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# Bachelor in Business Administration (BBA)

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Program Review 2010

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CETYS University

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## 1. Introduction.

Academic Program: Bachelor in Business Administration (BBA).

Number of previous reviews: 11.

Campus and Official Registration (RVOE, using the acronym in Spanish): Mexicali, 5403; Tijuana, 5416; Ensenada, 5411.

The BBA is no longer offered in the Ensenada campus.

The undergraduate academic program in Business Administration began in 1962 in the Mexicali campus. In 1974 and 1979, it started in the Tijuana and Ensenada campuses, respectively. The BBA is part of the College of Business and Administration. The organizational structure of the College is as follows:

- Scott Venezia, director of the College of Business and Administration.
- Federico Sada, director of the School of Business and Administration, Mexicali campus.
- Enrique Pérez, director of the School of Business and Administration, Tijuana campus.
- Diana Woolfolk, director of the School of Business and Administration, Ensenada campus.

The three directors of the Schools of Business and Administration are responsible for the day-to-day operations of the academic programs, and the director of the College performs normative functions. The BBA courses, graduation requirements and other characteristics of the academic program are the same in all three campuses. The BBA is accredited by the following organizations:

- Board of Accreditation of Accounting and Administration Instruction (CACECA, using the acronym in Spanish). CACECA is widely recognized among institutions of higher education across Mexico.
- Federation of Mexican Private Institutions of Higher Education (FIMPES, using the acronym in Spanish). This is an institutional accreditation; FIMPES does not accredit academic programs.

Characteristics and graduation requirements:

- 42 curricular courses distributed throughout eight semesters.
- Minimum passing score for each course: 70 (on a 0 – 100 scale).
- Complete 500 hours of social service.
- Complete a 400-hour internship.
- Take the Exit Exam for Undergraduate Studies (EGEL, using the acronym in Spanish).

The BBA had its last review in 2009; however, a different process for program review is being used due to the WASC accreditation process. In order to ensure faculty involvement in the review process, the College of Business and Administration formed groups of professors based on the academic programs where they teach and their areas of expertise. These groups are called *Academias*. The Academia for the BBA is formed by the following professors:

Name	Type of professor	Campus
Lisette Salgado, Vocera de la Academia	Full-time	Tijuana
Lydia Covarrubias	Associate	Ensenada
Cinthia Carrasco	Full-time	Mexicali
Carlos Castellanos	Full-time	Mexicali
Mónica Acosta	Full-time	Mexicali
Paulina Vargas	Full-time	Mexicali
María Eugenia Corella	Full-time	Tijuana
Patricia Valdés	Full-time	Tijuana

Throughout this self-study, the Academia is going to be analyzing the BBA's mission and vision, learning outcomes, curricular map, assessment methods and results, student focus, quality of faculty, external review scores and recommendations, so that decision-makers can get a clear view of the program's strengths and weaknesses and implement plans for improvement.

## **2. Analysis of the Mission and Vision of the Academic Program.**

The mission statement of the BBA reads as follows:

“To provide the community with intellectually, professionally, morally, and personally developed professionals, who have a global and systematic vision of business, and are capable of creating and managing international, socially responsible, competitive enterprises that contribute to the economic, social, and cultural development of the country, based on ethical principles.”

The following is the institutional mission statement:

“It is the purpose of the Centro de Enseñanza Técnica y Superior to contribute to the development of persons with the moral and intellectual capabilities that are necessary to participate in a meaningful way in the economic, social, and cultural improvement of the country. Therefore, CETYS University seeks to permanently embed the values that have traditionally been considered essential so Man can live peacefully as part of society and satisfy the needs that his ability to produce allows him to.”

The BBA's mission statement points out the following important guidelines:

- The capability of graduates to create and manage international enterprises.
- Social responsibility.
- Contribution to the economic, social, and cultural development of the country, based on ethical principles.

The institutional mission statement points out the following important guidelines:

- Development of moral and intellectual capabilities in students.
- Promotion of values that will allow students to live peacefully with the ability to satisfy their needs through work.

Both the BBA's and the Institution's mission statements stress the role of students as responsible and proactive members of society. They also establish the need for them to be skilled at their work so that they can better help the country improve, and satisfy their own needs as well.

In addition, the BBA's vision is stated in the following way:

“To be the best option in Mexico for the development of business administration professionals based on humanism and values; committed to social wellbeing, with global perspective and competitiveness, within the framework of sustainable development.”

The BBA's vision confirms the institutional committed to help students develop into intelligent, capable, and moral human beings, and it adds the following:

- A global perspective and competitiveness.
- A sustainable framework for development.

Among the elements that help to strengthen the vision of the academic program, we find that one of the most important ones is the planning process developed at the institutional level that includes aspects such as: increase in student enrollment, improved graduation rates, hiring and development of faculty, ties to the community and business associations, internationalization, and pedagogical resources. The vision of the BBA signals a gradual progress toward internationalization and sustainability; therefore, the Academia recognizes that these factors need to be considered at the course and program level and actions need to be taken in terms of curricular and co-curricular content, support centers and infrastructure. It is worth mentioning that all the academic programs in the College of Business and Administration share the same vision and are well aligned with the institutional mission. The BBA Academia will use its mission and vision, as well as the CETYS University mission as guidelines for its continuous improvement processes.

### **3. Learning Outcomes.**

CETYS University has developed Institutional Learning Outcomes (ILOs), which are shared among all of its academic programs; Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs). This section will describe the ILOs and PLOs, as well as assessment results for the ILOs. The assessment plan and assessment results for the PLOs will be explained later on in the assessment of student learning section. When it comes to SLOs, these operate at the course level and are evaluated and analyzed in the evidence of student learning (called student portfolios) that is used as part of the PLOs assessment process.

Institutional Learning Outcomes (ILOs).

The ILOs should be achieved by every CETYS University graduate, regardless of the academic program that he or she studied. The ILOs were drawn from the four pedagogical principles and four institutional learning objectives included as part of the Educational Model of CETYS University, as well as the institution's 2010 strategic plan. The ILOs were determined in 2008 by the Vice-president of student affairs, the directors of the Colleges of Business and Administration, Engineering, and Social Science and Humanities. Here are the ILOs:

1. Clear and effective communication. By the end of the academic programs, students will be able to express their ideas in Spanish clearly, and using appropriate language, in oral, written, and visual forms.
2. Continuous learning (learn to learn, continuous improvement, entrepreneurial attitude). By the end of the academic program, students will be able to search for and analyze information independently and in teams, which will allow them to identify opportunities and solve problems.
3. Critical thinking and values (learn to be and live with others). By the end of the academic program, students will develop and demonstrate critical thinking based on life experience within the framework of the values of CETYS University, which will be reflected in student life and their commitment to social development and the environment.
4. Openness to cultural diversity (learn to live with others and internationalization). By the end of the academic program, students will demonstrate knowledge and tolerance of other cultures, and will apply their skills to establish human relations, expressing respect for diversity.
5. Clear and effective communication in English (only for undergraduate programs). By the end of the academic program, students will be able to express their ideas in English clearly, and using appropriate language, in oral, written, and visual forms.

As of 2010, the ILO Clear and Effective Communication in English became one of the PLOs of the BBA.

Assessment of ILOs and student learning.

The Center for Faculty Development and Improvement (CDMA, using the acronym in Spanish) is responsible for the assessment of student learning when it comes to the ILOs; this includes the design of the institutional rubrics, sample selection, organization, information gathering and analysis of the results.

Results:

The results from the assessment of the ILOs are classified as Insufficient (IN), Improvable (IM), and Outstanding (OS).

Summary of Assessment Results (mean)						
ILO	2008-1	2008-2	2009-1	2009-2	2010-1	2010-2
ILO1	ME	OS	OS			
ILO2	IN	OS	IM		IM	OS
ILO3			IM	IM		
ILO4				OS	OS	

Program Learning Outcomes (PLOs):

The PLOs define the competencies that BBA graduates should have developed during their time at CETYS.

1. By the end of the academic program, students will be able to express their ideas in English clearly, and using appropriate language, in oral, written, and visual forms.
2. By the end of the academic program, students will be able to create new businesses by developing a business plan.
3. By the end of the academic program, students will be able to identify and solve problems, and make decisions by integrating the functions of the company.
4. By the end of the academic program, students will be able to organize a company's operations by integrating its functions.

An important observation regarding the PLOs is that they should be aligned with the ILOs; however, this is not the case. For this reason, it is suggested that in the future, the ILOs be considered for the development of the PLOs for this academic program. In addition, it is suggested that the PLOs be aligned with the organizational needs that BBA graduates will be required to satisfy as part of their jobs.

The following PLOs are proposed by the Academia as a complement to the ones already established:

- By the end of the program, students will be able to develop the human resources (teams) and the technology that the organization requires, and create an appropriate environment for good performance.
- By the end of the program, students will be able to formulate and establish corporate communication mechanisms, and maintain an adequate working environment.

- By the end of the program, students will be able to formulate strategies to capitalize on business opportunities at the national and international stage.
- By the end of the academic program, students will be able to put to use and develop their management skills and leadership in an organization and the community.

#### 4. Curricular Map.

The following curricular map has as its purpose to identify the courses that contribute to the achievement of the PLOs. In order to distinguish between courses that align to the PLOs at the introductory, intermediate and advanced levels, the following scale will be used:

- Introduce (I): Subjects are covered at the introductory level in courses in this category.
- Reinforce (R): Students reinforce the subjects that they have already learned at a basic level.
- Evaluate (E): Students master the subjects covered in courses in this category at a more advanced level.

The following curricular map lists all the courses in the BBA and their alignment with the PLOs.

Levels at which each course contributes to the achievement of the PLOs:								
Area 1 = General Development			Area 2 = Professional Development			Area 3 = Specialization		
Department	Course	ID	Sem	Area	PLO1	PLO2	PLO3	PLO4
<b>Semester 1</b>								
Business and Administration	Globalization and Economic Development	EC400	1	1				I
Business and Administration	Financial Accounting I	CB400	1	2	I	I	I	I
Business and Administration	Administration	AD400	1	2		I	I	I
Business and Administration	Private Law	DE400	1	2		I	I	I
Social Science and Humanities	Advanced Communication in Spanish	CS400	1	1				I
Social Science and Humanities	College English Module I (co-curricular)				I			
<b>Semester 2</b>								
Business and Administration	Economics	EC401	2	2				I
Business and Administration	Financial Accounting II	CB401	2	2		R	R	R
Business and Administration	Mathematics	MA400	2	2	R		I	I
Business and Administration	Managerial Information Systems	CC415	2	2			R,E	R,E

Business and Administration	Cognitive Skills	CS401	2	1	Not aligned to any PLO			
Social Science and Humanities	Culture I	CS403	2	1	Not aligned to any PLO			
Social Science and Humanities	College English Module II (co-curricular)				I,R			
<b>Semester 3</b>								
Business and Administration	Financial Analysis	FZ400	3	2		R,E	R,E	R,E
Business and Administration	Statistics	MA407	3	2		R,E	I	I,R
Social Science and Humanities	Human Beings and the Environment	HU400	3	1				I,R
Social Science and Humanities	Culture II	CS404	3	1	Not aligned to any PLO			
Business and Administration	Marketing Administration	MK400	3	2		R	R	
Business and Administration	Labor Law	DE401	3	2		I	I	I
Business and Administration	College English Module III (co-curricular)				I,R			
<b>Semester 4</b>								
Business and Administration	SMEs and Franchise Administration	AD401	4	3		R,E		
Business and Administration	Human Resources Administration	RO400	4	2		R	R	I
Business and Administration	Quantitative Models	MA408	4	3		R		R
Business and Administration	Human Behavior in the Organization	RI401	4	3			I	I
Business and Administration	Costs	CO400	4	2		R	R	R
Social Science and Humanities	College English Module IV (co-curricular)				I,R			
<b>Semester 5</b>								
Business and Administration	Managerial Accounting	CB402	5	2		R	R	
Business and Administration	Interpretation of Market Research	MK401	5	3		R		R
Social Science and Humanities	Advanced Communication in English	ID400	5	1	R,E			
Business and Administration	Fiscal Framework	IM400	5	3		R	R	
Social Science and Humanities	Research Methodology	CS402	5	1				R
<b>Semester 6</b>								
Business and Administration	Financial Administration	FZ401	6	2		R	R	R
Engineering	Production Systems Administration	II414	6	3			I	
Engineering	Systems Improvement Methodology	II416	6	3			I	I

Business and Administration	Supplier Development	II415	6	3		R		R
Social Science and Humanities	Human Beings, History, and Society	HU401	6	1				I,R

<b>Semester 7</b>								
Business and Administration	Entrepreneurial Development	AD402	7	2		R,E		
Business and Administration	Administrative Consulting and Auditing	AD405	7	3			R,E	
Business and Administration	Project Management	AD403	7	3			R,E	
Business and Administration	Negotiation	AD404	7	3				R
Social Science and Humanities	Human Beings and Ethics	HU402	7	1				R
<b>Semester 8</b>								
Business and Administration	Management Seminar	AD409	8	3				R,E
Business and Administration	Strategic Management	AD407	8	3				R,E
Business and Administration	Investment Projects	FZ402	8	3		R		
Business and Administration	Lessons in Leadership	AD408	8	3			R	R
Business and Administration	Philosophy of Management	AD406	8	3		I,R	I,R	I,R

The Academia has some concerns regarding the curricular map:

- The *SMEs and Franchise Administration* course is taught in fourth semester while courses that should lead up to it are taught in later semesters; therefore, it should be moved from its present location in the curricular map.
- The *Human Behavior in the Organization* and *Human Resources Administration* courses are currently taught simultaneously; however, the Academia believes that they should be taught consecutively, where Human Resources Administration would follow Human Behavior in the Organization.
- The *Entrepreneurial Development* and *Investment Projects* courses are taught in seventh and eighth semesters, respectively. The Academia feels that it makes more sense to have the order inverted.

## 5. Assessment of Student Learning.

In this section, we cover the BBA's assessment plan and assessment results. Proposals for improvements are presented as part of the **Action Plan** later in this document.

The BBA Academia used three methods for assessment of student learning:

1. Results from the Exit Exam for Undergraduate Studies (EGEL) for Administration academic programs.
2. Review of student Portfolios from selected courses.
3. Review of course syllabus from selected courses.

#### Exit Exam for Undergraduate Studies (EGEL).

The EGEL is a standardized exam designed for specific academic programs (the BBA uses the **Administration** EGEL). There is a Technical Board, formed by professors from several universities in Mexico, which is responsible for providing the questions for the test. The EGEL is developed, applied, evaluated, analyzed, and disseminated by the National Assessment Center for Higher Education (CENEVAL, using the acronym in Spanish).

CENEVAL uses several versions of the EGEL designed for specific academic program. The BBA uses the Administration EGEL because it is the one that aligns better with the academic program. The fact that CETYS has access to assessment services from CENEVAL makes the assessment of student learning simpler and more objective. It can be said that CETYS outsources part of its assessment activities to CENEVAL, which is considered an advantage because the assessment results can be benchmarked against the National average. Also, the results have more credibility because CENEVAL is an independent organization that specializes in assessment.

#### Process to present the EGEL:

1. CETYS identifies the students who are expected to graduate and solicits CENEVAL the appropriate number of exams (EGEL). This usually happens during the month of March.
2. During the month of April, CENEVAL sends the forms for individual students to apply for the test. These forms have a questionnaire for students to fill and the information obtained from the survey is later analyzed by CENEVAL (see the **Students** section). The completed forms, which include a picture of each student, are then returned to CENEVAL.
3. CETYS pays the amount of \$570 pesos (approximately \$50 USD) to CENEVAL for each student that will be taking the exam.
4. CENEVAL receives the forms and payment.
5. Weeks before graduation, CENEVAL sends a team of evaluators to apply the EGEL. It usually takes the students eight hours to complete the exam.
6. Approximately two months later, students receive their score via the internet. A few months after that, CENEVAL uploads the Institutional Report for the corresponding year to its website.

Side note: Before students handed their exams, they must show official identification (Voter's ID card or Passport). The Institutional Reports uploaded to CENEVAL's website are the documents used by the Academia to gather the EGEL results.

It should be said that up until 2008, students would present the EGEL throughout two days and it would take them, approximately, a total of 12 hours. As of 2009, the EGEL was modified and it is now taken in one single day. Also, this self-study includes the EGEL results for Mexicali and Tijuana students, but not Ensenada students (the BBA is no longer offered in this campus).

Description of the EGEL.

The version of the EGEL that was in use up to 2008 is divided into **Basic Area** and **Support Area**, which in turn are divided into Sub-areas.

Structure of the EGEL in Administration		
Areas / sub-areas	Percentage	Items
<b>Area básica</b>	<b>71.2%</b>	<b>178</b>
Fundamentals of Administration	7.2	18
General Management	12.4	31
Finance	10	25
Accounting	10	25
Human Resources	11.6	29
Marketing	10	25
Operations and Quantitative Methods	10	25
<b>Support Area</b>	<b>28.8%</b>	<b>72</b>
Economics	7.2	18
Law	7.2	18
Information Technology	7.2	18
Psychology and Sociology	7.2	18
<b>Total</b>	<b>100%</b>	<b>250</b>

The PLOs and the EGEL align in the following way:

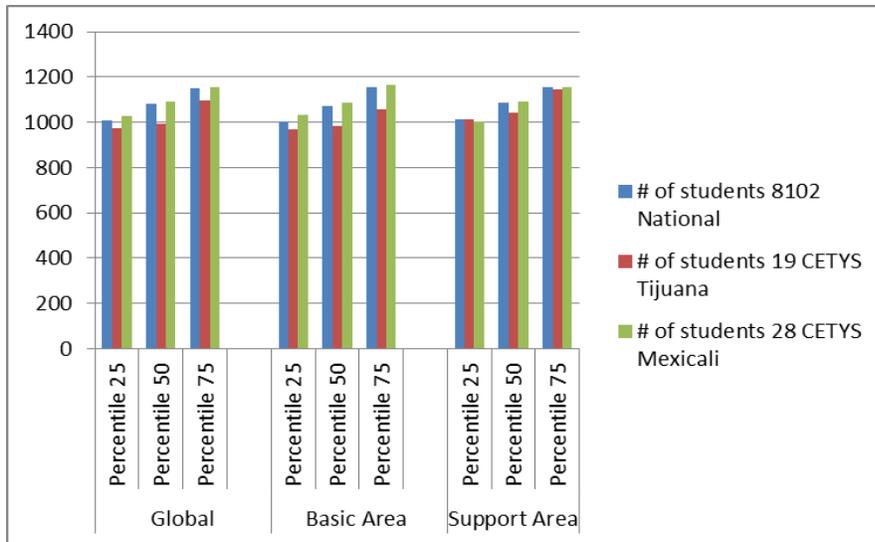
BBA Program Learning Outcomes	Basic Area	Support Area
By the end of the academic program, students will be able to express their ideas in English clearly, and using appropriate language, in oral, written, and visual forms.		
By the end of the academic program, students will be able to create new businesses by developing a business plan.	X	X
By the end of the academic program, students will be able to identify and solve	X	

problems, and make decisions by integrating the functions of the company.		
By the end of the academic program, students will be able to organize a company's operations by integrating its functions.	X	

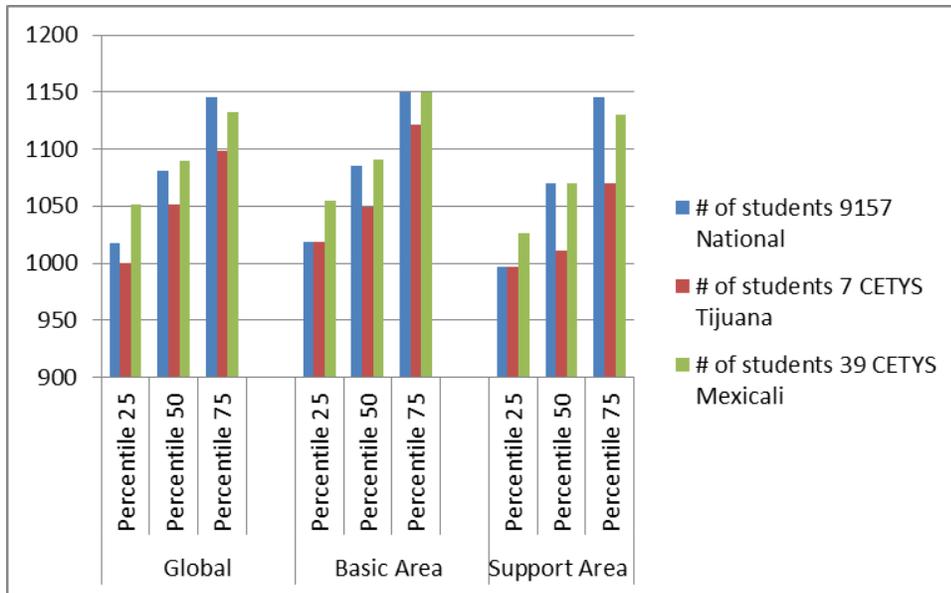
**EGEL results:**

CENEVAL's Institutional Report presents the results from the EGEL using percentiles 25, 50, and 70. The majority of students fall in the 50<sup>th</sup> percentile and it is expected that they show scores above 1,000 (EGEL has a minimum score of 700 and a maximum score of 1,300). Under typical circumstances, students at the 25<sup>th</sup> percentile score between 700 and 999 points, students at the 50<sup>th</sup> percentile score between 1,000 and 1,149 points, and students at the 75<sup>th</sup> percentile score 1,150 to 1,300 points. The BBA academia focuses on the 50<sup>th</sup> percentile (the majority of students) with the expectation that they will score above 1,000. If this is not the case (students in the 50<sup>th</sup> percentile score below 1,000) then some adjustments should be made to improve student performance.

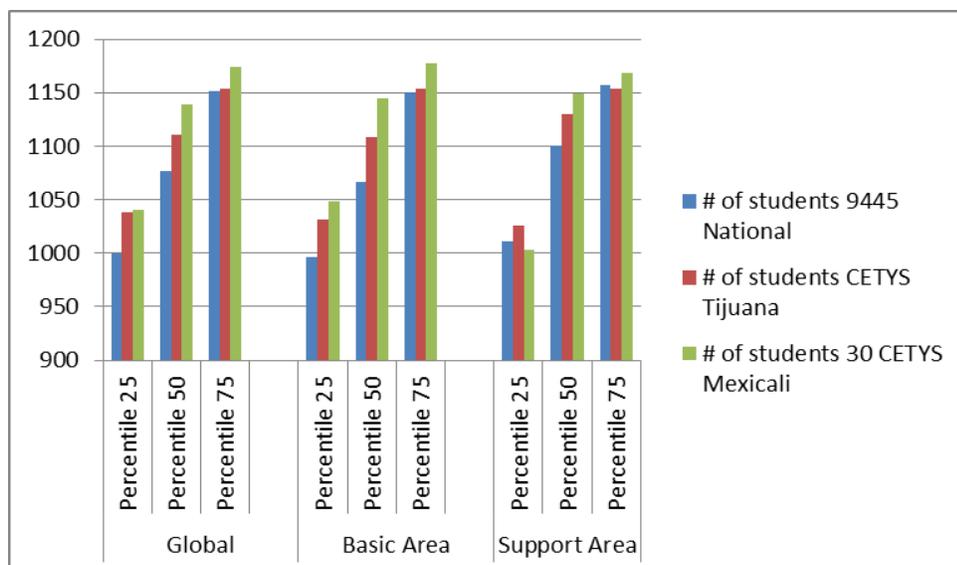
EGEL 2006		# of students 8102	# of students 19	# of students 28
Area		National	CETYS Tijuana	CETYS Mexicali
Global	Percentile 25	1008	974	1026
	Percentile 50	1081	994	1090
	Percentile 75	1151	1098	1154
Basic Area	Percentile 25	1001	968	1033
	Percentile 50	1073	984	1085
	Percentile 75	1154	1055	1163
Support Area	Percentile 25	1011	1011	1001
	Percentile 50	1085	1041	1093
	Percentile 75	1153	1145	1153



EGEL 2007		# of students 9157	# of students 7	# of students 39
Area		National	CETYS Tijuana	CETYS Mexicali
Global	Percentile 25	1017	1000	1051
	Percentile 50	1081	1051	1090
	Percentile 75	1145	1098	1132
Basic Area	Percentile 25	1019	1019	1055
	Percentile 50	1085	1049	1091
	Percentile 75	1150	1121	1150
Support Area	Percentile 25	997	997	1026
	Percentile 50	1070	1011	1070
	Percentile 75	1145	1070	1130



EGEL 2008		# of students 9445	# of students	# of students 30
Area		National	CETYS Tijuana	CETYS Mexicali
Global	Percentile 25	1000	1038	1041
	Percentile 50	1077	1111	1139
	Percentile 75	1151	1154	1174
Basic Area	Percentile 25	996	1031	1048
	Percentile 50	1067	1109	1145
	Percentile 75	1150	1154	1177
Support Area	Percentile 25	1011	1026	1003
	Percentile 50	1100	1130	1149
	Percentile 75	1157	1154	1168



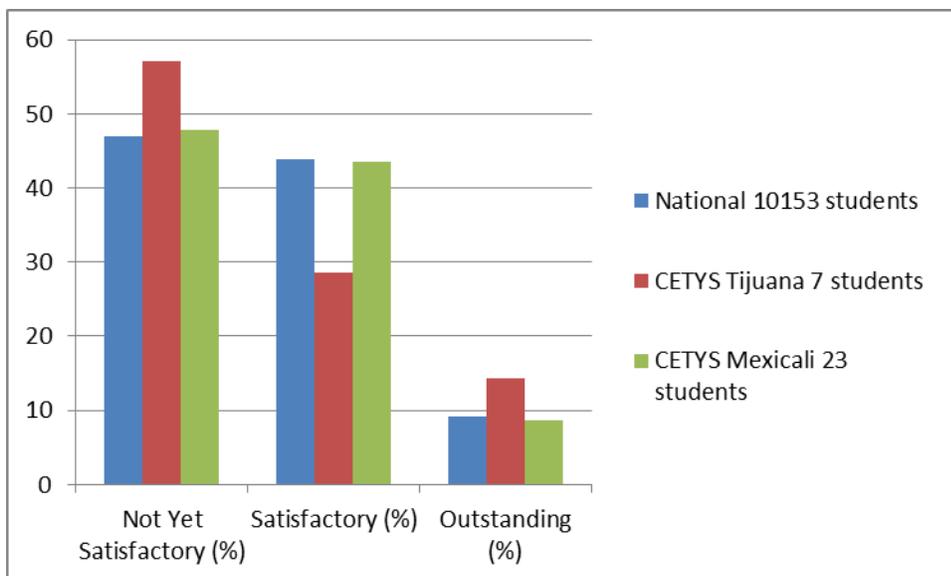
Starting in 2009, CENEVAL began using a new version of the EGEL; however, during this particular year, some institutions (CETYS included) used the new version for assessing their academic programs, but others used the previous one. Because of this, CENEVAL was not able to correctly organize the EGEL scores in percentiles for 2009. Instead, it only reported the results in a more general way where students' performance was determined to be "Not Yet Satisfactory," "Satisfactory," or "Outstanding." The following is a description of the new version of the EGEL, which was used in CETYS on 2009 and 2010, and its alignment with the BBA Program Learning Outcomes.

Areas		Percentage	Items	PLOs
<b>Area 1</b>	<b>Organizational Administration and Quality Management</b>	<b>31.35%</b>	<b>58</b>	<b>2, 3</b>
	Strategic Plan Design	10.27	19	
	Quality Systems Design	2.70	5	
	Scenario Evaluation Supported by Quantitative and Qualitative Analysis Methods	2.16	4	
	Organizational Model Design	4.86	9	
	Leadership Development	5.41	10	
	Implementation of Control Systems	3.24	6	
	Promotion of Technological Innovation	2.70	5	
<b>Area 2</b>	<b>Financial Administration</b>	<b>12.97%</b>	<b>24</b>	<b>3</b>
	Investment Project Evaluation	2.70	5	
	Financial Statement Analysis	2.70	5	
	Evaluation of Finance Sources, Alternatives, and Costs	3.24	6	
	Projections and Budget Development	4.32	8	
<b>Area 3</b>	<b>Marketing Administration</b>	<b>36.22%</b>	<b>67</b>	<b>4</b>
	Identification of Market Structures	7.57	14	
	Administration of Product Portfolios	5.95	11	
	Establishment of Pricing Strategies	4.32	8	
	Development of Advertising and Promotion Strategies	4.32	8	

	Sales Programs Design	2.70	5	
	Distribution Channel Design Based on the Organization's Market	3.24	6	
	Development of Customer Service Plans	4.86	9	
	Definition of the Corporate Image	3.24	6	
<b>Area 4</b>	<b>Human Resources Management</b>	<b>19.46%</b>	<b>36</b>	<b>4</b>
	Personnel Planning	4.32	8	
	Development of Personnel Recruiting, Selection, and Hiring Programs	4.32	8	
	Development of Organizational Performance Evaluation Programs	4.86	9	
	Personnel Training and Development Process Management	2.16	4	
	Labor Relations Administration	2.16	4	
	Promotion of a Favorable Organizational Environment	1.62	3	
		<b>100.00%</b>	<b>185</b>	

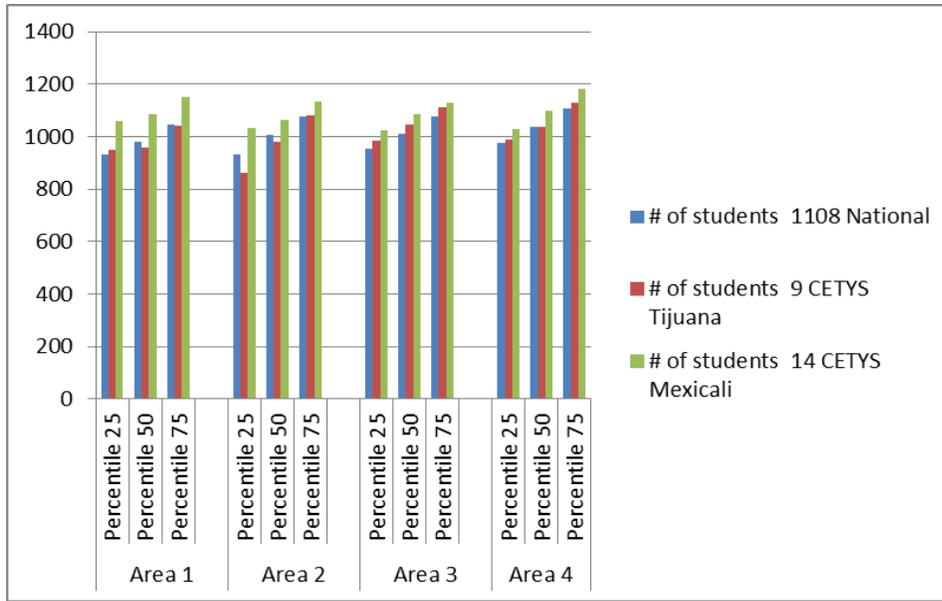
EGEL Results 2009:

EGEL 2009	Not Yet Satisfactory (%)	Satisfactory (%)	Outstanding (%)
National 10153 students	47	43.9	9.1
CETYS Tijuana 7 students	57.1	28.6	14.3
CETYS Mexicali 23 students	47.8	43.5	8.7



In 2010, the EGEL results were reported once again in terms of percentiles and CENEVAL added a report of the results expressed as “**Not Yet Satisfactory (NS)**,” “**Satisfactory (SA)**,” and “**Outstanding (OS)**” for every Area of the exam. Here are the 2010 results:

EGEL 2010		# of students	# of students	# of students
		1108	9	14
		National	CETYS Tijuana	CETYS Mexicali
Area 1	Percentile 25	932	950	1059
	Percentile 50	982	959	1084
	Percentile 75	1048	1041	1149
Area 2	Percentile 25	930	863	1034
	Percentile 50	1005	978	1063
	Percentile 75	1077	1082	1132
Area 3	Percentile 25	952	985	1025
	Percentile 50	1010	1045	1084
	Percentile 75	1076	1110	1129
Area 4	Percentile 25	974	988	1030
	Percentile 50	1039	1039	1099
	Percentile 75	1108	1128	1182



EGEL 2010				
# of students		11080	9	14
Areas		National	CETYS Tijuana	CETYS Mexicali
<b>Organizational Administration and Quality Management</b>	NS	59.40%	77.80%	7.10%
	SA	36.40%	11.1	78.60%
	OS	4.20%	11.1	14.30%
<b>Financial Administration</b>	NS	47.30%	66.70%	14.30%
	SA	45.60%	33.30%	71.40%
	OS	7.10%		14.30%
<b>Marketing Administration</b>	NS	47.90%	33.3	7.10%
	SA	45.50%	66.70%	78.60%
	OS	6.60%		14.30%
<b>Human Resources Management</b>	NS	33.00%	22.20%	7.10%
	SA	54.80%	66.70%	64.30%
	OS	12.20%	11.10%	28.60%

Analysis of EGEL results:

In 2006, students at the 50<sup>th</sup> percentile performed at a level below 1,000 in the Basic Area. Fortunately, this did not happen in 2007 and 2008. However, students from the Tijuana campus have repeatedly performed

below the National average, and students from the Mexicali campus consistently perform above the National average.

The 2009 results show that the National average and scores from the Mexicali campus are very similar; however, students from the Tijuana campus perform below the National average and their counterparts in Mexicali. This is of some concern for the Academia because CETYS has a reputation of providing students with a high quality education; therefore, it would be expected that student performance in the EGEL be well above the National average.

The EGEL has proven to be a very useful tool for assessing student learning objectively; however, it does not assess students' communication skills in English (PLO1). In addition, as is often the case with standardized tests, it is difficult to get a clear and complete understanding of the needs of students when it comes to the achievement of the PLOs. For this reason, the BBA Academia uses actual student work (evidence) to complement the EGEL results. Finally, some students tend not to make a valid effort to do well in the EGEL because even though they are required to take the exam, they are not required to pass it (or obtain a Satisfactory grade). For these reasons, the assessment plan does not rely entirely on CENEVAL.

Internal Assessment.

Portfolios.

Students prove that they have achieved the SLOs and PLOs through the completion of assignments that are aligned with the learning outcomes. Professors share student portfolios from their courses with other faculty to review them and identify areas of opportunity and plan strategies for improvement.

Professors who have shared their student portfolios:

Semester 2010-2				
	ID	Course	Campus	Professor
1	AD401	SMEs and Franchise Administration	Mexicali	Víctor Mercader
2	ID400	Advanced Communication in English	Tijuana	Raquel Espinosa
3	AD402	Entrepreneurial Development	Mexicali	Paulina Vargas
4	AD405	Administrative Consulting and Auditing	Mexicali	Mónica Acosta
5	AD403	Project Management	Ensenada	Fernando Ortiz A.
6	AD409	Management Seminar	Tijuana	Lisette Salgado
7	AD407	Strategic Management	Course closed	
Semester 2011-2				
1	AD401	SMEs and Franchise Administration	Mexicali	Saida Pérez
2	ID400	Advanced Communication in English	Tijuana	Raquel Espinosa
3	AD402	Entrepreneurial Development	Mexicali	Paulina Vargas
5	AD403	Project Management	Ensenada	Fernando Ortiz A.

6	AD409	Management Seminar	Tijuana	Patricia Valdés
7	FZ402	Investment Projects	Tijuana	Juan Carlos González Torres
8	MK400	Marketing Administration	TIJ	Cristina Piña
9	RI400	Human Resources Administration	TIJ	Alba García
10	CB402	Managerial Accounting	TIJ	Reina Alicia Castro
11	IM400	Fiscal Framework	TIJ	Marco Franco
12	FZ401	Financial Administration	TIJ	María Eugenia Corella
13	MK401	Interpretation of Market Research	TIJ	Lorena Jauregui

Resultados de aprendizaje del programa académico LAE	Clave	Course
By the end of the academic program, students will be able to express their ideas in English clearly, and using appropriate language, in oral, written, and visual forms.	ID400	Advanced Communication in English.
By the end of the academic program, students will be able to create new businesses by developing a business plan.	AD402 AD401	Entrepreneurial Development. SMEs and Franchise Administration.
By the end of the academic program, students will be able to identify and solve problems, and make decisions by integrating the functions of the company.	AD405 AD403	Administrative Consulting and Auditing. Project Management.
By the end of the academic program, students will be able to organize a company's operations by integrating its functions.	AD409 AD407	Management Seminar. Strategic Management.

Portfolio analysis allows professors to gain the type of insights that would not be possible by simply using EGEL results. For example, through the analysis of student portfolios, faculty determined that undergraduates have great difficulties with writing and structuring an argument. In addition, portfolio analysis helps faculty identify “best practices” in teaching and learning.

Results from Portfolio analysis:

PLOs	Analysis
By the end of the academic program, students will be able to express their ideas in English clearly, and using appropriate language, in oral, written, and visual forms.	Student learning is demonstrated through several written assignments, such as, essays, letters, and memoranda. There is also evidence that students created power point presentations individually and in teams. It is apparent that students manage to communicate in English; however, grammar, spelling, and punctuation mistakes are easily detected in their course work. In addition, students seem to have considerable problems structuring arguments in logical and coherent ways.
By the end of the academic program, students will be able to create new businesses by developing a business	Students develop a business plan, usually for a small enterprise, that begins with a business idea at the start of the semester and culminates with an executive presentation to a group of potential

plan.	investors, consultants, and representatives from government and non-government organizations. The business plan includes sections that require students to understand finance, marketing, operation, human resources. While some very well done and creative business plans have emerge, still a good number of students fail to complete at least one of the sections in the business plan at the level at which the Academia would expect.
By the end of the academic program, students will be able to identify and solve problems, and make decisions by integrating the functions of the company.	Administrative Consulting and Auditing: This course serves as an introduction to the consulting profession, its nature, methods, organizational principles, norms of conduct, training, and professional development. This is an important course because it integrates concepts that students acquired throughout their undergraduate studies to establish initiatives that lead to organizational change and competitiveness.
By the end of the academic program, students will be able to organize a company's operations by integrating its functions.	SMEs and Franchise Administration deals with the administrative process applies to Small and Medium Enterprises. It focuses on family owned businesses where students are required to develop an operations plan and a strategy to grow the Enterprise into a franchise.

Syllabi review.

CETYS University has developed a course syllabus for each of its programs. The syllabi are handed to professors at the time they are assigned a course. Some professors develop a simplified version of the syllabus to give to their students. The important thing for the Academia has been to review these documents to make sure that Student Learning Outcomes are used in each syllabus to guide course content and evaluation methods. Wherever inconsistencies have been found in these documents, teachers have been asked by other members of the Academia to make the necessary adjustments.

## 6. Students.

Graduate profile.

During their last semester, undergraduate students are required to take the EGEL. As they fill the form requesting the exam, they provide information that allows CENEVAL to create a profile of the students, which is then cross referenced with their EGEL results. This information, once it is processed is given to the institutions via the CENEVAL's Institutional Report. The following are the 2010 results from the surveys (Mexicali and Tijuana campuses). It only covers the items that the Academia considered to be of most importance.

NS: Not Yet Satisfactory

SA: Satisfactory

OS: Outstanding

2010	CETYS Tijuana	NS	SA	OS	CETYS Mexicali	NS	SA	OS
<b>Total students</b>	9				14			
<b>Men</b>	6	4	1	1	8	1	6	1
<b>Women</b>	3	2	1		6	1	5	0
<b>22 – 25 years old</b>	6	5	0	1	10	1	8	1
<b>26 – 29 years old</b>	2	0	2	0	4	1	3	0
<b>34 or older</b>	1	1	0	0	0	0	0	0
<b>GPA: 70 – 79 (on a 100 point scale)</b>	0	0	0	0	0	0	0	0
<b>GPA: 80 – 89 (on a 100 point scale)</b>	4	3	1	0	5	2	3	5
<b>GPA: 90 – 100 (on a 100 point scale)</b>	5	3	1	1	9	0	8	1
<b>Has a job</b>	6	4	1	1	7	1	6	0
<b>Does not have a job</b>	3	2	1	0	7	1	5	1
<b>Monthly pay \$10000* or less</b>	4	3	1	0	4	1	3	0
<b>Monthly pay \$10001 - \$20000*</b>	1	1	0	0	2	0	2	0
<b>Monthly pay \$20001 - \$30000*</b>	0	0	0	0	0	0	0	0
<b>Monthly pay \$30001 - \$40000*</b>	1	0	0	1	0	0	0	0
<b>Monthly pay \$40001 - \$50000*</b>	0	0	0	0	1	0	1	0
<b>Did not present any extemporary exam</b>	6	4	2	0	6	1	4	1
<b>Presented one extemporary exam</b>	2	1	0	1	5	0	5	0
<b>Presented two extemporary exams</b>	1	1	0	0	1	0	1	0
<b>Presented three or more extemporary exams</b>	0	0	0	0	2	1	1	0
* Expressed in Mexican pesos, to obtain the Dollar amount, simply dive by 11.50								

Communication between students and faculty.

In addition to individual professors and students interacting on a regular basis, the BBA has official channels of communication with students:

Academic Program Coordinator:

Mexicali campus: M.A. Paulina Vargas

Tijuana campus: Dr. Patricia Valdés

Ensenada campus: does not have a program coordinator, the BBA no longer operates in this campus.

Functions of academic program coordinators:

Program coordinators are in constant communication with their students and support them in several aspects of their academic development. Their main responsibilities include: providing vocational counseling, helping students with course selection, advising national and international exchange program selection and acceptance, following up on student academic performance reports, supporting extra-curricular activities involving students, and informing the director of the School of Business on matters concerning the students.

### Tutors.

In the Tijuana campus, the BBA assigns a tutor to every group of students. Tutors are usually professors who support a specific group throughout the semester. Their responsibilities include: monitoring student performance in terms of grades during the semester (for all their classes), reporting students that are failing, attend the two staff meetings during the semester to share their concerns and propose activities for improvement.

### Student Development Center (CEDE, using the acronym in Spanish).

This department is staffed with Educational Psychology professionals. The main duties of the CEDE are: assess students who apply for admission into any of the undergraduate academic programs, organize the induction course for new students, provide vocational support, organize co-curricular courses to support the curriculum, and support student who are failing or are at risk of failing their courses.

## **7. Faculty.**

Faculty classification: Associate (AS), Staff (S), Adjunct (AD), Visiting (V), Part-time (PT), Full-time (FT).

Faculty classification: Bachelor (B), Specialization (S), Master (M), Doctorate (D)

The fact that 38% of the courses in the BBA are taught by full and part-time professors provides students with the benefits of having access to their teachers during office hours, and getting support in their co-curricular activities. Also, the fact that the rest of the faculty come from diverse backgrounds allows students to benefit from their experience in different settings.

Regarding faculty training and development, efforts have been made to assist teachers in obtaining their Masters or Doctorate degrees. At this time, the BBA has made enough process to satisfy national accreditation standards, but it continues to see faculty development as a priority.

Course	ID	FT	PT	AS	AD	S	V	B	S	M	D	Groups
Globalization and Economic Development	EC400	2	0	7	0	0	0	1	0	7	1	9
Financial Accounting I	CB400	0	0	4	3	0	0	1	0	6	0	7
Administration	AD400	4	0	3	0	0	0	3	0	1	3	7

Private Law	DE400	2	1	3	0	0	0	0	2	4	0	6
Advanced Communication in Spanish	CS400	1	0	8	0	0	0	6	0	2	1	9
<b>Semester two</b>												
Economics	EC401	4	0	0	0	0	0	0	0	3	1	4
Financial Accounting II	CB401	1	0	7	3	0	0	4	0	6	1	11
Mathematics	MA400	0	1	3	0	2	0	2	0	4	0	6
Managerial Information Systems	CC415	1	0	3	0	2	0	2	0	4	0	6
Cognitive Skills	CS401	0	0	1	0	2	0	3	0	0	0	3
Culture I	CS403	2	0	8	0	0	0	1	0	7	2	10
<b>Semester three</b>												
Financial Analysis	FZ400	6	0	1	1	0	0	0	2	4	2	8
Statistics	MA407	-	-	-	-	-	-	-	-	-	-	-
Human Beings and the Environment	HU400	3	0	2	0	0	0	4	0	1	0	5
Culture II	CS404	1	0	12	0	1	0	5	0	8	1	14
Marketing Administration	MK400	5	0	4	0	0	0	4	0	3	2	9
Labor Law	DE401	0	0	6	0	0	0	5	1	0	0	6
<b>Semester four</b>												
SMEs and Franchise Administration	AD401	1	0	3	0	0	1	1	0	3	1	5
Human Resources Administration	RI400	5	0	5	0	0	0	0	0	8	2	10
Quantitative Models	MA408	3	0	2	0	0	0	0	0	5	0	5
Human Behavior in the Organization	RI401	4	0	1	0	0	0	1	0	0	4	5
Costs	CO400	2	3	1	3	0	0	0	0	9	0	9
<b>Semester five</b>												
Managerial Accounting	CB402	3	0	3	0	0	0	0	0	5	1	6
Interpretation of Market Research	MK401	4	0	1	0	0	0	1	0	0	4	4

Advanced Communication in English	ID400	3	0	12	0	0	0	9	0	3	3	15
Fiscal Framework	IM400	1	2	2	0	0	0	1	0	3	0	5
Research Methodology	CS402	2	0	2	0	1	0	2	0	2	1	5
<b>Semester six</b>	<b>Clave</b>	<b>TC</b>	<b>MT</b>	<b>A</b>	<b>AD</b>	<b>AS</b>	<b>V</b>	<b>P</b>	<b>E</b>	<b>M</b>	<b>D</b>	<b>Groups</b>
Financial Administration	FZ401	9	0	1	0	0	0	1	0	5	4	10
Production Systems Administration	II414	0	0	3	0	0	0	2	0	1	0	3
Systems Improvement Methodology	II416	1	0	2	0	1	0	1	0	3	0	4
Supplier Development	II415	2	0	3	0	0	0	1	0	4	0	5
Human Beings, History, and Society	HU401	0	0	8	0	1	0	4	2	2	1	9
<b>Semester seven</b>												
Entrepreneurial Development	AD402	4	0	2	0	0	0	1	0	5	0	6
Administrative Consulting and Auditing	AD405	1	0	2	0	1	0	2	0	1	1	4
Project Management	AD403	0	0	1	0	0	0	0	0	1	0	1
Negotiation	AD404	3	0	1	0	0	0	0	0	1	3	4
Human Beings and Ethics	HU402	2	0	2	0	1	1	0	0	5	1	6
<b>Semester eight</b>												
Management Seminar	AD409	2	0	1	0	0	0	0	0	0	3	3
Strategic Management	AD407	3	0	0	0	0	0	0	0	0	3	3
Investment Projects	FZ402	2	0	4	0	0	0	0	0	5	1	6
Lessons in Leadership	AD408	0	0	3	0	0	1	2	0	1	1	4
Philosophy of Management	AD406	3	0	2	0	0	0	0	0	4	1	5
<b>Faculty</b>												
	<b>FT</b>	<b>PT</b>	<b>AS</b>	<b>AD</b>	<b>S</b>	<b>V</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>D</b>		
	<b>35%</b>	<b>3%</b>	<b>53%</b>	<b>4%</b>	<b>5%</b>	<b>1%</b>	<b>26%</b>	<b>3%</b>	<b>52%</b>	<b>19%</b>		

Faculty evaluation.

Criteria and maximum points in the faculty evaluation instrument:

Criteria	Maximum points
<b>Course planning</b>	<b>9</b>
Course design	5
Course program framework	4
<b>Learning achievement and facilitation</b>	<b>33</b>
Holistic learning	14
Educational technology	8
Office hours	4
Attendance and punctuality	7
<b>Evaluation of student performance</b>	<b>18</b>
Techniques and instruments	9
Feedback to students	6
Submission of official lists and grades	3
<b>Total points</b>	<b>60</b>

Faculty evaluation results (for the College of Business and Administration):

	Min	Max	Mean
August - December 2007	24.42	73.27	66.74
January - June 2008	45.22	93.99	79.32
August - December 2008	33.76	95.26	79.47
January - June 2009	38.02	95.4	80.75
August - December 2009	44.89	94.85	82.68
January - June 2010	53.01	92.98	82.73
August - December 2010	N/A	94.87	82.26

## 8. External Review.

The BBA is accredited by the Board of Accreditation of Accounting and Administration Instruction (CACECA, using the acronym in Spanish), which is a well-known organization within institutions of higher education throughout Mexico. In the Tijuana campus, the BBA was accredited in 2004 and re-accredited in 2009. In the Mexicali campus, the academic program was accredited in 2005 and is currently in the process of re-accreditation.

Academic programs that are in the process of accreditation or re-accreditation are required to conduct a self-study containing eight variables and 153 items. Once the self-study has been completed by program faculty, it is sent to a Committee assigned by CACECA so that they can read the document and schedule a three-day visit to the campus where the program that is being accredited or re-accredited is being taught.

At the conclusion of the visit, the Evaluating Committee reports its opinion and recommendations to CACECA which in turn determines whether or not to grant the accreditation. The system used by CACECA is based on a 1,000-point system. Academic programs need to obtain a minimum of 700 points to be accredited or re-accredited.

Tijuana (2204) and Mexicali (2005) results:

Variable	CACECA*	Campus Tijuana	Campus Mexicali
		Committee	Committee
Faculty	200	166	146.5
Students	240	215	202
Undergraduate programs	136	113.5	122.5
Holistic development	105	66	68
Financial resources	102	92	97
Resource efficiency	97	95	87.5
Research – Extension	75	22	5
Additional information	45	40.5	45
<b>TOTAL</b>	<b>1000</b>	<b>810</b>	<b>773.5</b>

Tijuana (2009) results:

Variable	CACECA	Campus Tijuana
		Committee
Faculty	220	187.5
Students	210	197.5
Undergraduate programs	140	134
Holistic development	100	84
Financial resources	110	103
Resource efficiency	80	66
Research – Extension	100	17
Additional information	40	40
<b>TOTAL</b>	<b>1000</b>	<b>829</b>

External review has helped the BBA considerably to identify areas of opportunity for continuous improvement. The following are the main actions that have been taken based on CACECA recommendations:

Faculty:

- Support professors to develop their teaching skills and in their Master's or Doctoral studies.
- Create a fund for the publication of books written by faculty.
- Support and encourage professors to publish papers and to participate in national and international conferences.

Students:

- Support students to complete their graduation requirements.
- Encourage students to participate in conferences.

Academic programs:

- Create Academies to conduct program review.

## **9. Strengths and Opportunities.**

Strengths:

- Dual degree program.
- Entrepreneurial institutional learning objective.
- National and international exchange programs.
- Internships.
- Partnership with the business sector.
- Extracurricular activities.

Opportunities:

- Further participation in Public Administration.
- Further engagement in Industrial Management.

## **10. Action Plan.**

1. Align Institutional and Program Learning Outcomes.
2. Discuss the findings of the assessment of student learning plan.
3. Modify the curricula taking into consideration EGEL Areas and results, and promote student understanding of the importance of assessment and the EGEL.

4. Participate as part of the Technical Board of CENEVAL.
5. Stop the development of new courses and the modifications being made to the curricula until the findings and analysis derived from this self-study are taken into account.
6. Request the Vice-president of Academic Affairs that she authorize mathematics and Spanish co-curricular courses.
7. Establish Program Learning Outcomes and create a curricular plan with a well-aligned assessment plan and metrics. This requires that the changes that are being made to the curricular plan and course contents be stopped until this self-study is discussed and given proper attention.
8. Establish an information system that satisfies institutional and academic program needs.