leon Garcia:

At its meeting February 22-24, 2012, the Commission considered the report of the Educational Effectiveness Review (EER) team that conducted a visit to CETYS University (CETYS) November 15-18, 2011. The Commission had access to the Educational Effectiveness Report and exhibits prepared by the University prior to the visit and documents relating to the Capacity and Preparatory Review (CPR) visit conducted in fall 2009. It appreciated the opportunity to discuss the review with you, Board Chair Juan Ignacio Guajardo Araiza, Provost Esther Mulnix, CFO Arturo Alvarez, Accreditation Liaison Officer Laura Carillo, and Secretary of Education for the State of Baja California Javier Santillán. Your observations and comments were helpful.

The Commission commended the perseverance of the University to undertake and see the WASC process through to completion, with a high level of engagement and achievement throughout each stage. The University was granted eligibility by WASC in 2005 and applied for initial accreditation in 2008. Following a successful Capacity and Preparatory Review, this most recent visit represents the University's final step toward initial accreditation. In keeping with the Commission's requirements for institutions seeking initial accreditation, CETYS used a comprehensive approach to this review, evaluating itself under each Standard and Criteria for Review and demonstrating substantial compliance. The University's Educational Effectiveness Review report was primarily descriptive, so the team requested an appendix focused on greater self-reflection and analysis, which CETYS provided. The team described the report as "an impressive effort of system and campus-wide collaboration," which brought all three campuses together and resulted in a strengthened "sense of community."

The Commission's letter of March 2010 contained recommendations for greater faculty involvement in strategic planning and governance, and the continued hiring of well-qualified faculty with doctorates to support an even greater culture of research and scholarship. The team found "that the changes related to these issues have been effectual in increasing the qualifications, participation, and voice of the faculty at CETYS."

The Commission commends CETYS for several accomplishments highlighted in the team's report. It observed that CETYS has responded with great resolve, energy, and enthusiasm to each team recommendation and Commission action letter, focusing on finding solutions. As the team found, this commitment to continuous improvement and excellence is "genuine and permeates every level of the University" which the team described as "exemplary." Much of this drive for excellence comes from the outstanding leadership of the board who "truly carry out [their] obligation to duty of care and loyalty

to the University.” The Commission also acknowledges the team’s finding that “financial stability is a clear strength of CETYS University.”

The CETYS administration has shown vision through careful strategic planning that engaged the faculty, staff, and community. The Commission commends the faculty for becoming fully engaged in educational effectiveness standards and practices as they have studied and implemented learning outcomes assessment and program review. The Commission also acknowledges CETYS for fully embracing a culture of evidence, which the team found “has not only permeated the institution but also that the concept has been embraced with alacrity.” Through the construction and renovation of libraries on all three campuses and support and training for the library staff, CETYS is likewise commended for establishing the library’s central role in the academic life of students and faculty.

The Commission supports the findings and recommendations of the EER team and identifies the following areas for further attention and development.

Implementing program review. CETYS made major progress since the CPR visit in developing and implementing a strong program review process. The process aligns well with WASC guidelines and expectations. As the team noted, “These academics [department faculty members] owned the process,” including the mission, vision, student learning outcomes, rubrics, curriculum mapping, broad data analysis, and needed resources. Evidence was provided of significant changes made in the student learning outcomes and required coursework. As the team found, “CETYS has embraced the process as a vehicle for improvement of its educational programs and as an opportunity to become a more effective organization.” At the time of the EER visit, several departments representing a large percentage of students had gone through the program review process. The Commission supports the recommendation of the team that all other programs complete their reviews in a timely fashion, and urges that upcoming program reviews include external reviews, in keeping with good practice. The Commission also expects program review be extended to co-curricular programs. (CFRs 2.7, 2.11, 4.4)

Enhancing faculty qualifications. The Commission urges that CETYS continue increasing the proportion of faculty members holding doctoral degrees and commends the institution’s commitment to support current faculty members who are seeking to complete their doctorates. The University is also commended for broadening its pool of prospective professors by conducting national and international searches that will enable the University to expand its international focus, a key part of the CETYS 2020 Strategic Plan. (CFRs 2.1, 2.2b, 3.1, 3.2, 3.4)

Developing faculty governance. During the accreditation process, CETYS has greatly strengthened the role of the faculty in governance. Since the CPR, the recently established Faculty Senate has been renamed the Academic Advisory Council, its membership has expanded, and four permanent commissions have been created to address key areas of faculty responsibility: Curriculum and Co-Curriculum, Faculty Development, Institutional Policy and Academic Organization, and Student Life. The team noted that these efforts have been “successful in expanding the faculty’s role in shared governance.” The Commission urges continued development of a faculty governance model that enables the faculty to “[exercise] effective academic leadership” and to participate in important decision-making and planning processes (CFRs 3.8, 4.1, 4.7).

Collecting and using institutional data. CETYS has made progress in developing systems for collecting and analyzing institutional data through the hiring of personnel and the procurement of software systems. The Commission supports the team’s recommendation that the institution now take

further steps to ensure that data can be used easily by both faculty and administration “in support of assessment, decision making, budgeting and planning.” (CFRs 1.2, 2.10, 4.3, 4.4, 4.5)

The Commission found that CETYS University has met WASC’s Core Commitments, Standards, and Criteria for Review. Thus, the Commission acted to:

1. Receive the Educational Effectiveness Review report and grant initial accreditation to CETYS University.
2. Schedule the next comprehensive review to begin with an off-site review in fall 2016, followed by a visit in spring 2017.
3. Submit documentation to WASC staff by June 30, 2012, demonstrating that CETYS has in place the policies and procedures that were missing from the compliance audit at the time of the visit. .
4. Request an Interim Report to be submitted by March 1, 2014. This report should address progress on the issues emphasized in this letter and in the team report:
 - a. program review, including documenting progress in the academic program reviews of all programs, steps taken to conduct reviews of the co-curricular area, and the use of external reviewers in this process;
 - b. faculty qualifications, including qualifications of any new faculty hires and an update on the overall qualifications of faculty;
 - c. faculty governance, including changes and further improvements in the role of faculty in governance;
 - d. institutional data, including improvements in the collection, analysis and dissemination of data.

In taking this action to grant initial accreditation, the Commission confirms that CETYS University has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the three-stage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the University is expected to continue its progress.

Accreditation status is not granted retroactively. Institutions granted the status of accreditation must use the following statement if they wish to describe the status publicly:

CETYS University is accredited by the Accrediting Commission for Senior College and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001.

The phrase “fully accredited” is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Because institutional accreditation does not imply specific accreditation of any particular program at the institution, statements like “this program is accredited” or “this degree is accredited” are incorrect and misleading.

The Commission stipulates that this action encompasses the degrees offered by CETYS University at the time of this action, as listed in the attached Consolidated List of Currently Conferred Degrees. In keeping with the WASC Policy on Degree Level Approval, CETYS is designated as having an "I" (Individual)

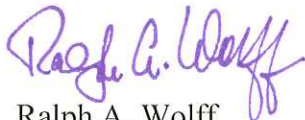
status for each of the degree levels currently being offered. This means that all new degree programs initiated by the University will require prior approval through WASC's Substantive Change process. Degree programs that have been reviewed and included under this action may be extended to other campuses without prior Substantive Change action. While CETYS regards all three campuses of the University as equal, WASC's internal record keeping policies and database structure require that one campus be designated as the "main campus" for each institution. For this purpose, we have designated the first campus to be developed by CETYS at Mexicali as the main campus, with the Ensenada and Tijuana campuses classified as branch campuses.

In accordance with Commission policy, copies of this letter will be sent to the University's board chair in one week. The Commission expects that the team report and this action letter will be widely disseminated throughout the University to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

The Commission wishes to express its appreciation for the investment of time and resources that CETYS University made in undertaking this accreditation review. Recognizing that CETYS is already fully approved in Mexico, the Commission acknowledges that seeking WASC accreditation reflects your deep commitment to the values of quality improvement and assurance that are embedded in the WASC Standards and processes. Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Finally, I want to welcome you and the University into the membership of WASC, and encourage you personally and the faculty and staff to continue to participate fully in the activities of WASC. Our teams have reported how much they have learned from their interactions with CETYS – including members of the board, faculty, staff and students – and how much CETYS has to contribute to the dialogues within the WASC community on quality assurance. We look forward to continuing to work with you outside the accrediting review process toward building greater understanding and appreciation of the differences and similarities between and Mexican and U.S. higher education.

Sincerely,



Ralph A. Wolff
President

RW/ro

cc: Linda Johnsrud, Commission Chair
Laura Carillo, ALO
Juan Ignacio Guajardo Araiza, Board Chair
Members of the EER team
Richard Osborn

Consolidated List of Currently Conferred Degrees at CETYS Universidad (February 2012)

Undergraduate Degree Programs:

BA in Marketing Administration
BA in Business Administration
BA in International Business
BA in International Public Accounting
BA in Graphic Design
BA in Law
BA in Psychology with concentrations in:

- Clinical Psychology
- Educational Psychology
- Organizational Psychology
- Child Psychology

BS in Industrial Engineering
BS in Electronic Cybernetics Engineering
BS in Mechanical Engineering
BS in Computer Science Engineering
BS in Mechatronics Engineering
BS in Software Engineering
BS in Digital Graphic Design

Master's Degree Programs:

Master's in Business Administration with concentration in:

- Marketing
- Human Resources
- Finance
- Public Administration
- Strategy
- International Business
- Supply Chain
- Quality Management
- Economic Development
- Agribusiness
- Corporate Finance
- Taxation

Master of Science in Engineering with concentrations in:

- Engineering
- Industrial Administration
- Logistics and Materials Management
- Quality and Productivity
- Design and Manufacturing Processes
- Networks & Telecommunications
- Automation & Control

- Distributed Computer Systems
- Microelectronics & Semiconductors
- Environment and Sustainable Development
- Aerospace Engineering

Master's in Psychology with concentrations in:

- Clinical Psychology
- Family Therapy
- Special Education
- Organizational Development
- Criminology

Master's in Education with concentrations in:

- Ethical Behavior
- Organizational Development
- Special Education
- Teaching Mathematics

Master's in Corporate and International Law

Master's in Criminology