

CETYS UNIVERSITY

Bachelor in Marketing Administration (BMA)

Program Review 2010

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1. Introduction.

Academic program: Bachelor in Marketing Administration (BMA).

Campus and Official Registration Number (RVOE): Mexicali, 5402; Tijuana, 5417; Ensenada, 5414.

This self-study of the undergraduate degree in Marketing Administration was developed for the purposes of facilitating the decision-making process for program improvement and to fulfill one of the requirements of the WASC accreditation process. The information presented in this review is based on data and information regarding student learning and related aspects corresponding to the years 2006, 2007, 2008, 2009, and 2010. Information obtained in 2011, while this document was being written, is also included.

Academias.

In 2009, the College of Business and Administration decided to form academic groups for each of its academic programs. These academic groups are called *Academias* and they are responsible for conducting their academic programs' Self-Study and Assessment. The programs from the College of Business and Administration that initially formed into *Academias* are:

Undergraduate: International Public Accounting, Business Administration, Marketing Administration, and International Business.

Graduate: Master's in Business Administration (MBA).

Academias are responsible for conducting Program Review for each corresponding academic program.

The Academia for the Marketing Administration Undergraduate Program is formed by: Dr. Lorena Jáuregui, full-time professor; Dr. Héctor Velarde, full-time professor; Ernesto Montaña, full-time professor; Francisco Villalba, full-time professor; Elsa MacGregor, associate professor; Cristina Piña, associate professor; Dr. George Bonilla, associate professor; Eduardo Díaz, full-time professor.

Side note: during the writing of the self-study, Dr. George Bonilla was named Academic Director of the Tijuana campus which meant that he could no longer continue as a member of any one Academia. Associate professor Daniela Camargo joined the Academia during the month of April 2011.

Background of the BMA.

The BMA started in 1980 in the Mexicali campus and began in Tijuana and Ensenada in 2001. By the end of 2009, there were 210 students enrolled in the program. The BMA is accredited by the Board of Accreditation of Accounting and Administration Instruction (CACECA, using the acronym in Spanish) in the Mexicali and Tijuana campuses. As an institution, CETYS is accredited by the Federation of Mexican Private Institutions of Higher Education (FIMPES, using the acronym in Spanish).

The academic program consists of 42 courses (2,624 hours of class time) distributed through eight semesters. Additionally, students who cannot demonstrate sufficient knowledge of the English language are required to take co-curricular ESL courses termed College English. The BMA is designed to be

completed by full-time students on a period lasting four years; however, it is common for students to take longer.

Graduation requirements:

- Obtain a passing score of at least 70 (on a 100-point scale) on each of the 42 curricular courses on the program.
- Take the Exit Exam for Undergraduate Studies (EGEL, using the acronym in Spanish).
- Complete a 400-hour internship.
- Complete 500 hours of Social Service.

Structure of the Self-Study,

Throughout this document, the following sections will be presented and analyzed so that it is possible to reflect on current educational processes, identify areas of opportunity and propose measures for improvement.

- Analysis of the mission and vision of the BMA academic program.
- Learning outcomes.
- Curricular map.
- Assessment of student learning.
- Students.
- Quality of faculty.
- External review.
- Strengths and weaknesses.
- Action plan.

As a result of the analysis that is part of Program Review, the BMA Academia presents the College of Business and Administration with recommendations for program improvement. These recommendations will be written in the **Action Plan** section.

2. Mission and Vision Statement Analysis.

The institutional mission statement guides the activities of the faculty and staff and it clearly describes what is expected of CETYS University graduates. Therefore, it is important that all activities and processes be aligned with mission of the institution, which reads:

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.

Analysis of the institutional mission statement.

From the very first sentence, the institution's mission points out the importance of developing *persons*. No matter what profession students choose to develop their careers, their true value rests in their ability to help their communities improve economically, socially, and culturally. Within the mission statement, the role of work in the improvement of society is acknowledged; therefore, it suggests that graduates be prepared for employment and entrepreneurship.

The current economic crisis that affects the country, as well as, the severe crisis in values that is apparent in Mexican society in general, especially among young people, makes it even more important that CETYS delivers on its mission. The task for the BMA Academia is to support the ideals in the institutional mission statement through the academic program, learning/teaching methods, and other processes.

BMA mission statement:

Develop professionals capable of satisfying the demand for the goods and services of an organization, achieving competitiveness and delivering value to clients through solid financial strategies.

Analysis of the mission statement of the academic program.

The BMA mission statement is aligned with the institutional mission in that it recognizes the importance of preparing people to achieve their goals in the labor market. BMA graduates have to add value for their clients, which include private and public organizations in the region. Additionally, considering that marketing is an integrating force for the other organizational functional areas (Finance, Operations, Human Resources), it is necessary to expand the focus on *financial strategies* for the more general *business strategies*. This distinction has important implications for the Program Learning Outcomes (PLOs) and curricula. Although it is true that a BMA graduate focuses on one particular functional area (Marketing), to be effective, he or she will need to understand the processes and activities that occur in the other functional areas.

Only through research and analysis can graduates develop strategies that serve their publics' interests. For a BMA graduate, said publics include: employers, government, interests groups, consumers, suppliers, Non-Governmental Organizations, educational institutions, business associations, and opinion leaders.

BMA vision statement:

To be the best option in Mexico for the development of marketing administration professionals at the undergraduate level, based on humanism and values; committed to social well-being with

global perspective and competitiveness within the framework of sustainable development.

Analysis of the vision statement of the academic program.

The BMA vision statement indicates that the program must move toward internationalization and sustainability. This will have to be reflected in curricular and co-curricular courses, infrastructure and departments that in one way or another provide assistance to students in the academic program. The direction that the BMA vision provides is aligned with market trends; therefore, the learning and teaching processes at CETYS have more of an incentive to fulfill it.

In addition to the mission and vision, the academic program is guided by the following Institutional Objectives:

- Continuous improvement.
- Entrepreneurial attitude.
- Social and professional ties with the community.
- Internationalization.

These institutional objectives encapsulate the ideals stated the Mission of CETYS University. The Academia, through the development of Learning Outcomes intends to make these objectives operational and provide metrics to assess whether or not they are being achieved.

CETYS University was founded on ideals that continue to be relevant. The Academia must increase its efforts to promote the mission and vision of the academic program, as well as the institutional mission, with faculty and students, so that every day learning and teaching activities can be guided by them effectively.

3. Learning Outcomes.

Three types of Learning Outcomes can be identified as part of the Program Review process: Institutional learning Outcomes (ILOs), which apply to every academic program at CETYS; Program Learning Outcomes (PLOs), which apply to specific academic programs and are the main elements driving assessment at the program level; and Student Learning Outcomes (SLOs), which apply at the course level.

The following is a brief description of the development, implementation, and assessment of the ILOs:

In 2004, CETYS University underwent its curricular reform out of which the ILOs were developed at the undergraduate and graduate levels. The ILOs are based on the Institutional Mission and Vision, CETYS University's Strategic Plan 2010, and Educational Model and Values. The persons that participated in the development of the ILOs were the Vice President of Academic Affairs and personnel from the Colleges and Schools of Business and Administration, Engineering, and Social Sciences and Humanities.

The ILOs are:

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.

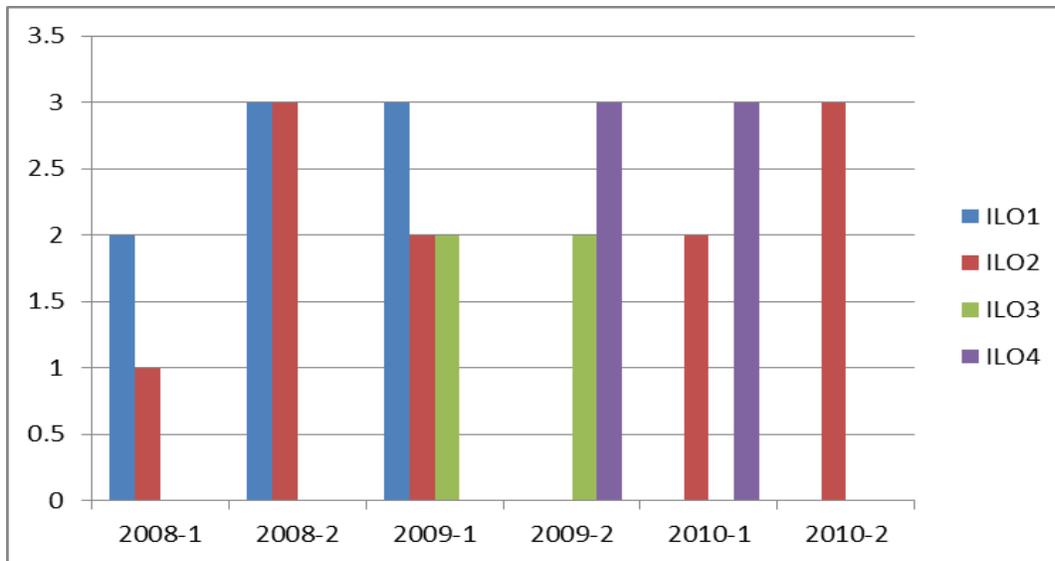
2. Continuous learning (learn to learn, continuous improvement, entrepreneurial attitude). By the end of the academic program, students will be able to search for and analyze information independently and in teams, which will allow them to identify opportunities and solve problems.
3. Critical thinking 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.

The fifth ILO became a PLO for the purpose of having each academic program undergo the analysis of English as Second Language learning and teaching at CETYS, as well as, provide recommendations on the subject.

The following are the results of the ILOs assessment process. These results are global in that they do not represent any specific academic program; instead, they are a reflection of the performance of the CETYS University students as a whole:

Scale: Insufficient (IN), Sufficient (SU), Needs Improvement (NI), Outstanding (OS).

	2008-1	2008-2	2009-1	2009-2	2010-1	2010-2
ILO1	NI	OS	OS			
ILO2	IN	OS	NI		NI	OS
ILO3			NI	NI		
ILO4				OS	OS	



Observations regarding Institutional Learning Outcomes Assessment:

- The results displayed in the table and chart above correspond to the assessment results of all undergraduate and graduate academic programs, they are not specific to the BMA.
- The Academia for Institutional Learning Outcomes (AILOs) was responsible for the design, deployment and presentation of the ILOs assessment program.
- This is the first time that an ILOs assessment program is deployed and, as expected, there is definitely room for improvement.
- The results from the ILOs assessment program may influence decision-making for academic program improvement, but they are not by themselves sufficient.

BMA Program Learning Outcomes (PLOs):

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 start a business and/or advice Small and Medium Enterprises (SMEs).
3. By the end of the academic program, students will be able to conduct research and development for new products, services or brands.
4. By the end of the academic program, students will be able to develop, implement, and manage a marketing plan for a product or products, service or business.

The PLOs for the BMA were developed in 2004. Throughout this self-study they will be referenced, especially in the Assessment of Student Learning section. The PLOs were developed by the Director of the College of Business and Administration and some faculty. Obviously, ILO 5 and PLO 1 are the same.

The reason is that English as a Second Language is a requirement for students from all the different undergraduate academic programs, so it made sense to consider it an ILO; however, as mentioned earlier, later on, it was decided that it would be more efficient to turn it into a PLO so that each Academia could conduct its own assessment based on specific program needs.

The assessment of all the PLOs is presented and described in the **Assessment of Student Learning** section of this document. In the **Action Plan** section, the Academia presents a proposal to modify the PLOs and assessment methods as part of the 2012 curricular reform.

4. Curricular Map.

The curricular map consists of 42 curricular courses and five co-curricular ESL courses. It is the intention of the BMA Academia to identify opportunities for improving the sequence of courses and reinforce important subjects as a result of this analysis. To simplify the process, alignment among PLOs and courses will be established by using an Introduce (I), Reinforce (R), and Evaluate (E) scale. This way, in addition to determining alignment, opportunities for assessment can be identified.

Introduce (I): applies to introductory courses that are aligned with at least one PLO.

Reinforce (R): applies to intermediate courses that are aligned with at least one PLO, they usually follow an introductory course.

Evaluate (E): applies to courses that are aligned with at least one PLO, they are usually taken in advanced semesters and after students have successfully completed introductory and intermediate courses.

The curricular map includes courses from the following Areas:

Area 1: General development. The 10 courses that make up this area are institutional and they are taken by students from all academic programs.

Area 2: Professional development. The 16 courses that make up this area are taken by students from different academic programs from the College of Business and Administration and provide the administrative bases for the major.

Area 3: Specialization. The 16 courses that make up this area are focused on developing core competencies for marketing professionals.

BMA Curricular Map and PLO alignment:

Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
CB400	Financial Accounting 1	1	2	64		I		
DE400	Private Law	1	2	64		I		

MK402	Introduction to the Marketing Major	1	3	64			I	I
CS400	Advanced Communication in Spanish	1	1	64				
EC400	Globalization and Economic Development	1	1	64		I		
	College English M-1 (co-curricular)			160	I			
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
CB401	Financial Accounting II	2	2	64		R		
MA400	Mathematics	2	2	64		R		
AD400	Administration	2	2	64		R		I
EC401	Economics	2	2	64		R		
CS401	Cognitive Skills	2	1	64				
CS403	Culture I	2	1	32				
	College English M-2 (co-curricular)			160	I,R			
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
FZ400	Financial Analysis	3	2	64		I		
MA409	Statistics	3	2	64		I		
MK400	Marketing Administration	3	2	64		R	I	R
CC415	Managerial Information Systems	3	2	64		I		
HU400	Human Beings and the Environment	3	1	64				
CS404	Culture II	3	1	32				
	College English M-3 (co-curricular)			160	R			
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4

CO400	Cost Accounting	4	2	64		R		
RI400	Human Resources Administration	4	2	64		I, R		
DE401	Labor Law	4	2	64		R		
MK403	Integrated Marketing Communications	4	3	64		R		R
MK404	Visual Marketing	4	3	64		I,R		R
	College English M-4 (co-curricular)			160	R			
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
CB402	Management Accounting	5	2	64		R, E		
MK405	Consumer Behavior	5	3	64		R	I	R
MK406	Advertising	5	3	64		R		R
CS402	Research Methodology	5	1	64			I	
ID400	Advanced Communication in English	5	1	64	R, E			
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
FZ401	Financial Administration	6	2	64		R		
MK407	Marketing Strategy	6	3	64		R, E	I	E
MK408	Market Research	6	3	64		R	R	
MK409	Retail Marketing	6	3	64		R		R
HU401	Human Beings, History, and Society	6	1	64				
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
AD402	Entrepreneurial Development	7	2	64		E	R	R
MK410	New Product and Brand Development	7	3	64		R	R	R

MK411	Sales Promotions and Public Relations	7	3	64		R		R
MK412	Sales Process and Management	7	3	64		R		R
HU402	Human Beings and Ethics	7	1	64				
Course ID	Course	Sem	Area	Hrs	PLO 1	PLO 2	PLO 3	PLO 4
MK413	Seminar in Marketing	8	3	64		R		R
MK414	Industrial and Service Marketing	8	3	64		R		R
MK415	Decision Making in Marketing	8	3	64		R	R	R
MK416	Internet Marketing	8	3	64		R		R
MK417	International Marketing	8	3	64		R		R

The curricular map identifies the *opportunities to learn* that students have throughout their undergraduate studies. In other words, it is in their curricular and co-curricular courses that students obtain and develop the necessary knowledge and skills to achieve the PLOs and ILOs.

PLO1: The sequence of courses leading up to the achievement of this PLO begins in the first semester with the College English Modules (1 – 4) and end with the curricular course *Advanced Communication in English* in fifth semester. The achievement of this PLO is also supported by teaching additional curricular courses, such as *Retail Marketing*, in English.

PLO2: The sequence of courses leading up to the achievement of this PLO also begins in the first semester and ends with a capstone course *Entrepreneurial Development* in seventh semester. Students are expected to write a business plan at the conclusion of the course to achieve PLO 2. Leading up to this class, students take courses that cover the different functions of an organization: Accounting, Finance, Human Resources and Marketing. After analyzing the curricular map, it is clear that one clear business function has been omitted: **Operations**.

PLO3: This PLO is directly aligned with two courses: *Market Research* and *New Product and Brand Development*. The subject of market research, because of its reach and complexity, requires additional opportunities to learn; which can be achieved by adding the number of courses covering this topic.

PLO4: The curricular map identifies a lack of alignment in the sequence. The capstone course *Marketing Strategy*, where students are expected to write a marketing plan to satisfy PLO4, is offered in sixth semester, which is early considering that some of the courses that cover subjects that lead up to the marketing planning process, such as *Sales Process and Management*, are taught one semester after the capstone course.

5. Assessment of Student Learning.

The BMA Academia uses the following methods of assessment to ensure the effectiveness of the teaching and learning process:

1. Analyze the results of the Exit Exam for Undergraduate Studies (EGEL, to use the acronym in Spanish) for Marketing academic programs. This exam is designed, applied, evaluated, and published by the National Assessment Center for Higher Education (CENEVAL, using the acronym in Spanish).
2. Use different methods of evaluation inside the classroom to determine the achievement of Student Learning Outcomes (SOLs) and provide feedback to students. Professors in selected courses are asked to keep evidence of student learning in the form of a Portfolio.
3. Select evidence of student learning (Portfolios) and share it with faculty to discuss the quality of the work and the achievement of PLOs.

Assessment Plan:

Assessment method	Description	Evidence	Period
Exit Exam for Undergraduate Studies (Marketing).	Students are required to take this standardized test during their eighth (final) semester of undergraduate studies.	CENEVAL Institutional Report 2006 – 2009.	2006 – 2010.
Teacher evaluation of student work.	Every course syllabus is based on SLOs. Teachers determine the most appropriate way to evaluate said learning outcomes by using partial and final exams, homework assignments graded by rubrics, final projects, and so on. Rubrics used for evaluation student learning can be found in the Portfolios.	Course Portfolios.	2008 – 2011.
Faculty discussion regarding student work.	At the end of the school year, faculty meets to discuss and share samples of the portfolios they received from their students. The purpose is to identify best practices in teaching and achievement of student learning.	Minutes from the meetings, course syllabi.	2009 – 2011.

Summary of Assessment results:

	Evidence	Major findings	Actions
PLO1	Portfolio ID400 Course syllabus ID400	Students communicate in English through several assignments: oral presentations, written reports, and exercises. They also learn about human and organizational communication. However, upon review of student work, major grammar, spelling, and punctuation mistakes are identified.	Review of course content (SLOs) and curricular map.
PLO2	Portfolio AD402 Course syllabus AD402 Exit Exam for Undergraduate Studies for Marketing Programs	Students taking AD402 work in teams to develop a Business Plan that includes all the functional areas of an organization: finance, operations, human resources, and marketing. Some of the projects show adequate performance on the part of the students, but others need to improve. Students' results in the Exit Exam for Undergraduate Studies (Entrepreneurship section) are slightly above the National average.	Review of course content (SLOs) and curricular map.
PLO3	Portfolios: MK408, MK410 Exit Exam for Undergraduate Studies for Marketing Programs Course syllabus MK408, MK410	Students work in teams to develop a market research project, mostly for a local company, in MK408. The following semester, during MK410, they develop a strategy for a new product. The quality of the work is acceptable, but some methodological issues need to be addressed. The results of the Exit Exam for Undergraduate Studies (statistics and research methodology sections) show mixed results.	Recommendations to reinforce market research across the curriculum.
PLO4	Portfolio: MK407 Exit Exam for Undergraduate Studies for Marketing Programs	Students develop a marketing plan during MK407. The quality of the plans is not yet acceptable. Students' results in the Exit Exam for Undergraduate Studies (Marketing section) match the National average. There are differences in student performance between the Tijuana and Mexicali campuses.	Recommendations to reinforce the marketing planning process across the curriculum. Discussion regarding the differences in student performance between Tijuana and

			Mexicali students
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Assessment Plan and Results.

Exit Exam for Undergraduate Studies for Marketing Programs (EGEL, using the acronym in Spanish).

This standardized test is administered by CENEVAL and the questions are supplied by professors from public and private Higher Education Institutions located throughout Mexico. According to CENEVAL, results from the EGEL help determine:

- The level of knowledge that a recent graduate can demonstrate based on a national standard.
- The level of effectiveness and relevance of academic programs and modes of instruction offered by institutions of Higher Education.
- Performance indicators through which accreditation organizations can identify the merits of each undergraduate program.

CETYS University pays CENEVAL \$570.00 pesos (approximately \$50.00 USD) for every student in his/her final semester, so that:

- Every student can take the EGEL.
- EGEL results from CETYS students are included in the Annual Report for Marketing Undergraduate Programs.
- CETYS can have a benchmark by being able to compare the results of its students with the national average for Marketing Undergraduate programs.

Description of the EGEL for Marketing Undergraduate Programs:

Areas and sub-areas		Items
Marketing	56.8%	142
Marketing	35.6	89
Administration	6.0	15
Entrepreneurial Development	9.2	23
Distribution and Logistics	6.9	15
Quantitative	12.0%	30
Finance Mathematics and Operations Research	6.0	15
Descriptive and Inferential Statistics	6.0	15

Economics / Societal	19.2%	48
Law	4.8	12
Economics	4.8	12
Finance	4.8	12
Marketing Ethics	4.8	12
Methodological	12.0%	30
Information Technology and Communication	6.0	15
Research Methodology	6.0	15
Total	100%	250

Performance levels in the EGEL go from 700 – 999, 1000 – 1149, and 1150 – 1300 points. These levels are equal to achievement described as **Not Satisfactory**, **Satisfactory**, and **Outstanding**, respectively. The Institutional Report (written by CENEVAL) expresses the results from the EGEL using percentiles: 25, 50, and 75, where the majority of the population is located at the 50th percentile following a normal, bell-shaped curve (this applies to years before and after 2009, the Institutional Report for this particular year will be discussed later). The objective is for students located at the 50th percentile to obtain a score of 1000 – 1149 (satisfactory) or better on each Area of the EGEL. In addition, it is expected for students to perform above the national average on each Area.

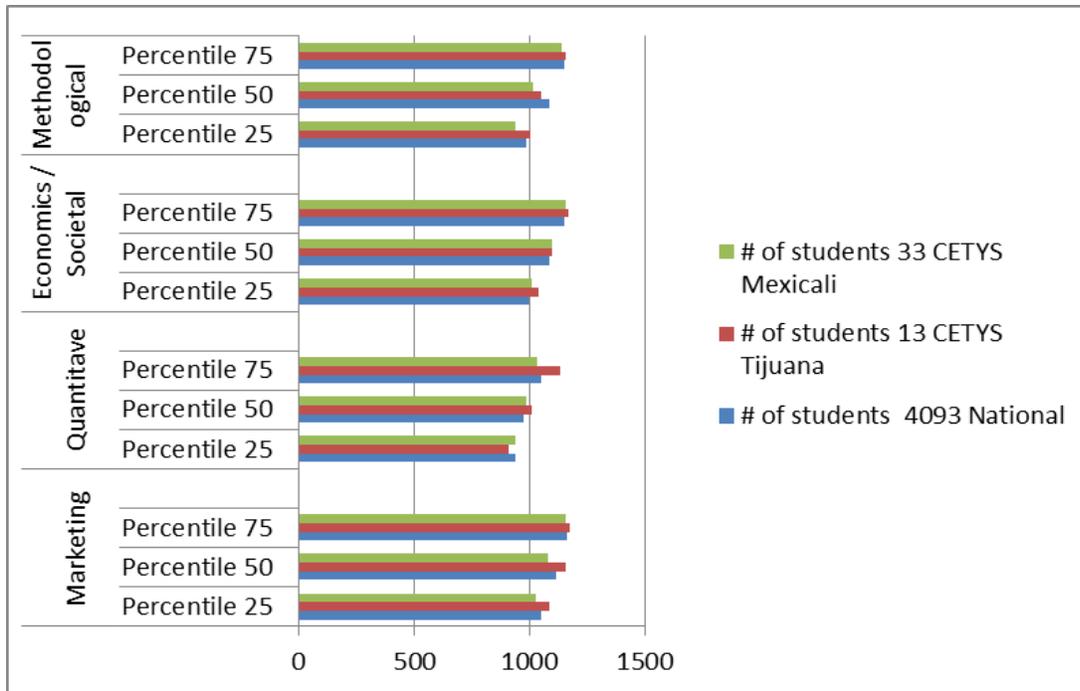
Alignment of Areas in the EGEL for Marketing Undergraduate Programs and BMA PLOs:

Areas (EGEL)	Sub Areas	PLOs
Marketing	Marketing	4
	Administration	4
	Entrepreneurial Development	2, 4
	Distribution and Logistics	4
Quantitative	Finance Mathematics and Operations Research	2
	Descriptive and Inferential Statistics	3

Economics / Societal	Law	2
	Economics	2
	Finance	2
	Marketing Ethics	4
Methodological	Information Technology and Communication	3
	Research Methodology	3

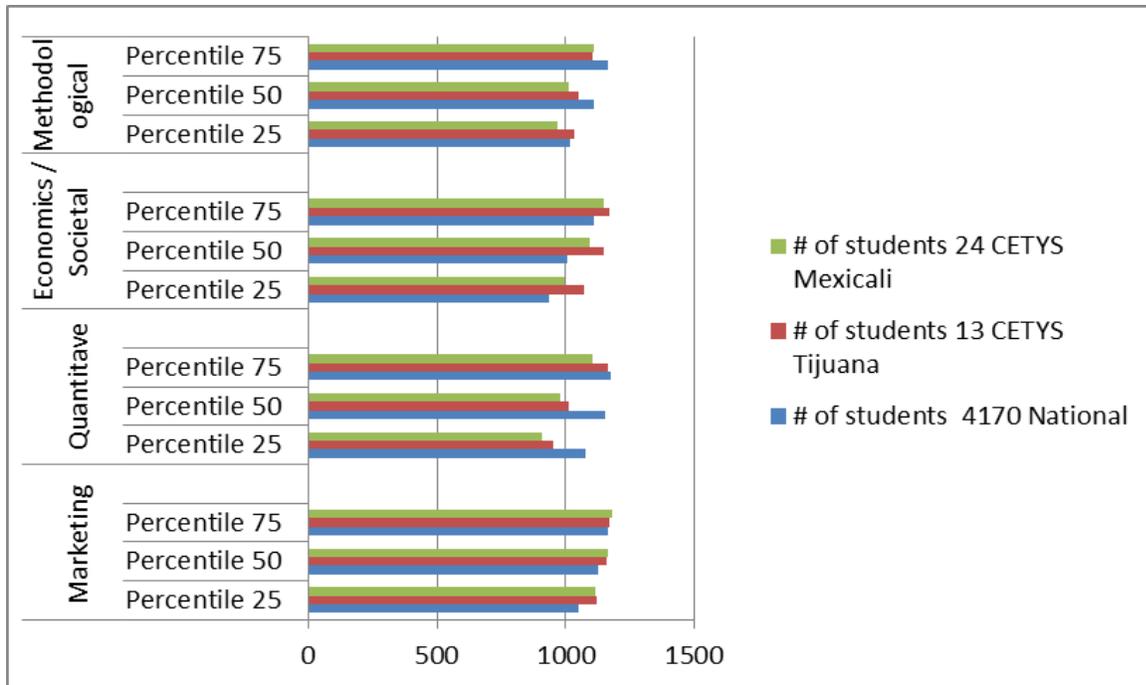
Results 2006:

EGEL 2006		# of students	# of students	# of students
		4093	13	33
		National	CETYS Tijuana	CETYS Mexicali
Marketing	Percentile 25	1048	1086	1029
	Percentile 50	1115	1154	1082
	Percentile 75	1160	1172	1158
Quantitave	Percentile 25	938	909	938
	Percentile 50	972	1009	985
	Percentile 75	1050	1132	1030
Economics / Societal	Percentile 25	999	1036	1009
	Percentile 50	1085	1098	1098
	Percentile 75	1150	1169	1156
Methodological	Percentile 25	985	1005	938
	Percentile 50	1085	1049	1014
	Percentile 75	1152	1158	1137



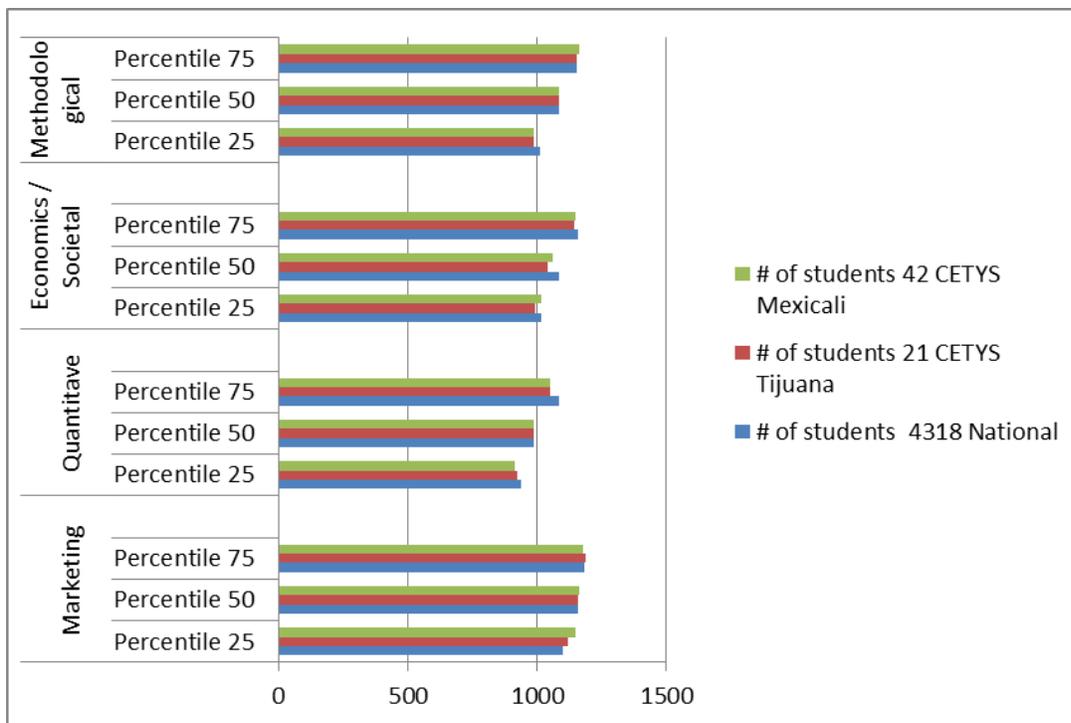
Results 2007:

EGEL 2007		# of students	# of students	# of students
		4170	13	24
		National	CETYS Tijuana	CETYS Mexicali
Marketing	Percentile 25	1049	1123	1115
	Percentile 50	1126	1160	1165
	Percentile 75	1166	1171	1180
Quantitative	Percentile 25	1078	950	907
	Percentile 50	1152	1014	979
	Percentile 75	1176	1163	1106
Economics / Societal	Percentile 25	938	1074	998
	Percentile 50	1009	1150	1092
	Percentile 75	1111	1169	1150
Methodological	Percentile 25	1018	1032	967
	Percentile 50	1108	1049	1014
	Percentile 75	1165	1103	1112



Results 2008:

EGEL 2008		# of students	# of students	# of students
		4318	21	42
		National	CETYS Tijuana	CETYS Mexicali
Marketing	Percentile 25	1100	1119	1151
	Percentile 50	1158	1158	1163
	Percentile 75	1182	1187	1179
Quantitative	Percentile 25	938	926	914
	Percentile 50	985	985	985
	Percentile 75	1085	1049	1049
Economics / Societal	Percentile 25	1018	990	1018
	Percentile 50	1085	1041	1063
	Percentile 75	1157	1144	1150
Methodological	Percentile 25	1014	988	985
	Percentile 50	1085	1085	1085
	Percentile 75	1152	1152	1163



Observations regarding the EGEL results:

In order to facilitate the analysis of the EGEL results, it is important to remember that the majority of students from any given institution, as well as the National average, are located at the 50th percentile. Students are required to score 1,000 – 1,149 points to receive a **satisfactory** result in the different sections of the EGEL.

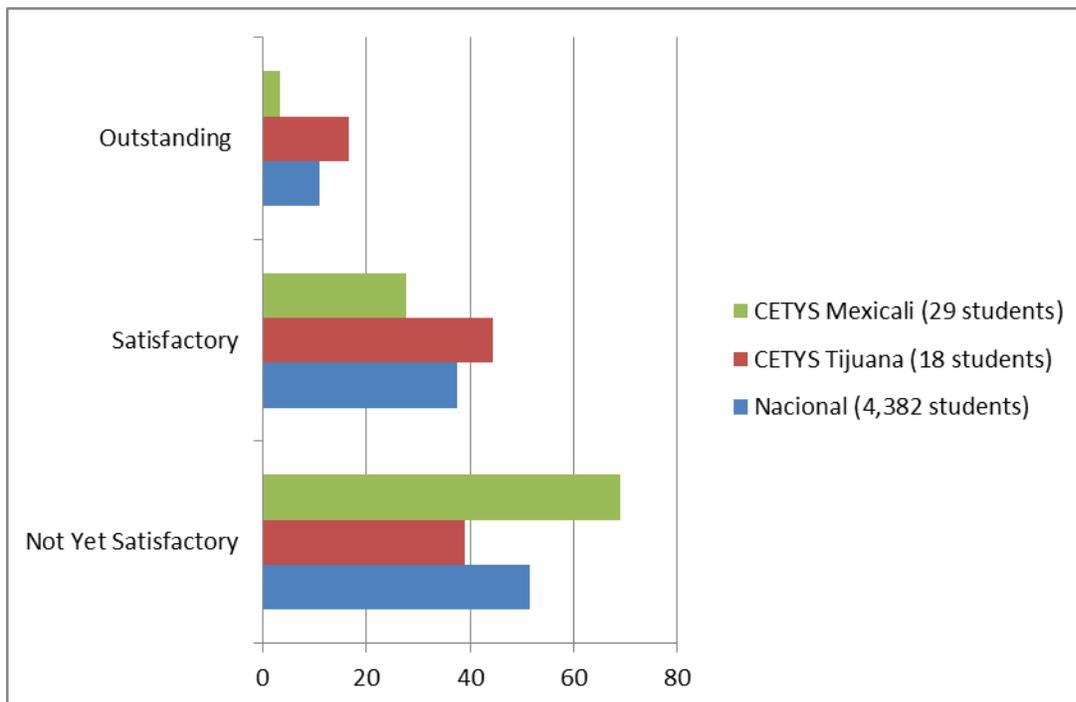
The EGEL results from 2006 and 2007 were obtained by (mostly) students who enrolled in the years 2002 and 2003. In 2004, CETYS underwent major modifications to its academic programs, including the BMA. This meant that students who enrolled in 2004 (or later) followed a different curricular plan than the one their peers from previous generations followed. The first generation of students who enrolled into the modified academic programs presented the EGEL in 2008, but the EGEL remained the same. Although the BMA changed, the EGEL results from 2006 to 2008 were similar. It stands out that the **Quantitative** area of the EGEL presented problems to students from both campuses, scoring less than 1,000 points at the 50th percentile (identified by the color yellow). In addition, the **Methodological** section, in 2006 and 2007, is marked in the color gray to signal that, even though students in the 50th percentile scored above 1,000 points, they still performed below the National average. Students also underperformed, compared to the National average, in the **Economics / Societal** section in 2008.

CENEVAL decided to modify the contents of the EGEL starting in 2009. The following is a description of the new Areas that make up the EGEL and the way they align with the BMA's PLOs:

Areas and Sub-areas		Items	PLO
Marketing Strategies	26.29%	61	4
Plan Marketing Programs	8.62	20	
Coordinate Marketing Programs	3.88	9	
Design Price, Product, Promotion, and Place Strategies.	2.59	6	
Evaluate Pricing Strategies	4.31	10	
Plan Strategies to Optimize the Marketing Functions.	6.90	16	
Market Research	26.72%	62	3
Design Market Research Projects.	9.05	21	
Implement Research Projects.	3.45	8	
Estimate a Product's Life Cycle.	5.60	13	
Identify the Target Market for Goods and Services.	3.02	7	
Develop Marketing Intelligence.	5.60	13	
Commerce and Sales Strategies	16.81%	39	4
Define the Adequate Processes for the Sale of Products.	5.17	12	
Develop Distribution and Logistics Strategies.	4.31	10	
Manage Sales Strategies.	7.33	17	
Business Entrepreneur	16.81%	39	2
Plan Businesses.	9.48	22	
Innovate Goods and Services.	7.33	17	
Promotions Mix Management	13.36%	31	4
Plan Communication Campaigns.	8.19	19	
Coordinate Communication Campaigns.	5.17	12	
Total	100%	232	

CENEVAL implemented its new version of the EGEL in 2009; however, the previous version was used at some intuitions. Therefore, CENEVAL did not provide the results expressed in percentiles, as it had before, because there was no logical way to compare results among institutions that used different versions of the EGEL. It did include in its Institutional Report the percentage of students from every university that obtained a **Not Yet Satisfactory**, **Satisfactory**, and **Outstanding** score. While this may be useful as far as understanding the level of achievement of students who graduated in 2009, it does not provide sufficient detail to identify the Areas in which students did better or worse. Both the Mexicali and Tijuana campuses used the new version of the EGEL. Here are the 2009 results:

	Not Yet Satisfactory (%)	Satisfactory (%)	Outstanding (%)
National (4,382 students)	51.5	37.6	10.9
CETYS Tijuana (18 students)	38.9	44.4	16.7
CETYS Mexicali (29 students)	69	27.6	3.4



The report from the 2009 EGEL (new version) shows mixed results. While students from the Tijuana campus seem to have scored well above the National average, the opposite is true from the Mexicali students.

As important as the EGEL is for the Assessment process of the BMA (for its objectivity, practicality, and representativeness), it does not have an Area for PLO1. In addition, it lacks the level of detail that actual student papers and projects provide. Therefore, the Academia also analyses student work, called Portfolios.

Portfolios.

Standardized exams are useful up to a point, but in order to gain more insight into student learning, faculty selected courses that are clearly aligned with the PLOs so that, at least once a year, professors can look at the work and determine whether or not students are performing as expected.

Ideally, Portfolios should have the following characteristics so that they can be analyzed more effectively:

- Contain student and course information.
- Contain Student Learning Outcomes for the course.
- Contain evidence of student work, which fulfills the SLOs. In some courses several projects are necessary to fulfill all the SLOs in one class. In others, however, one single project can fulfill all the SLOs.
- Contain grading criteria (preferably using rubrics) and professor feedback.
- Contain a student reflection regarding what was learned during the course.

The following are the courses that were selected to provide Portfolios and their alignment with the PLOs:

Course ID	Course	Period	Professor	PLO
ID400	Advanced Communication in English	2009 - 2010	Raquel Espinosa	1
AD402	Entrepreneurial Development	2009 - 2010	Lisette Salgado	2
MK408	Market Research	2009 - 2010	Lorena Jáuregui	3
MK410	New Product and Brand Development	2009 - 2010	Cristina Piña	3
MK407	Marketing Strategy	2009 - 2010	Carlos Castellanos Eduardo Díaz	4

Portfolio gathering process.

In order to maintain the integrity of the Assessment process as well as the favorable disposition of professors, Portfolios can be presented and stored in hard copy or electronic format. By giving professors the option of supplying the Academia with Portfolios in a way that makes sense to them, greater participation is ensured without sacrificing the quality of the evidence of student learning. The analysis of Portfolios can be subjective because of faculty bias; however, the insights that are obtained by reviewing student work are an important complement to the EGEL results.

Findings from Portfolio analysis.

As expected, some of the results from the EGEL results were confirmed and other aspects were revealed. These are the conclusions shared by faculty:

- Students comply with the tasks and assignments that are necessary to achieve the PLOs and fulfill the curricular plan.
- Students can communicate in English at an introductory or intermediate level. They have noticeable difficulty with business-related vocabulary.
- The majority of sources of information that students use to complete their assignments (essays, plans, projects) are from the Internet.
- Students have difficulty distinguishing between quality sources of information and sources that have no merit. In addition, they rarely cite their sources correctly.
- Students' lack of information literacy skills negatively affects their performance developing business and marketing plans.

Faculty discussions.

Faculty meetings give teachers an opportunity to share their Portfolios, experiences, initiatives, and opinions. They are a platform for discussion and debate. Among the main topics that have been discussed, in terms of student learning, are the following:

- WASC recommendations for Assessment of student learning.
- Best practices in evaluation of student learning.
- Students' attitude toward their own development.
- Organizational and academic challenges for English as a Second Language teaching and learning.
- Contents of Portfolios.
- Students' reflections regarding their own learning.
- The use of technology for teaching purposes.

- Contents and results of the EGEL.
- Recommendations for improving teaching quality.

Faculty meetings serve the purpose of improving understanding regarding student learning. Among the best practices that have been identified during these meetings are the following:

- Include 4 – 6 SLOs per course.
- Communicate evaluation criteria to students in advance.
- Provide written feedback to students and use rubrics.
- Use several evaluation methods.
- Promote students’ reflection regarding their own learning.

The main areas of opportunity are:

- There is a lingering perception among some faculty members that outcomes-based Assessment interferes with course contents.
- There is confusion regarding the use of evidence of student learning.
- There is an institutional culture of ignoring performance indicators of student learning.

The improvements made in assessment of student learning are considerable; however, more can be done to achieve the performance level that CETYS University is looking for. An Assessment plan covering the 2012 – 2016 time period is included in the **Action Plan** section of this document.

6. Students.

The purpose of this section is to describe the communication channels, between faculty and students, used to provide and receive feedback regarding student performance. These communication channels are important for identifying areas of opportunity and reviewing measures of student success. In addition, this section is intended to provide a description of students who are about to graduate from the BMA.

Number of students enrolled in the academic program.

Enrollment in the BMA decreased by 30% between 2005 and 2009 (as shown in the table below):

	2005-2	2006-2	2007-2	2008-2	2009-2
New students	85	73	42	37	40
Returning students	212	235	260	208	170
Total	297	308	302	245	210

This is a troubling situation because CETYS University relies mostly on tuition to support its programs. This matter requires the attention of both faculty and administrative personnel. As of this writing, no single reason has been attributed to this decrease; however, the financial, global recession and new competitors seem to be the main causes.

CETYS University 2020 Plan has set a 16% enrollment increase for the College of Business and Administration, but no formal research project has been deployed to determine whether enrollment has decreased for all Business academic programs in the region or only at CETYS.

Communication between students and faculty.

The academic programs from the College of Business and Administration have several methods to ensure fluent communication with students:

Channel	Description (activities)	Evidence or person responsible
Program coordinator.	This person is available to BMA students throughout their undergraduate studies. The main activities for this position are: to advice students on vocational and academic matters, help them plan for national or international exchange programs, participation and/or organization of co-curricular events, and provide information to the Director of the School of Business and Administration regarding students' needs.	Mexicali: Ernesto Montaña. Tijuana: Eduardo Díaz. Ensenada: This position is vacant.
Course: Introduction to the Marketing Major.	This course is offered during the first semester of the BMA. It includes topics like: the institutional mission, vision, and values, the scope and evolution of the marketing field, and the BMA program. After taking this course, students can get a clear understanding of what they can achieve by completing the academic program in Marketing Administration and what they can expect during their studies.	Curricular Plan 2004
Group Tutors.	In the Tijuana campus, every semester, each group is assigned a tutor (one of the group's professors for the semester). The tutor is responsible for identifying students who may be at risk of academic failure. Once a student that is failing is detected, the tutor informs the Director of the School of Business and	Tutor Reports

	Administration and the Program Coordinator, as well as the Center for Student Development, so appropriate action is taken.	
Center for Student Development (CEDE, using the acronym in Spanish).	Every campus has a CEDE. This department's responsibilities include: organize the Induction Course for new students, teach co-curricular courses in support of students who underperform in certain areas like Math and Communication, and help students who are struggling with their course work.	CEDE

Profile of students who are in the process of graduating from the BMA.

During their last semester, students are required to take the EGEL (see the section on Assessment to read a description of the EGEL). When they are in the process of applying to take the Exam, students must fill a questionnaire designed by CENEVAL to obtain a profile of the applicants. The results of the survey are included on the Annual Report provided by CENEVAL. The following are the results for CETYS Mexicali and Tijuana for the years 2008 and 2009. Not every item on the questionnaire is included in this section, only those items that are relevant to for the Academia.

	2008		2009	
	CETYS Mexicali	CETYS Tijuana	CETYS Mexicali	CETYS Tijuana
Total students	43	21	29	18
Men	18	8	10	5
Women	8	13	19	13
Less than or at 21 years of age	N / A	2	0	1
22 - 25 years old	39	17	26	14
26 - 29 years old	2	2	0	2
GPA 70 - 79	2	2	1	0
GPA 80 - 89	19	7	12	8
GPA 90 - 100	22	12	16	10

Received some form of scholarship (financial aid)	31	16	17	14
Did not received scholarship (financial aid)	12	5	12	4
Employed	28	15	22	14
Is not employed	14	5	7	4
Repeated courses	21	14	N / A	N / A
Repeated 1 course	12	5	N / A	N / A
Repeated 2 courses	7	2	N / A	N / A
Repeated 3 or more courses	3	0	N / A	N / A
Expected income \$10001 - \$20000*	0	0	0	1
Expected income \$20001 - \$30000*	4	2	3	0
Expected income \$30001 - \$40000*	4	3	6	4
Expected income \$40001 - \$50000*	5	2	5	5
Expected income more than \$50000*	29	14	15	8
*Expectation after 10 years of graduation and having completed a graduate program.				

GPA.

More than half of the students who were about to graduate in 2008 and 2009 report having a GPA of over 90 (on a 100 point scale). This suggests the possibility that the assignments required for the different courses in the BMA program are not very challenging; however, the EGEL results and the analysis of student work (Portfolios) indicate that students have considerable room for improvement. Therefore, grade inflation is a definite possibility. This situation can be addressed by strengthening the assessment process by introducing departmental exams and/or rubrics in some courses.

Scholarships / financial aid.

The majority of students in the 2008 and 2009 surveys indicate that they received some form of scholarship during their undergraduate studies. Since most of the scholarships available at CETYS are linked to academic achievement, it is logical to conclude that, given such high GPAs, a good number of students are eligible for some form of financial aid.

Side note: scholarships or financial aid at CETYS are granted in the form of waivers or discounts on tuition, they do not include student loans or grants.

Employment.

Most students in the BMA program report being employed at the time that they are about to graduate. This is taken as a favorable fact because experience is an important requirement for job placement for recent business graduates. Even a part-time job can go a long way in helping students get their foot in the door at most companies in the region.

Income expectations.

Most students in the 2008 and 2009 surveys expect to be earning more than \$40,000 pesos (about \$3,500 USD) per month, ten years after they graduate provided that they complete graduate work. This income is considered high in Mexico, so it is logical to conclude that students are planning on filling management positions or on owning their own business.

Students are in constant communication with faculty through the program coordinator, group tutors and CEDE. Of course, they always have access to their professors and to the Director of the School of Business and Administration in their campus. Also, it is encouraging to see that so many of the students are employed and receive some form of financial support from CETYS University. However, it is of concern that their high GPAs and assessment results differ so widely. The strategies and/or recommendations that faculty propose to address this issue are included in the **Action Plan** section of this document.

7. Faculty.

The BMA includes professors from the three areas of development: General, Professional, and Specialization. Therefore, students take classes from teachers with different areas of expertise. The résumés of the full-time professors of the College of Business and Administration can be found in the Official Website of CETYS University www.cetys.mx . The following is a list of professors who taught in the BMA during 2010 in the Tijuana, Ensenada and Mexicali campuses. Most of the courses on the list were also taken by students from other majors of the College of Business and Administration.

Professor type:

- Associate (A)
- Staff (S)
- Adjunct (AD)
- Visiting (VIS)
- Part-time (PT)
- Full-time (FT)

Course	Groups	Professor	Degree	Type	Campus
CB400	2	Leticia Torres Arteaga	Master's	AD	Mexicali
CB400	1	Cristina Ramírez Martínez	Master's	AD	Mexicali
CB400	1	Ana Luisa Garín León	Bachelor's	A	Ensenada
CB400	3	Ma. del Socorro Encinas Grijalva	Master's	A	Tijuana
DE400	2	Omar Castro García	Master's	FT	Mexicali
DE400	1	Rosa Marcela Guzmán González	Master's	PT	Mexicali
DE400	1	Laura Karina Reyes Ramírez	Master's	A	Ensenada
DE400	2	Luis Sandoval Figueroa	Specialization	A	Tijuana
MK402	2	Ernesto Montaña Rodríguez	Master's	FT	Mexicali
MK402	1	Daniela Camargo Gutiérrez	Bachelor's	A	Ensenada
Mk402	1	Eduardo Díaz Gómez	Master's	FT	Tijuana
CS400	1	Laura López Murillo	Master's	A	Mexicali
CS400	1	Jorge Arturo Ortega Acevedo	Doctorate	FT	Mexicali
CS400	1	Karla Sánchez Barajas	Master's	A	Mexicali
CS400	1	Irazu Espinoza Valenzuela	Bachelor's	A	Ensenada
CS400	2	Ricardo Martínez Castro	Bachelor's	A	Tijuana
CS400	3	Argelia del Pilar Covarrubias León	Bachelor's 1	A	Tijuana
EC400	1	Cinthia Irene Carrasco Soto	Master's	FT	Mexicali
EC400	1	Armando Ramírez Ávila	Bachelor's	A	Mexicali
EC400	1	Olimpia Ruiz Ruiz	Master's	A	Mexicali
EC400	1	Dámaso Ruiz González	Master's	FT	Ensenada
EC400	4	Reina Alicia Castro Camacho	Master's	A	Tijuana
EC400	1	Héctor Maymi Sugrañes	Doctorate	A	Tijuana
CB401	1	Luis Oviedo Villavicencio	Doctorate	FT	Mexicali
CB401	1	Cristina Ramírez Martínez	Master's	AD	Mexicali
CB401	1	Elidia Soto Sandoval	Bachelor's	AD	Mexicali

CB401	1	Leticia Torres Arteaga	Master's	AD	Mexicali
CB401	3	Ana Luisa Garín León	Bachelor's	A	Ensenada
CB401	2	Ma. del Socorro Encinas Grijalva	Master's	A	Tijuana
CB401	2	Juan González Torres	Master's	A	Tijuana
MA400	1	Jorge Barraza Avitia	Master's	S	Mexicali
MA400	1	José Luis Romero Sánchez	Master's	S	Mexicali
MA400	1	Bárbara Córdova Miranda	Bachelor's	A	Mexicali
MA400	1	Carlos Contreras Aldana	Bachelor's	A	Ensenada
MA400	1	Jesús Sánchez González	Master's	PT	Tijuana
MA400	1	Rodrigo Xavier Matus Félix	Master's	A	Tijuana
AD400	2	Carlos Castellanos León	Doctorate	FT	Mexicali
AD400	1	Helia Cantellano De Coeto	Doctorate	FT	Mexicali
AD400	1	Mónica Acosta Alvarado	Master's	FT	Mexicali
AD400	1	Lydia Covarrubias Ramírez	Bachelor's	A	Ensenada
AD400	2	Claudia Diez de Bonilla	Bachelor's	A	Tijuana
EC401	1	Dámaso Ruiz González	Master's	FT	Ensenada
EC401	2	Juan Fco. González Bermúdez	Master's	FT	Tijuana
EC401	1	Patricia Valdés Flores	Master's	FT	Tijuana
CS401	1	Martha Guerrero Anzar	Bachelor's	A	Ensenada
CS401	2	Karla Anahí Morales Márquez	Bachelor's	S	Tijuana
CS403	2	Martha Rocío Valenzuela Hidalgo	Master's	A	Mexicali
CS403	1	Jorge Arturo Ortega Acevedo	Doctorate	FT	Mexicali
CS403	4	Raúl Linares Borboa	Doctorate	FT	Mexicali
CS403	1	Lucia Villegas Ramírez	Bachelor's	A	Ensenada
CS403	1	Leopoldo Fabio Muro Arechiga	Bachelor's	A	Tijuana
FZ400	1	Jaime Álvarez Jiménez	Master's	FT	Mexicali
FZ400	2	Luis Oviedo Villavicencio	Doctorate	FT	Mexicali

FZ400	1	Cristina Ramírez Martínez	Master's	AD	Mexicali
FZ400	1	Claudia Ma. Caridad Medina León	Master's	A	Ensenada
FZ400	2	Rosa Sumaya Tostado	Master's	FT	Tijuana
FZ400	1	Ma. Eugenia Corella Torres	Master's	FT	Tijuana
MA409	2	Agustín Cintora Franco	Master's	A	Mexicali
MA409	1	Ma. Del Socorro Lomelí Sánchez	Master's	FT	Ensenada
MK400	3	Francisco Villalba Rosario	Master's	FT	Mexicali
MK400	1	Daniela Camargo Gutiérrez	Bachelor's	A	Ensenada
MK400	1	Omar Camarena González	Bachelor's	A	Ensenada
MK400	2	Cristina Piña Díaz	Master's	A	Tijuana
MK400	2	Lorena Jáuregui Ollivier	Doctorate	FT	Tijuana
CC415	1	Josefina Becerra Paredes	Master's	FT	Mexicali
CC415	2	José Manuel Algravez Uranga	Master's	A	Mexicali
CC415	1	Martha Isela Ortega Félix	Bachelor's	A	Ensenada
CC415	2	Brizna Rodríguez Velarde	Bachelor's	S	Tijuana
HU400	1	Lucia Villegas Ramírez	Master's	A	Ensenada
HU400	3	Victoria Castillo Sotelo	Bachelor's	FT	Tijuana
HU400	1	Martha Abigail Rocha Gracia	Bachelor's	A	Tijuana
CS404	1	Jorge Arturo Ortega Acevedo	Doctorate	FT	Mexicali
CS404	1	Martha Rocío Valenzuela Hidalgo	Master's	A	Mexicali
CS404	1	Cristina Sánchez Mora	Master's	S	Mexicali
CS404	2	Raúl Linares Borboa	Doctorate	FT	Mexicali
CS404	2	Karla Sánchez Barajas	Master's	A	Mexicali
CS404	1	Cecilia Castro Morales	Bachelor's	A	Ensenada
CS404	2	Juan Fernando Reyes Peláez	Bachelor's	A	Tijuana
CS404	1	Jesús Fernando Padilla Rodríguez	Master's	A	Tijuana
CS404	2	Leopoldo Fabio Muro Arechiga	Bachelor's	A	Tijuana

CO400	1	Leticia Torres Arteaga	Master's	AD	Mexicali
CO400	1	Cristina Ramírez Martínez	Master's	AD	Mexicali
CO400	1	Claudia Ma. Caridad Medina León	Master's	A	Ensenada
CO400	2	Rosa Sumaya Tostado	Master's	FT	Tijuana
CO400	3	Marco Antonio Franco Sandoval	Master's	PT	Tijuana
RI400	2	Cinthia Irene Carrasco Soto	Master's	FT	Mexicali
RI400	2	Mónica Acosta Alvarado	Master's	FT	Mexicali
RI400	1	Montserrat Romo Sierra	Doctorate	A	Ensenada
RI400	2	Alba García Gutiérrez	Master's	A	Tijuana
RI400	1	Ana Laura Moreno Berry	Master's	A	Tijuana
RI400	1	Arturo Campos Rodríguez	Doctorate	A	Tijuana
DE401	1	Héctor Gutiérrez Dueñas	Bachelor's	A	Mexicali
DE401	2	Yolanda Bastidas Canizales	Bachelor's	A	Mexicali
DE401	1	Laura Karina Reyes Ramírez	Bachelor's	A	Ensenada
DE401	1	Luis Sandoval Figueroa	Specialization	A	Tijuana
DE401	1	Enrique Leyva Trujillo	Bachelor's	A	Tijuana
MK403	2	Lorena Ramírez	Bachelor's	A	Mexicali
MK403	1	Daniela Camargo Gutiérrez	Bachelor's	A	Ensenada
MK403	1	Eduardo Díaz Gómez	Master's	FT	Tijuana
MK403	1	Adriana Raquel Otañez Licona	Bachelor's	A	Tijuana
MK404	2	Ernesto Montaña Rodríguez	Master's	FT	Mexicali
MK404	1	Cecilia Castro Morales	Bachelor's	A	Ensenada
MK404	2	Fabián Bautista Saucedo	Master's	FT	Tijuana
CB402	2	Jaime Álvarez Jiménez	Master's	FT	Mexicali
CB402	1	Luis Oviedo Villavicencio	Doctorate	FT	Mexicali
CB402	1	Claudia Ma. Caridad Medina León	Master's	A	Ensenada
CB402	2	Reina Alicia Castro Camacho	Master's	A	Tijuana

MK405	2	Paulina Vargas Larraquivel	Master's	FT	Mexicali
MK405	1	Daniela Camargo Gutiérrez	Bachelor's	A	Ensenada
MK405	2	Cristina Piña Díaz	Master's	A	Tijuana
MK406	2	Ernesto Montaña Rodríguez	Master's	FT	Mexicali
MK406	1	Rogelio Vázquez Gutiérrez	Bachelor's	A	Ensenada
MK406	1	Jonathan Levi Ortega Bañuelos	Master's	A	Tijuana
MK406	1	Iliana Lourdes Kurevelis Larios	Bachelor's	A	Tijuana
CS402	1	Ma. Guadalupe Castro Bernal	Bachelor's	S	Mexicali
CS402	1	Lucia Villegas Ramírez	Master's	A	Ensenada
CS402	1	Ricardo Martínez Castro	Bachelor's	A	Tijuana
CS402	1	Salvador Chiu Tamayo	Doctorate	FT	Tijuana
CS402	1	José Luis Bonilla Esquivel	Master's	FT	Tijuana
ID400	2	Rogelio Zepeda Zurita	Doctorate	A	Mexicali
ID400	1	Miguel Urriza Montaña	Bachelor's	A	Mexicali
ID400	2	Alan Ricardo Arias Castro	Bachelor's	A	Mexicali
ID400	2	Ma. Alejandra Marrufo Ruiz	Bachelor's	A	Mexicali
ID400	1	Arturo Villavicencio Hito	Doctorate	FT	Ensenada
ID400	3	Raquel Espinosa Álvarez	Master's	FT	Tijuana
ID400	2	Silvia Vanessa Medina Bolaños	Bachelor's	A	Tijuana
ID400	2	Alan Ricardo Arias Castro	Bachelor's	A	Tijuana
FZ401	3	Luis Oviedo Villavicencio	Doctorate	FT	Mexicali
FZ401	1	Berth Fernando Canizales Reyes	Bachelor's	A	Mexicali
FZ401	1	Fernando Ortiz	Bachelor's	A	Ensenada
FZ401	1	Luis Oviedo Villavicencio	Doctorate	FT	Mexicali
FZ401	4	Ma. Eugenia Corella Torres	Master's	FT	Tijuana
MK407	2	Carlos Castellanos León	Doctorate	FT	Mexicali
MK407	1	Rogelio Vázquez Gutiérrez	Bachelor's	A	Ensenada

MK407	1	George Louis Bonilla	Doctorate	A	Tijuana
MK408	1	Héctor Velarde Griego	Doctorate	FT	Mexicali
MK408	1	Lorena Jáuregui Ollivier	Doctorate	FT	Tijuana
MK409	2	Eduardo Tafoya Ortega	Specialization	A	Mexicali
MK409	2	Scott Venezia Corral	Doctorate	FT	Ensenada
MK409	1	Eduardo Díaz Gómez	Master's	FT	Tijuana
HU401	1	Imelda González Calderón	Bachelor's	S	Mexicali
HU401	1	Carlos Postlethwaite García	Master's	A	Mexicali
HU401	1	Irazu Espinoza Valenzuela	Bachelor's	A	Ensenada
HU401	2	Luis Sandoval Figueroa	Specialization	A	Tijuana
HU401	1	Hector Maymi Sugrañes	Doctorate	A	Tijuana
HU401	1	Juan Fernando Reyes Peláez	Bachelor's	A	Tijuana
HU401	1	José Luis Espinoza Garza	Bachelor's	A	Tijuana
AD402	2	Paulina Vargas Larraquivel	Master's	FT	Mexicali
AD402	1	Ernesto Romero Salas	Bachelor's	A	Mexicali
AD402	1	Ramón Alberto Flores Hernández	Master's	A	Ensenada
AD402	2	Lisette Salgado Patiño	Master's	FT	Tijuana
MK410	1	Paulina Vargas Larraquivel	Master's	FT	Mexicali
MK410	1	Claudia Delgadillo Vizcarra	Bachelor's	A	Mexicali
MK410	1	Cristina Piña Díaz	Master's	A	Tijuana
MK411	1	Jaime García	Bachelor's	A	Mexicali
MK411	1	Juan Benito Vela Reyna	Bachelor's	A	Mexicali
MK411	1	Dámaso Ruiz González	Master's	FT	Ensenada
MK411	1	Elsa MacGregor Anciola	Bachelor's	A	Tijuana
MK412	2	Francisco Villalba Rosario	Master's	FT	Mexicali
MK412	1	Francisco Villalba Rosario	Master's	FT	Ensenada
MK412	1	Eduardo Díaz Gómez	Master's	FT	Tijuana

HU402	1	Luis Enrique Linares Borboa	Master's	FT	Mexicali
HU402	1	Carmen Echeverría Del Valle	Master's	S	Mexicali
HU402	1	Víctor Mercader	Doctorate	VIS	Mexicali
HU402	2	Francisco Martínez González	Master's	S	Tijuana
HU402	1	José Luis Bonilla Esquivel	Master's	FT	Tijuana
MK413	2	Jorge Espejo Callado	Master's	A	Mexicali
MK413	1	Rogelio Vázquez Gutiérrez	Bachelor's	A	Ensenada
MK413	1	Arturo Villavicencio Hito	Doctorate	FT	Ensenada
MK413	1	Cristina Piña Díaz	Master's	A	Tijuana
MK413	1	Eduardo Díaz Gómez	Master's	FT	Tijuana
MK414	2	Carlos Sanz Guerra	Bachelor's	A	Mexicali
MK414	1	Arturo Villavicencio Hito	Doctorate	FT	Ensenada
MK414	1	Héctor Velarde Griego	Doctorate	FT	Ensenada
MK414	1	Zeferino Mauricio Jiménez	Master's	S	Tijuana
MK414	1	Claudia Diez de Bonilla	Bachelor's	A	Tijuana
MK415	2	Francisco Villalba Rosario	Master's	FT	Mexicali
MK415	1	Daniela Camargo Gutiérrez	Bachelor's	A	Ensenada
MK415	2	Elsa MacGregor Anciola	Bachelor's	A	Tijuana
MK416	2	Ernesto Montaña Rodríguez	Master's	FT	Mexicali
MK416	1	Arturo Villavicencio Hito	Doctorate	FT	Ensenada
MK416	1	Gerardo Mahatma Mainero Miller	Bachelor's	A	Ensenada
MK416	2	Lorena Jáuregui Ollivier	Doctorate	FT	Tijuana
MK417	2	George Thomas	Doctorate	A	Mexicali
MK417	1	Arturo Villavicencio Hito	Doctorate	FT	Ensenada
MK417	1	Héctor Uruga Peralta	Bachelor's	A	Ensenada
MK417	1	Gustavo Muñoz Aguilera	Bachelor's	A	Tijuana
MK417	1	Eduardo Díaz Gómez	Master's	FT	Tijuana

Summary of results:

Type of professor	Number of groups	Total groups	Percentage (approx.)
Adjunct	13	269	5%
Associate	131	269	49%
Staff	12	269	4%
Part-time	5	269	2%
Full-time	104	269	39%
Visiting	2	269	1%

Degree	Number of groups	Total groups	Percentage (approx.)
Bachelor's	79	269	29%
Specialization	7	269	3%
Master's	132	269	49%
Doctorate	48	269	18%

As shown above, 70% of professors teaching in the BMA have graduate studies (Specialization, Master's, and Doctorate). In addition, 41% of all groups that were offered during 2010 were taught by full or part-time faculty. There is certainly room for improvement, like increasing the share of professors with graduate studies; however, the BMA has a solid faculty capable of satisfying the needs of students and the academic program.

Faculty evaluation.

Criteria and point ceiling of the instrument used to evaluate professors and their courses.

Criteria	Maximum Points	%
Course planning	9	15
Course design	5	
Program framework	4	
Learning achievement and facilitation	33	55

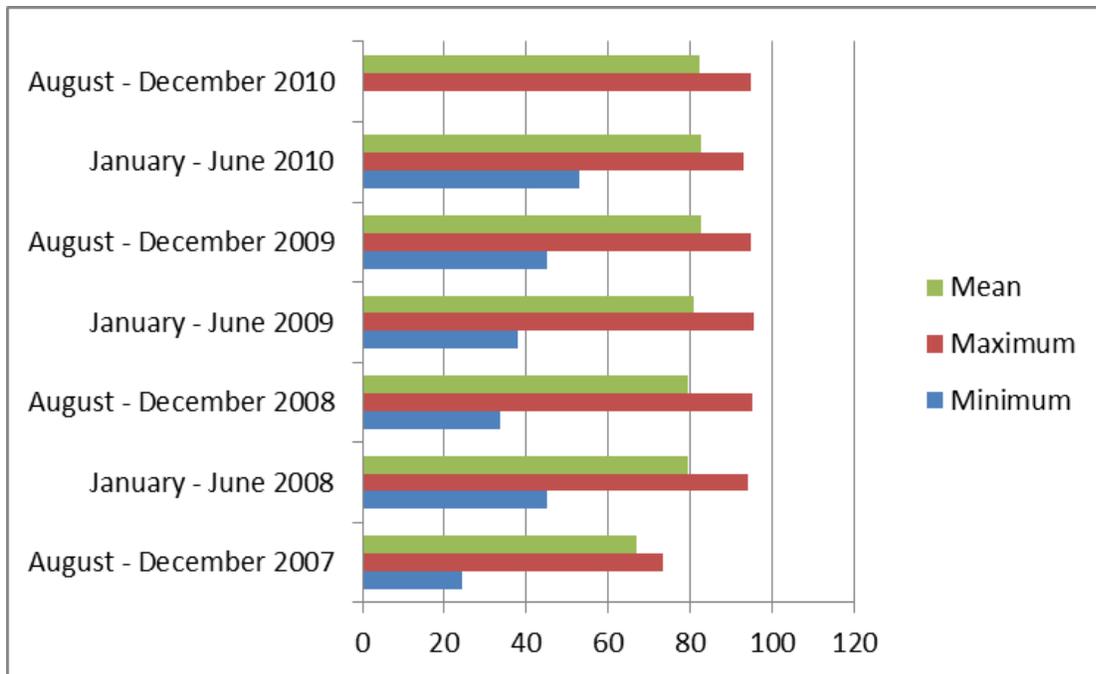
Holistic learning	14	
Educational technology	8	
Office hours	4	
Attendance and punctuality	7	
Evaluation of student performance	18	30%
Techniques and instruments	9	
Feedback to students	6	
Submission of official lists and grade	3	
	60	100

Faculty evaluation process.

Towards the end of the semester, a questionnaire that contains the criteria listed above is filled by students from every group to evaluate their teachers. Professors also fill out the questionnaire as a form of self-evaluation.

Unfortunately, the CETYS University Information System (SICU) does not store faculty evaluation results by academic program; it only does so by to College (in this case, the College of Business and Administration). However, since professors teach at different programs within the College, the results are a very close estimate of the performance by the faculty of the BMA. Here are the results:

	Minimum	Maximum	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



The trend in the evaluation results seems to move clearly upward, although it peaked in January – December 2010. Nonetheless, these results are encouraging.

In the coming years, it is expected that more professors will complete (and begin) their graduate studies, and several of them are constantly taking courses on Educational Technology, Information Literacy, Evaluation Techniques and, most recently, Accreditation Processes. Therefore, faculty will continue to develop as CETYS University looks for more ways to support and evaluate them.

8. External Review.

The BMA is accredited by the Board of Accreditation of Accounting and Administration Instruction (CACECA, using the acronym in Spanish) in the Mexicali and Tijuana campuses. The accreditation is regarded as an external review by an agency that is widely recognized and respected among the academic community in Mexico. In 2007, CECECA granted accreditation to the BMA in the Tijuana and Mexicali campuses in 2007 and 2008, respectively.

Brief description of the CACECA accreditation process.

Academic programs that are up for CACECA accreditation or re-accreditation must submit a self-study, which is presented in the form of a 153-item questionnaire that covers the variables in the table below. Once the self-study is completed, it is sent to an Evaluation Committee, formed by three CACECA reviewers who teach at similar academic programs at their own institutions. After reviewing the document, the Evaluation Committee visits the campus of the institution where the academic program that is up for accreditation or reaccreditation is being offered. During the three-day visit, the Committee analyses the evidence that supports the claims being made in the self-study, interviews students, faculty and staff, and tours the facilities. Once the visit is concluded, the reviewers return to their universities and

they submit their report. This report determines whether the academic program is (1) Not Accredited or (2) Accredited.

Side note: a key difference between WASC and CACECA accreditation is that CECECA only grants accreditation to an academic program at a specific campus, even if the same program exists at another campus of the same institution. Therefore, the Mexicali and Tijuana accreditations happened as separate events.

The evaluation process used by CACECA is based on a point scale (1000 total points) distributed throughout the different variables. The minimum score that is required for academic programs to be granted accreditation is 700 (70%). Faculty from the academic program conducts a self-evaluation and assigns points to every variable; however, the Evaluation Committee is the one that sets the final score.

Summary of results from the accreditation of the BMA.

	Variable	CACECA	Campus Tijuana		Campus Mexicali	
			Self-evaluation	Committee	Self-evaluation	Committee
1	Faculty	200	177.5	146	188.5	141
2	Students	240	230	190.5	240	211
3	Academic Undergraduate Programs	136	133	119.5	133	108.4
4	Holistic Development	105	78	68	82	68
5	Financial Resources	102	97	97	102	102
6	Resource efficiency	97	90.7	93.5	97	95
7	Research – Extension	75	23	8	49	31
8	Additional Information	45	45	42	45	45
		1000	874.2	764.5	936.5	801.4

Main recommendations by CACECA and actions taken in both campuses:

CACECA granted accreditation to the BMA at both the Tijuana and Mexicali campuses and provided a list of recommendations. The following are the recommendations and actions taken to address them that the Academia considers to be of most relevance:

Variable	Recommendation	Action taken
Professors	<p>Establish a program that stimulates professors to study a Doctorate and supports PhD candidates to achieve their degrees.</p> <p>Increase the number of publications by professors.</p> <p>Include a minimum requirement of three years of experience as part of the hiring policies for professors.</p> <p>Create academic bodies.</p> <p>Establish and consider the academic profile required for every course in the hiring policies for new teachers.</p> <p>Increase the number of full-time professors assigned to the academic program.</p>	<p>CETYS University's Strategic Plan 2020 established as an objective to appropriate resources for doctoral studies.</p> <p>A fund for publishing books was established.</p> <p>None.</p> <p>The BMA Academia was established.</p> <p>None.</p> <p>In 2008, a full-time professor was added to the program.</p>
Undergraduate Academic Program	Develop a mechanism for program review that considers the opinions of employers, alumni, and students.	During the program review process (as part of the WASC accreditation process) the Academia requested input from three employers;

	Conduct a study to identify the reasons for poor Graduation Rates.	however, only one responded. None.
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The CACECA accreditation has given CETYS University and opportunity to reflect on the quality of its programs in business-related fields and has contributed to the good reputation of the BMA. Efforts have been made to follow through all of the recommendations that CACECA provided, but it has not been possible to address all of them up to this point. The recommendations that faculty considers most important have already been resolved or they will be in the near future. However, it is important to state that CACECA has a very strict, prescriptive policy of accreditation and self-study that does not fit perfectly with CETYS University and its Mission. Therefore, what may be of great importance to CETYS when it comes to its academic programs may not be relevant for CACECA and vice versa. So, all of the feedback and recommendations received from CACACE receive and will continue to receive the utmost attention from faculty and staff, but the major actions to be taken will be determined based on CETYS's own educational objectives.

9. Analysis of Strengths and Weaknesses.

Based on the findings from the previous sections of this self-study, it is now possible to conduct a strengths and weaknesses analysis.

	Strengths	Weaknesses
Learning Outcomes	<p>The ILOs have been established and are known by faculty.</p> <p>CETYS now has experience in deploying an ILOs assessment program.</p> <p>Faculty is now seeing the value of an Outcomes-based education.</p>	<p>The ILOs assessment planning process requires greater inclusion of faculty.</p> <p>Opportunities to learn have not been determined so that students can achieve the ILOs.</p> <p>The instruments used for assessing ILOs need to be</p>

	<p>Faculty and students are working in terms of learning outcomes.</p>	<p>adjusted based on faculty input.</p> <p>The PLOs must be modified to respond to the learning needs of students.</p>
Curricular Map	<p>The curricular map includes courses form the three areas of development: General, Professional, and Specialization, to provide students with a holistic education.</p> <p>The curricular map includes co-curricular courses as well as one curricular course to ensure that students can communicate in English.</p>	<p>Some courses in the curricular map do not follow a logical sequence.</p> <p>EGEL results show that the subjects of financial mathematics, operations, statistics and research methodology require more emphasis in the curricular map.</p> <p>One of the key functional areas of any organization, Operations, is not being addressed in the curricular map.</p>
Assessment	<p>Using EGEL as part of the Assessment process provides objective information that can be used as a benchmark.</p> <p>The Assessment process includes quantitative (EGEL) and qualitative (Portfolios) methods.</p>	<p>Assessment of student learning at the program level is relatively new for CETYS, so there is a lot of room for improvement.</p> <p>Assessment results are not considered in the decision-making process for program</p>

		<p>improvement.</p> <p>There isn't an institutional system for gathering, analysis, and communication of Assessment information to facilitate decision-making.</p> <p>There isn't a record of EGEL results for students in the Ensenada campus.</p> <p>EGEL results and Portfolio analysis reveal lack of student learning in several areas, most notably: Finance and Operations, Statistics, Research Methodology, and Grammar (both in English and in Spanish).</p>
<p>Students</p>	<p>The EGEL survey provides an adequate profile of students who are about to graduate.</p> <p>There are several communication channels between students and faculty (program coordinator, tutors, CEDE).</p>	<p>The BMA does not have a program coordinator in the Ensenada campus.</p> <p>There isn't an institutional survey design to investigate students' perception regarding their achievement of the PLOs.</p> <p>There is no available data on retention, attrition, and</p>

		<p>graduation rates for the BMA.</p> <p>Student enrollment decreased 30% between 2004 and 2009.</p>
Faculty	<p>Full-time professors have published their résumés on the institutional website.</p> <p>Faculty evaluation results have improved considerably in recent years.</p> <p>Most of the professors teaching in the BMA have graduate degrees and others are in the process of obtaining them.</p>	<p>Information systems regarding faculty need to be improved considerably.</p> <p>The number of groups that are taught by full-time professors is not sufficient.</p> <p>The number of faculty who have not completed a Master's needs to be reduced considerably.</p>

10. Action Plan.

Program Learning Outcomes.

In order to facilitate Assessment and achievement of student learning, the Academia recommends that the PLOs be changed. The proposed PLOs are the following:

At the completion of the Bachelor's in Marketing Administration, students will be able to:

1. Express their ideas in English clearly, and using appropriate language, in oral, written, and visual forms.
2. Analyze the business environment.
3. Integrate the functional areas of an organization.
4. Make decisions using business metrics.
5. Develop research programs for market analysis.

6. Develop and evaluate marketing strategies.

These PLOs align well with the academic programs and PLOs of other universities in and out of Mexico, which will facilitate student exchange programs. They also align with the areas of the current version of the EGEL, which improves the Assessment process. It is expected that the College of Business and Administration will approve these PLOs in August 2011.

Curricular Map.

The Academia recommends making some changes in the curricular map in order to:

- Correct the sequencing mistakes that have been detected.
- Include a course on **Operations Management** to ensure that the subject is no longer omitted.
- Overcome some of the gaps in knowledge detected in the EGEL by strengthening some key subjects.
- Improve alignment between the curricular map and the Assessment Plan.

The changes in the curricular map are expected to be approved by the College of Business and Administration by August 2011.

Assessment of Student Learning.

Once the changes in the curricular map and PLOs have been made, the Assessment process will continue to be an important part of ensuring student learning and the quality of the BMA. Therefore, Departmental rubrics and exams will be part of the Assessment process and student evaluation in selected courses. One of the main reasons for this measure is to considerably reduce the incidence of grade inflation that seems to be common in the BMA.

The following is a proposed schedule for Assessment activities based on the recommended PLOs:

Semester	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
2012-2						
2013-1						
2013-2						
2014-1	X	X				
2014-2						
2015-1						
2015-2			X	X	X	

2016-1	X		X	X	X	X
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Assessment of the PLOs will be carried out using the following methods:

PLO	Instrument
1	Departmental Rubric Test of English as a Second Language (TOEFL)
2	Departmental Exam
3	Departmental Rubric EGEL
4	Departmental Rubric EGEL
5	Departmental Rubric EGEL
6	Departmental Rubric EGEL

The instruments to be used as part of the assessment process are to be developed during the August – December 2011 semester. Before faculty can begin developing these instruments, authorization of the proposed Assessment Plan by the College of Business and Administration is necessary.

Areas of Opportunity.

The BMA requires considerable improvements in the collection, organization, analysis, and dissemination of information. Increased attention should be given to the following indicators:

- Graduation rates, retention, and attrition.
- EGEL results arranged by areas.
- Admission exam results.
- Institutional assessment results arranged by academic program.
- Costs to operate the BMA academic program.

- Development of quality indicators for departments and centers that service students (Student Life, International Programs, Center for Entrepreneurial Development).
- Faculty evaluation results arranged by academic program.

Another area of opportunity that should be addressed is the lack of a survey to measure students' satisfaction based on their perception of achievement of PLOs. Therefore, a new survey should be introduced for students who are close to completing the BMA academic program. This survey should focus on students' learning, not student satisfaction with campus services such as parking and cafeteria.

By following these recommendations, the Academia is confident that the areas of opportunity found as a result of assessment and analysis of the different elements that affect student learning can be addressed successfully.

11. Glossary.

Academias: Groups of CETYS University professors organized according to the academic programs where they teach. The responsibilities of the Academias include: Assessment of Student Learning and Review of the Academic Program.

BMA: Bachelor in Marketing Administration.

CACECA: Board of Accreditation of Accounting and Administration Instruction. It is an accreditation agency that accredits academic programs in the Business and Administration discipline throughout the entire Mexican territory.

CENEVAL: National Assessment Center for Higher Education. CETYS University outsources part of its Assessment activities to CENEVAL, so do many universities in Mexico.

College of Business and Administration: It includes the Schools of Business and Administration in the Tijuana, Mexicali, and Ensenada campuses. The Director of the College is Dr. Scott Venezia. The BMA is one of the academic programs offered by the Schools of Business and Administration.

EGEL: Exit Exam for Undergraduate Studies. This exam is an important part of the assessment of academic programs in Mexico. CENEVAL is responsible for designing, implementing, evaluating, analyzing, and disseminating the results of the EGEL.

FIMPES: Federation of Mexican Private Institutions of Higher Education. FIMPES focuses on Institutional accreditation, not program level accreditation.

ILOs: Institutional Learning Outcomes.

Internship: Students are required to complete 400 hours working for a company (which must be approved by CETYS University) in an area related to their major.

Opportunities to Learn: These are courses (curricular and co-curricular) that are designed to prepare students to meet the expectations established by the SLOs, PLOs, and ILOs.

PLOs: Program Learning Outcomes.

Portfolio: Evidence of student learning in the form of a project, assignment, exams, essays, and so on, created by students in a course to prove that he/she has achieved the SLOs for the class.

RVOE: Official Registration Number. Every academic program is required to register with the Secretariat of Education at the State and/or Federal level.

SLOs: Student Learning Outcomes (these are used at the course level).

Social Service: Students are required to spend 500 hours helping organizations (or causes) that provide social benefits for the community.

12. References.

CENEVAL. (2007). *Informe Institucional 2006*.

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