

CENTRO DE ENSEÑANZA TÉCNICA Y SUPERIOR



College of Social Sciences and Humanities

Self-Study Report: Master of Education Academic Program

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Table of contents

1. Introduction	3
2. Description of the mission, curricular objectives and general structure	3
2.1 Mission, Vision and Curricular Structure of the Program	3
3. Revision of the program's capacity	8
3.1. Description of the faculty's profile	8
3.2. Analysis of the learning assessment plan	9
3.3. Description of the lines of investigation of the program	10
3.4. Description of academic infrastructure, teaching support resources and sports and cultural spaces	12
4. Revision of the program's effectiveness	15
4.1. Revision of graduates' registries and analysis of their professional development and employability	15
4.2. Description of the tendency of new enrollment student population	
4.3. Retention and graduation rate of the program	37
4.4. Description of the program's learning assessment plan	40
4.5. Analysis of the learning assessment plan's outcomes	42
4.6. Description of the program's accreditations and recommendations received	45
4.7. Follow-up of the recommendations received	45
4.8. Analysis of the program's faculty productivity	45
4.9. Analysis of the tendency of the program's faculty evaluation	46
5. Revision of the program by external experts	49
5.1. Description of the academic profile of the external reviewer	49
5.2. Analysis of the external reviewer's recommendations	63
6. Long-term goals of the program	66
6.1. Description of goals according to the capacity and effectiveness of the program	66
7. Summary of findings and recommendations of the report	67

1. Introduction

CETYS University's Master of Education Program was implemented in 2004 at the Tijuana and Mexicali Campuses and in 2005 in Ensenada.

Regarding curricular revisions, an adjustment to the curriculum was made in 2005 to change the focus of the subjects' scheme from research to update and professionalization

According to said change, a curricular revision stage has started, which aims to establish continuous improvement proposals in the educational processes, thus elevating the teaching and learning quality of the program. This activity also makes sense as follow-up of the Western Association of Schools and Colleges (WASC) International Accreditation process. WASC is one of the six accreditation agencies operating in the United States. Start-up of this educational planning phase is key to consolidate the initial accreditation awarded to the institution.

2. Description of the Mission, vision, curricular objectives and curricular structure.

The program is centered in contributing to the transformation of the faculty, in the appropriation of the necessary tools so that they can generate skills and qualities in the students that lead them toward learning how to learn, learning how to do and learning how to be. All this in coherence with the institutional mission that aims to contribute to the education of persons with the necessary moral and intellectual capabilities to participate in an important way in the economic, social and cultural improvement of the country.

2.1 Mission, Vision and Curricular Structure of the Program

Mission

The mission of the Master of Education program is to promote continuous preparation and development of professors and administrators in the necessary competencies to be change agents and promoters of the educational model centered in the one who learns, meaningful learning, new information technologies and universal values to improve the quality of the educational levels where they participate.

Vision

The vision of the Master of Education program is to be one of the most important academic programs in the country in faculty development.

The general objectives of the Master of Education program are oriented for the student to:

1. Be a project leader for projects in the areas of knowledge and the emphasis chosen for their application in local, regional and national organizations.
2. Conduct consultancy projects related to the areas of knowledge and the emphasis chosen for the local, regional and national organizations.
3. Be capable of continuing their postgraduate studies to obtain a greater degree of success.
4. Be able to obtain higher positions in their current organizations or new ones within six months after graduation.

Curricular Structure

General Curricular Objectives

The curricular objectives of the Master of Education program are:

1. Evaluate educational programs (previously designed and implemented) based on the learner-centered educational model.
2. Conduct academic research projects oriented to the solution of problems detected in the educational field, in any level.

Curricular Structure

The curricula of the Master of Education programs with Options have a modular structure. This refers to designing the courses in groups that allow classification of the knowledge and skills that the program promotes. It also allows for a better curricular planning for the student. In the case of this program, the subjects are divided in 3 groups: Common, Optional and Final, as shown in the following figure:

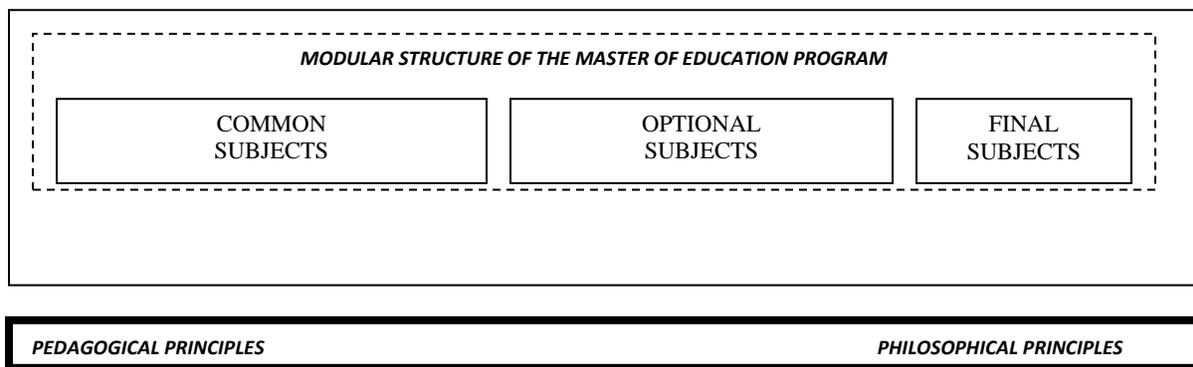


Figure 2.1.1. Curricular Structure of the Program

Table 2.1.1. Description of subject, distribution of hours and credits.

Code	Name of the Subject	HC	HI	HT	Credits
	Common Subjects	216	504	720	45
CS 519	Education for the XXI Century	24	56	80	5
CS 520	Curricular and Instructional Development	24	56	80	5
CS 521	Facilitation of Learning	24	56	80	5
CS 522	Technology-Guided Learning	24	56	80	5
CS 523	Learning Evaluation	24	56	80	5
CS 524	Educational Research	24	56	80	5
CS 525	Educational Psychology	24	56	80	5
CS 526	Educational Administration	24	56	80	5
CS 527	General Didactics	24	56	80	5
	Optional Subjects	144	240	384	24
	Optional I	36	60	96	6
	Optional II	36	60	96	6
	Optional III	36	60	96	6
	Optional IV	36	60	96	6
	Final Subjects	36	60	96	6

CS 505	Integrative Seminar	36	60	96	6
	Total	396	804	1200	75

Table 2.1.2. List of optional subjects by major

Special Education	
PS 502	Psychology of Development
PS 518	Family Functionality and Dysfunctionality
PS 525	Evaluation and Diagnosis in Special Education
PS 526	Comparative Analysis of Special Education Models
PS 527	Learning Problems and Low Academic Performance
PS 528	Development of Cognitive Processes
PS 530	Teaching Strategies Workshop I
PS 531	Teaching Strategies Workshop II

Culture of Lawfulness	
AP 505	Mexican Political System
AP 508	Culture of Lawfulness
AP 509	Administration of Justice and Public Safety
AP 510	Public Safety and the Community
CS 500	Ethics in Public Administration
CS 503	Ethics and Human Rights Seminar
DE 502	Constitutional Law

Organizational Development	
R1 502	Stress and Quality of Life at Work
RI 503	Motivation and Productivity
R1 505	Administration of Human Resources
RI 510	Organizational Development
RI 519	Human Communication Technology
RI 520	Organizational Behavior, Theory and Design
AD 503	Upper Management
CS 506	Ethics and Values in Professional Practice

The common subjects group is comprised of 9 subjects that cover modules on Educational Models, Educational Planning, Facilitation of Learning and Educational Research.

Then the student takes 4 subjects of the optional or major group (Organizational Development, Special Education, and Mathematics.)

Finally, the student takes one subject of the final group: Integrative Seminar

Graduation Requirements

Passing the 14 subjects (9 common, 4 major and 1 final) allows the students to obtain their academic degree.

3. Revision of the program's capacity

3.1 Faculty profile and academic productivity

Some aspects related to the profile of the Master of Education's faculty that taught subjects in the two periods of 2012 are accounted for here at System and Campus levels..

In Tijuana Campus there are 10 professors with doctoral degrees, 5 involved in a doctoral program and 5 with master's degrees. Of the 8 professors that participated in Ensenada Campus, there are 4 doctors, 1 in process and 3 with master's degrees. In Mexicali Campus there are 2 professors with doctoral degrees, 4 in process of doctoral education and 6 with only master's degrees. At a System level, there are 35 professors, of which 45.7% have finished their doctoral programs, 14.3% are studying a doctoral program, and 40% have at least a master's degree. These results are relevant if we consider that the institution has made an effort to increase the academic level of its faculty, especially in postgraduate programs, even establishing a goal of 50% of professors with doctoral degrees.

The previous balance indicates that it is convenient to establish strategies and actions with the purpose of raising the academic degree of the faculty teaching the program, with the idea that the best prepared professors will have more elements and knowledge to offer. These strategies include:

- a) Increase to 50% faculty with doctoral degrees.
- b) Increase to 30% faculty studying a doctoral degree.
- c) Decrease to 20% faculty with master's degrees.

3.2 Analysis of the Learning Assessment Plan.

Institutional Assessment Plan

This document has the objective of communicating to the members of the CETYS community what we understand as learning assessment, why it is done, who are the people responsible of conducting it and what benefits derive from it.

For learning assessment in the institutional level, the aim is to generate evidence that the students are learning what we say they are learning. The results derived from the learning assessment must be the basis for continuous improvement of the student's learning and the professors' pedagogical competency. These results represent the starting point for improvement in the academic field, in combination with the results of other processes such as: Faculty Evaluation, Periodic evaluation of academic programs, and Integral Education of the Faculty.

The purpose of this process consists of assessing in the most precise way the learning achieved by CETYS higher education students in each of the following Institutional Learning Outcomes (RAIS for its acronym in Spanish):

- ❶ RAI1: Clear and effective communication in Spanish.
- ❷ RAI2: Continuous learning.
- ❸ RAI3: Critical thinking.
- ❹ RAI4: Openness to cultural diversity.

Learning achieved by every student in every RAI is classified as: Insufficient, Sufficient, Improvable and Outstanding. Assessment has been conducted directly through three rubrics and indirectly through a questionnaire to evaluate RAI4. The 4 previous RAIS arose directly from the four pedagogical principles (Learn how to learn, Know how to do, Know how to be and Know how to coexist), and from the four initial characteristics -now called Distinctive Elements of CETYS Education (Internationalization, Social and Professional Partnerships, and Entrepreneurial Attitude) of the Institutional Educational Model (MEDI for its acronym in Spanish.)

3.3. Description of program's lines of investigation.

Antecedents

This section shows results as a consequence of an analysis of the products of the integrative seminar in the three campuses with the purpose of determining what type of projects are done more frequently, as well as the possible investigation lines that such products generate.

In total, 139 final projects done in 2012 were reviewed. Distribution of said projects per campus is as follows: Ensenada Campus 15, Mexicali Campus 45 and Tijuana Campus 77. Modalities of the most frequent projects done by the students are:

- a) Intervention Projects.
- b) Autobiographical narrative essays.
- c) Didactic strategies manuals.

Once the topics were analyzed, the projects' investigation lines were established. The results are shown in the following table:

Table. 3.3.1. Investigation lines developed by students of the Master's

Campus	Topics addressed by the products	Main lines of investigation
Ensenada	<ol style="list-style-type: none"> 1. Reading comprehension. 2. Aspects related to special education (learning, development of competencies, strategies to favor inclusion) 3. Factors that have an impact on academic performance (family, professors, dedication to study) 4. Educational evaluation in its different aspects (learning, teaching, curricula) 	<p>Reading Comprehension</p> <p>Learning and academic performance</p> <p>Educational evaluation</p>
Tijuana	<ol style="list-style-type: none"> 1. Aspects related to special education (learning, development of competencies, strategies to favor inclusion) 2. Aspects related to teaching and learning mathematics in the different educational levels. 3. Application and evaluation of didactic strategies 4. Curricular development 5. Factors that have an impact on academic 	<p>Reading Comprehension</p> <p>Learning and academic performance</p> <p>Educational evaluation</p>

	performance (family, professors, dedication to study) 6. Reading Comprehension	
Mexicali	1. Learning Evaluation 2. Happiness 3. Reading and Writing Comprehension 4. Factors that have an impact on school performance (family, professors, dedication to study, school project) 5. Tutoring	Reading comprehension Learning and academic performance Educational evaluation Tutoring

Conclusion

- a) The Master program has a professionalizing approach, which is why it can be noted that there are few projects oriented to formal research; but there are defined lines of investigation, such as: reading comprehension, learning and academic performance and academic evaluation, which constitutes a possible strength for the institution

Recommendations

- a) Increase participation of the students of the Master of Education in formal research projects.
- b) Encourage the development of research skills in the professors who need it.
- c) Promote publication of the results of some of the educational intervention projects.

3.4 Description of academic infrastructure, teaching support resources and sports and cultural spaces.

Academic institutions must have the resources and physical infrastructure for the development of the programs they offer (buildings, parking, equipment, laboratories, workshops and materials.) It is very important that such resources are in quality conditions for the proper development of the academic activities. CETYS University has the physical spaces destined to postgraduate education. These spaces are comfortable, spacious, have good lighting and ventilation and are in safe conditions for the students.

Also available is the necessary computer equipment and software established by the descriptive letters of the Master of Education.

In total, the rooms available for the Master of Education program in the three campuses are: 6 audiovisual rooms, 3 student centers/auditoriums, 10 computer laboratories, 3 libraries, 19 group study cubicles, 60 individual study cubicles, 37 postgraduate classrooms and one study room for 15 people in the Ensenada campus.

Infrastructure of academic support is shown in table 3.4.1

Table 3.4.1 Academic infrastructure of support for the Master of Education program.

ROOMS	MEXICALI	TIJUANA	ENSENADA	TOTAL
Audiovisual Room/CRAI Training Room	1	3	2	6
Auditorium / Student Center	1	1	1	3
Computer laboratory	4	4	2	10
Library	1	1	1	3
Group study cubicles	6	7	7	19
Individual study cubicles	23	34	3	60
Postgraduate classrooms	11	18	8	37

Teaching support resources

Teaching resources make up a very important part of the teaching-learning process, because they facilitate it through the development of the program structure of the Master of Education. Such resources are available for students and professors of the University.

Total resources of the three campuses: Mexicali, Tijuana and Ensenada according to teaching support for the Master program is 42 projectors, 42 projector screens, 42 audio systems, 3 virtual platforms, 3 Mi campus portals and Ensenada only counts with wireless internet.

The following table shows how resources are distributed (Table 3.4.2.)

Table 3.4.2 Teaching-learning support resources for the Master of Education program.

EQUIPMENT	MEXICALI	TIJUANA	ENSENADA	TOTAL
Projectors	13	20	11	42
Projector screens	13	20	11	42
Audio systems	13	20	11	42
Virtual platform	Blackboard	Blackboard	Blackboard	1
Mi Campus portal	1	1	1	3
Wireless internet	In the whole campus	In the whole campus	In the whole campus	3
Institutional e-mail account	One for every student	One for every student	One for every student	3

Recreational spaces for students are also available. These spaces are used in breaks between classes: green areas, benches, tables with umbrellas, open area and cafeteria.

Total of support resources for cultural and recreational activities in the three campuses (Mexicali, Tijuana and Ensenada) is: 14 areas for sports y 3 cultural areas.

Table 3.4.3. Support Resources for cultural and recreational activities.

ROOMS	MEXICALI	TIJUANA	ENSENADA	TOTAL
Areas for sports	5	5	4	14
Cultural areas	1	1	1	3

Recommendation:

- a) **Increase the quantity and quality of the support resources for the program according to enrollment increase.**

4. Revision of the program's effectiveness

4.1 Revision of graduates' registries and analysis of their professional development and employability.

Background

A survey with the following sections was defined: I. Demographic data, II. Professional Education, III. Trajectory and location in the professional field, IV. Evaluation of the impact of the subjects in the development of skills, competencies and humanistic formation, V. Opinion about the organization and pertinence of the subjects, VI. Satisfaction with the postgraduate program and the institution, and finally an open question for suggestions and comments. In total the survey consisted of 38 questions.

The survey was made through monkey survey (<https://www.surveymonkey.com/s/GM9BSR9>), and it was sent through e-mail to the graduates of the program to be answered. The population of graduates to whom the survey was sent is of 769 people (Mexicali 280, Tijuana 358 and Ensenada 131.) The samples is not probabilistic, but it is random, because the graduates who answered it did it voluntarily. Distribution of the answers by campus is the following: Mexicali 52.6%, 23.7% in Ensenada the same percentage (23.7%) Tijuana 20.5%.

Results

I. Demographic data

Of the 115 graduates who answered the survey, 73% are women and the rest men (27%.) The majority of the population (38.4%) is 44 years old or older, 25% is 32 to 37 years old; 19.6% is 38 to 43 years old, and 17% is younger than 31. For this reason, it can be said that the population that has graduated from the Master program is female and mature, with an age range of 32 to 42 years old (44.6%.)

II. Professional education

a) Bachelor's degree

Regarding bachelor’s degrees, 25.4% studied pedagogy or education sciences, 20.3% psychology, 18.6% engineering, 10.2% administration, 8.5% law, and the rest is distributed in several different bachelor’s degrees (17%) (see figure 4.1.)

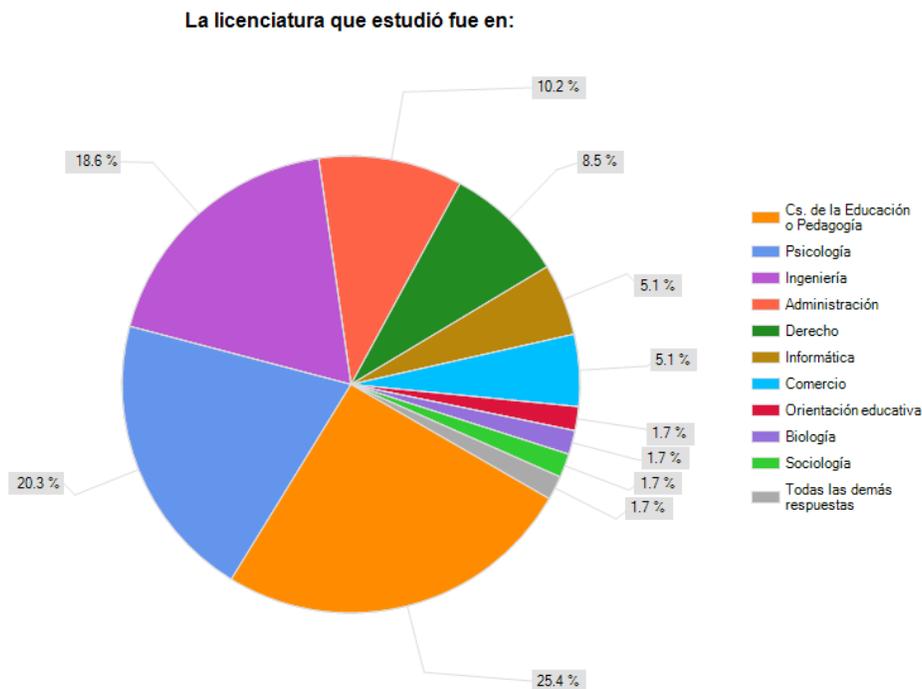


Figure 4.1. Bachelor’s degrees of the graduates

b) Election of the postgraduate in education

Among the most important reasons for election of the Masters of Education in CETYS University, the following stand out: 42.4% based on vocation and personal skills, 20.7% on the program structure, 14.1% on CETYS prestige, 5.4% on the easiness to enroll, and the rest is distributed in other reasons. According to this, the main reason to choose this program is related to reasons intrinsic to the students (42.4%) and another important percentage is related to CETYS (34.8% program structure and prestige of the institution.)

About the specialty chosen, 48.8% chose organizational development, 16.7% chose special education, and 4.8% chose culture of lawfulness. The rest did not take any specialty.

III. Trajectory and location in the professional field

96.9% of the graduates is currently working. 54.1% work as teachers, 16.5% work as directors of institutions, 11.8% area coordinators, 8.2% work as technical pedagogical consultants, 6% are instructors, counselors, prefects, and 3.5% work in a field outside of education.

The results show that the majority of the graduates of the Master of Education work in the field of education. Pertinence of the program is consolidated by the high percentage of graduates working in the field of education.

In relation to the knowledge acquired during the program with the work activity of the graduate, 49% expressed that the knowledge is completely related, 31.8% very related, 14.8% regular, and 3.4% slightly related. (see figure 4.2)

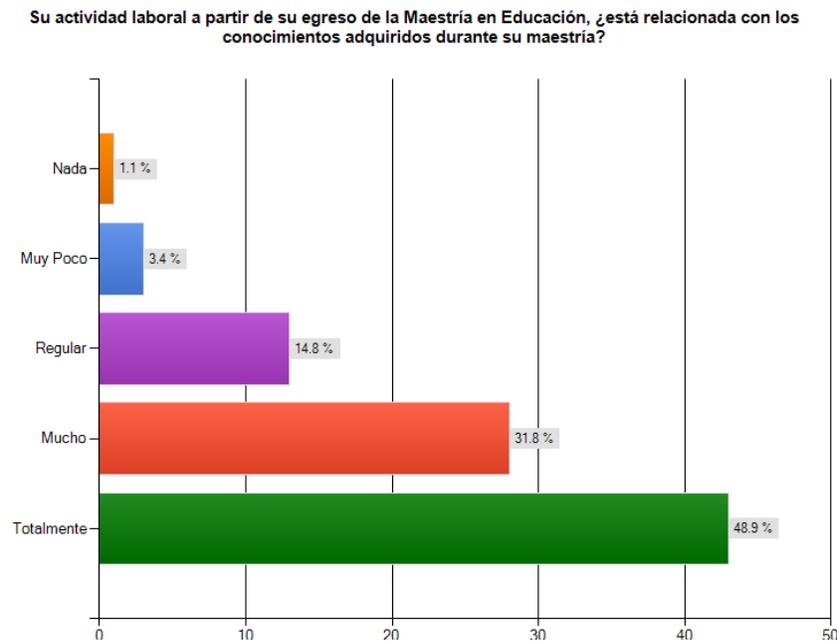


Figura 4.2. Relación de los estudios de maestría con el desempeño profesional

91.7% of the graduates indicated that studying a Master's program has positively affected their work situation (Fig. 4.3.) And el 97.7% assured that the education they

received in the program strengthened their competencies in the work field. These results show that the knowledge acquired during the program has been relevant and pertinent to the work development of the graduates.

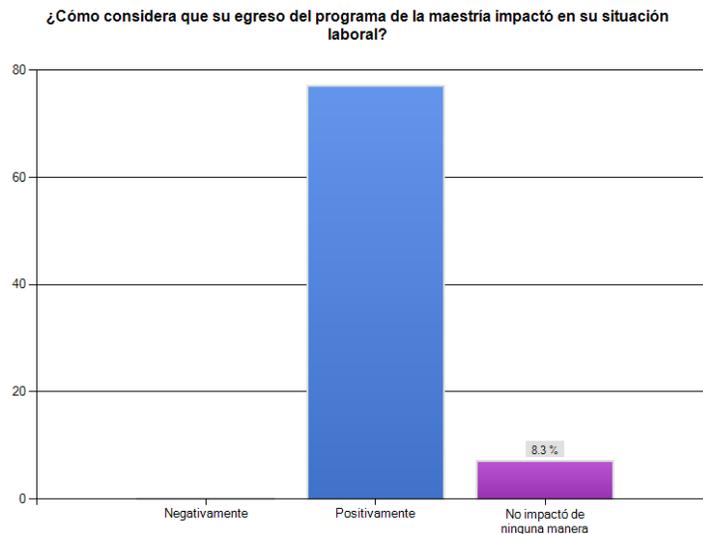


Fig.4.3. Impacto de los estudios de maestría en la situación laboral.

Expectations of the graduates when entering the program are good, but they can improve according to the opinion of 43.3% of the graduates. 35.6% expressed that their expectations were met in an outstanding way. It would be of interest to de los egresados al ingresar al programa de maestría son buenas pero pueden mejorar según la opinión del 43.3% de los egresados. Y el 35.6% indica que sus expectativas fueron cubiertas de forma sobresaliente. It would be interested to ask the prospects what are their expectations when entering the program, with the purpose of determining which of them have not been completely met. Results are shown in figure 4.4.

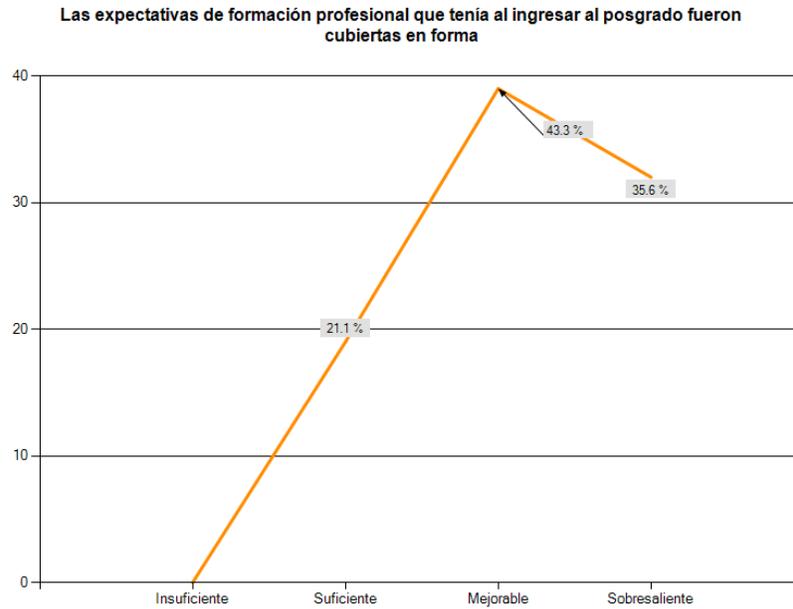


Fig. 4.4. Meeting of expectations that the graduates had before enrolling in the Master of Education program

IV Evaluation of the impact of the subjects in the development of skills, competencies and humanistic formation

In this section, we evaluated the way in which the academic education received in the Master of Education program allowed the graduates to develop certain skills or competencies, as well as strengthening of the humanistic formation. The results are the following:

a) Use of basic education technology tools to demonstrate openness to the innovations in that field

In this answer, the most significant percentages were added up. 77.7% said that the Master of Education allowed them sufficiently and completely the use of basic education technology tools. The answer is shown in figure 4.5.

¿En qué medida, la formación académica recibida en la Maestría en Educación le permite manejar las herramientas de tecnología educativa básica y demostrar apertura a las innovaciones en ese campo?

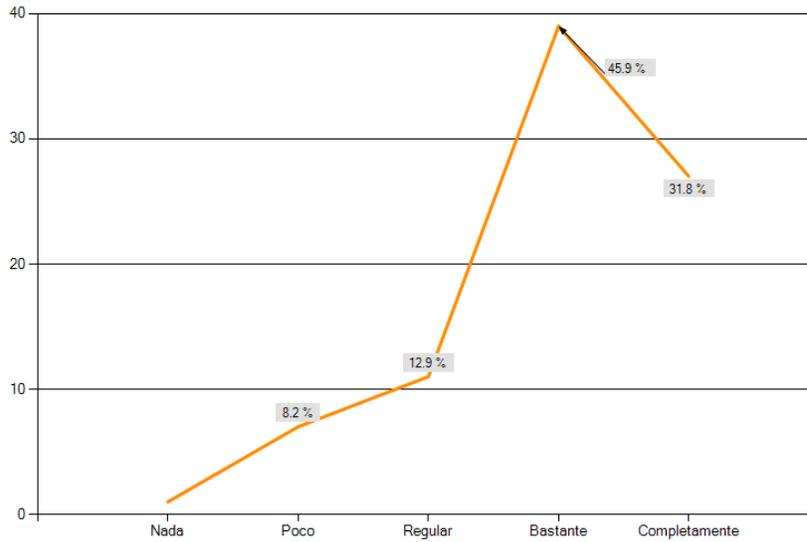


Fig. 4.5. Medida en que la formación académica recibida permite manejar las herramientas de tecnología educativa básica

b) Development of moral leadership skills and entrepreneurial spirit

The sum of the most significant results shows that 81.1% of the graduates developed sufficiently and completely their moral leadership skills and entrepreneurial spirit because of the Master of Education (See figure 4.6.)

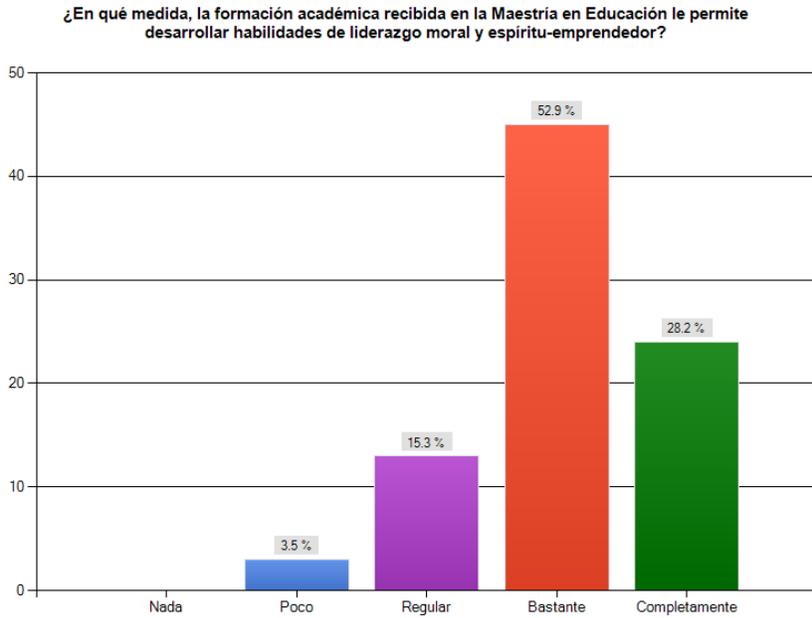


Fig. 4.6. Medida en que la formación académica recibida permite desarrollar habilidades de liderazgo moral y espíritu emprendedor

c) Development of the profession according to professional ethics and values

92.9% of the answers indicate that education in the Masters of Education program allowed them to develop the profession according to the professional ethics and values sufficiently and completely. This reflects that their journey through the program has allowed them to strengthen the ethical aspect of the professional performance (figure 4.7.)

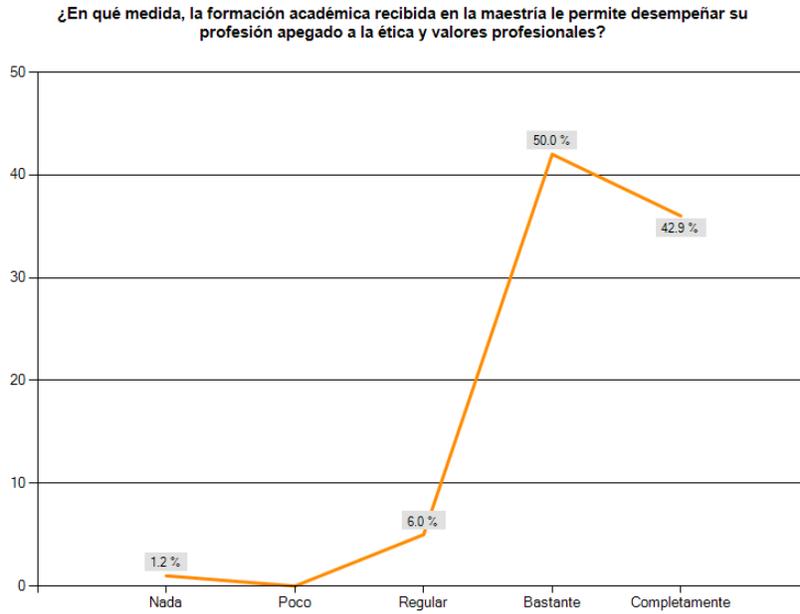


Fig. 4.7. Medida en que la formación académica recibida permite desempeñar la profesión apegados a la ética y valores profesionales

d) Promotion of CETYS University’s values in the postgraduate academic education

Graduates believe that the most promoted value in CETYS University is *Freedom* (26.7%), in second place *Truth* (24.7%), in third *Justice* (22.1%), then *Good* (16.3%). The rest of the opinions are divided in less proportions into *Spirituality* (5.8%) and *Beauty* (2.3%) and some graduates think that none of these values are promoted in CETYS University (2.3%) (Figure 4.8)

De acuerdo a los valores que promueve el Sistema CETYS ¿Cuáles de los siguientes valores fueron fomentados durante su formación en el posgrado?

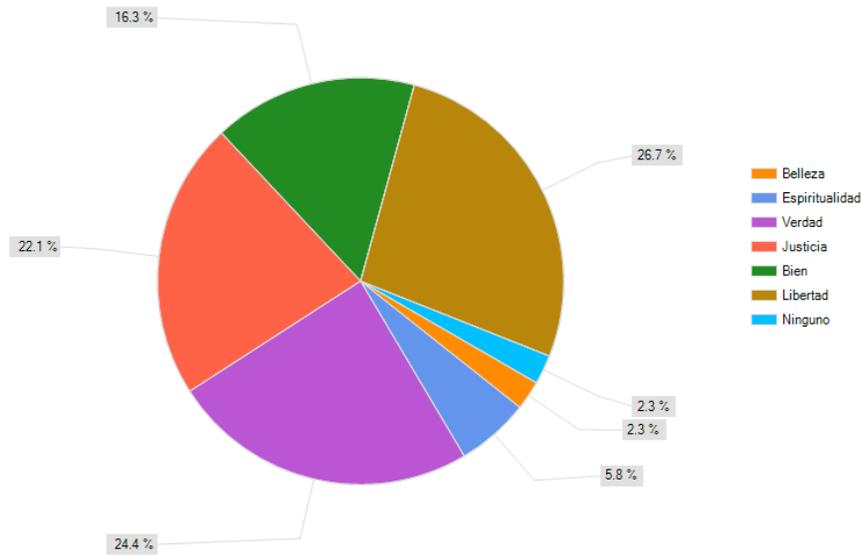


Fig. 4.8. Valores del sistema CETYS que son promovidos en la formación universitaria de la Maestría en Educación.

V. Opinion about the organization and pertinence of the subjects

Organization of the subjects

In this section we considered the opinion of the graduates on the coherence of the subjects in the structure of the program and the pertinence of updating of the contents of the subjects that make up the academic program.

60.9% of the graduates consider that the subject distribution is *coherent* to comply with the disciplines related to the field of education and 21.8% expressed that it is *completely coherent*, 17.2% think coherence is *regular*.

This data indicate that the curricular plan covers the main disciplines of the field of education in a satisfactory way (Fig. 4.9.)

¿Considera coherente la distribución materias para cubrir todas las disciplinas relacionadas con la educación?

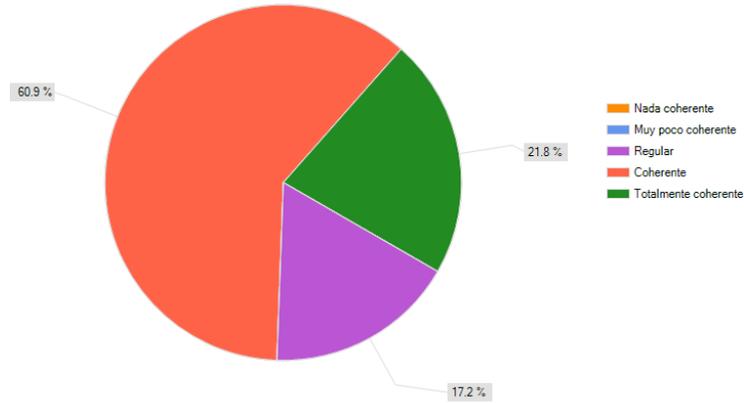


Fig. 4.9. Coherencia entre la distribución de materias para cumplir con el espectro del campo de la educación.

About the practical approach of the structure of the program oriented to support in the resolution of educational problems, 59.3% consider that the approach is suitable, and 29.1% think it is completely suitable. 9.3% expressed that the approach is regular, and 2.3% of graduates consider the approach slightly suitable. Adding up the highest percentages, it can be seen that 88.4% of the graduates believe that the program does emphasize in practice, which strengthens the professionalizing approach of the Master of Education. The results are shown in figure 4.10.

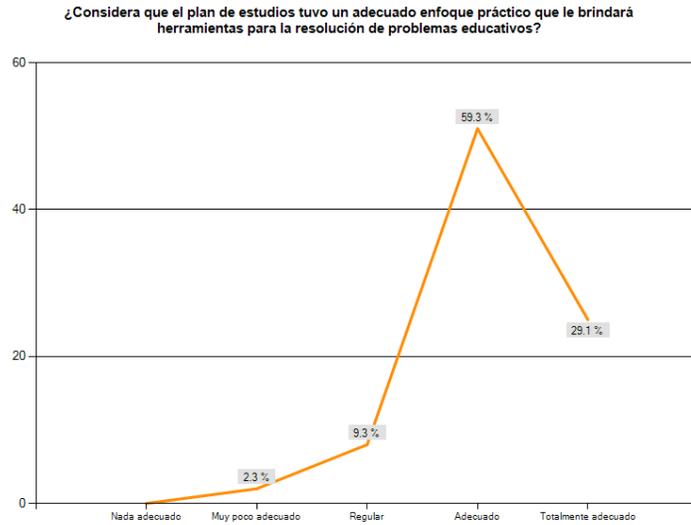


Fig. 4.10. Practical approach of the program that provides tools for the solution of educational problems

Pertinence of the subjects' contents

This section describes the subjects that must not be changed, the ones that must be updated and the ones that need to be taken out of the program.

a) Subjects that must not be changed

These are the subjects that are considered to have pertinent content, which is why it is recommended that they stay as they are. The more outstanding are: Integrative Seminar (58%), Educational psychology (55.6%), Facilitation of learning (53.7%), Educational research and Learning Evaluation (52.5% both), and Educational administration (50%.) With fewer percentages, Curricular development (42%), Education for the XXI century (41.5%), and Technology-Guided Learning (38.6%) are also recommended.

b) Subjects that must be updated

60.2% of the opinions show that Technology-guided learning must be updated first; 53.7% think that Education for the XXI century, 53.4% think that Educational

administration, and 46.3% pertains to three subjects: Educational research, Learning evaluation and Facilitation of learning.

c) Subjects that must be taken out of the program

Seven subjects got percentages in this area, but none of them had significant percentages to consider taking them out of the program. Answers to the three aspects are shown in figure 4.11.

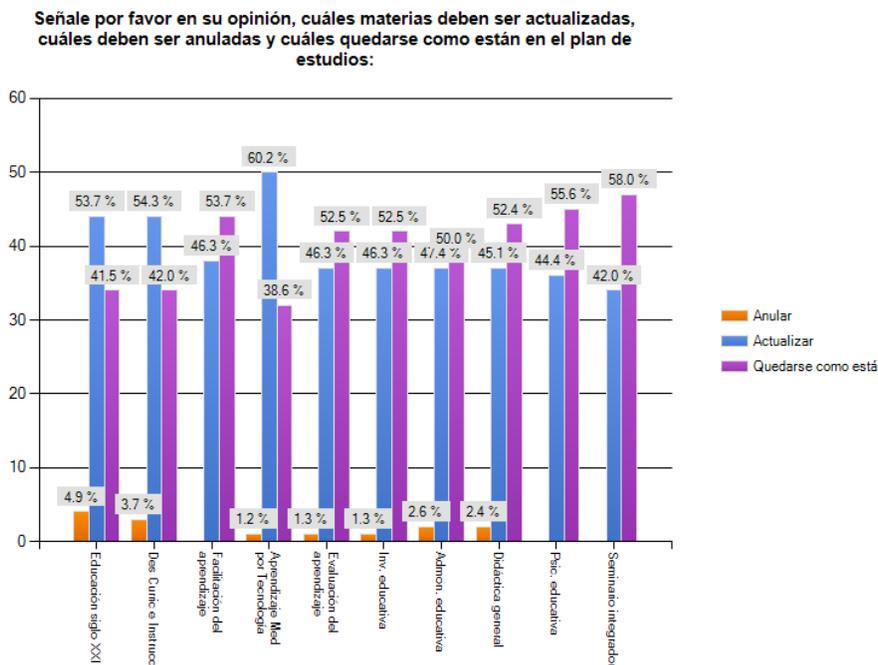


Fig. 4.11. Subjects that must not be changed, subjects that must be updated, and subjects that must be taken out of the program

Below are the topics that, according to the respondents, should be included in the structure of the program of the Master of Education (Table 1.)

Table 1. Topics to be included in the program structure of the Master of Education.

Location in the program structure	Topics	Suggestions
Common Subjects	Information Technologies and Communication (TICs)	Learning environments, example: COURSERA Technological resources for alternative evaluation Webpage design, Distance education
	Group facilitation	Group techniques, group integration.
	Educational management	Management and Institutional Management.
	History of education	Education in Mexico, Human Rights, Education Philosophy, Current Educational Models.
	Other topics	Inclusive education, Tutoring, Lectures workshop, Learning motivation, Management of competencies, Critical pedagogy, Techniques for teaching adults, Effective communication of ideas in writing, School safety, Emotional intelligence, Casse analysis.
	Psychology	Psychology of the adolescent, Development theories
Special Education	Didactic strategies	Teaching strategies based on competencies for students with special needs
Organizational Development (focus the contents toward examples of educational institutions)	Project design	Project administration, innovation projects workshop
	Related to the inside of organizations	Organizational behavior, Human relations, Motivation and productivity, Stress and quality of life at work.

d) Recommendations for the specialty subjects

This section presents the contribution of the specialty subjects to the work practice of the graduates and the suggestions of modification of the subjects for each specialty.

Contribution of the chosen specialty to the work practice

a) Special education

Regarding special education, the results show that there is a weaknes as to designing curriculums to facilitate the inclusion of students with special educational needs (57.1% adding the options *none* and *regular*), this can be explained in part because the students choose the optional subjects from a list of 8 subjects, and if they do not choose any related to the curricular design of programs for special education, they do not have elements to be able to confirm the question. The second question reflects that

the academic education received, does allow them to work in teams for an integral attention of the educational problems (85.7% completely and sufficient.)

b) Organizational development

By integrating the sum of all the sufficient and completely options, it can be seen that 658% of the opinions indicate that the specialty in organizational development allowed them to develop strategies that helped them successfully diagnose and intervene in the organizational change and innovation processes. This opinion is favorable to the educational objectives of such specialty.

c) Culture of lawfulness

In this specialty, the graduates indicated that the academic education received allows them (*sufficiently* and *completely*) to develop strategies that help them participate in a change of the Culture of lawfulness, since 75% of the opinions indicate that. Results are shown in Table 2.

Table 2. Contribution of the chosen specialty to the work practice.

Specialty in Special education						
How does the academic education received in the Master of Education allows you to create curricular designs, that facilitate the inclusion of students with special educational needs to the learning communities?	None	Slightly	Regular	Sufficient	Completely	Total
	7.1%	0	50%	14.3%	28.6%	100%
How does the academic education of the Master of Education allows you to work in teams for an integral attention to the educational problems?	7.1%	0	7.1%	57.1%	28.6%	100%
Specialty in Organizational development						
How does the academic education received in the Master of Education allows you to develop strategies that help you successfully diagnose and intervene in the organizational change and innovation processes?	None	Slightly	Regular	Sufficient	Completely	Total
	2.4%	9.8%	22.0%	39.0%	26.8%	100%
Specialty in Culture of lawfulness						
How does the academic education	None	Slightly	Regular	Sufficient	Completely	Total

in the postgraduate program allows you to develop strategies that help you participate in a change of the Culture of lawfulness?	25%	0	0	50%	25%	100%
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Changes in the subjects of the specialty

Special education

a) Subjects that must not be changed

According to the opinion of the respondents, the following subjects must not undergo total changes: Development of cognitive processes and Family functionality and dysfunctionality (72.7% both subjects), Development psychology 71.4%, Teaching strategies workshop I and II with 66.7% of the opinions.

b) Subjects that must be updated

Evaluation and diagnosis in special education 58.3%, Learning problems and low academic performance 57.1% and others with fewer percentages but not as significant.

c) Subjects that should be taken out of the program

In this specialty it was not suggested to take out any subjects.

The results described above for the specialty in education are shown in figure 4.12.

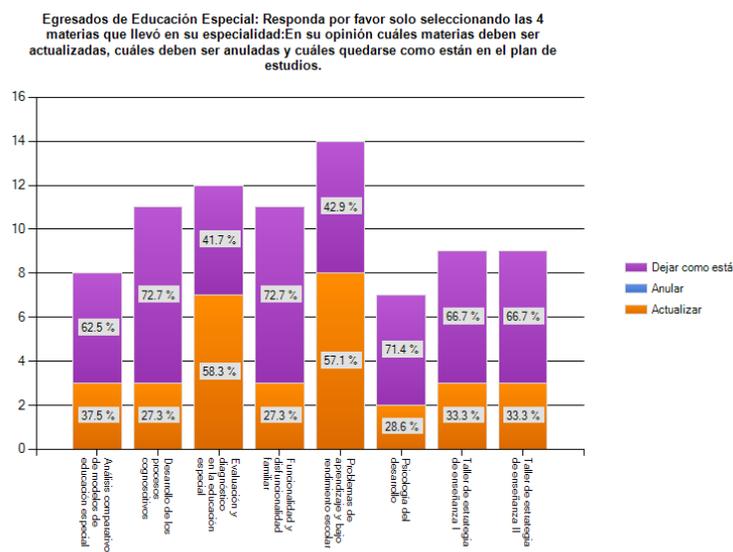


Fig. 4.12. Subjects that must not be changed, subjects that must be updated and subjects that should be taken out of the special education specialty.

Organizational Development

a) Subjects that must not be changed

According to the opinion of the respondents, three subjects should be left as they are: High management 78.8%, Organizational development (61.1%) and Stress and quality of life at work (60.9%) and Ethics and values in professional practice (60%.)

b) Subjects that must be updated

The following subjects must be updated: Motivation and productivity (72.7%.) With fewer percentages: Theory of human communication (42.1%) and Administration of human resources (40%.)

c) Subjects that should be taken out of the program

In this area, the percentage of suggestions on annulment of some subjects is low (10.5%), recommending only 2 subjects: Motivation and productivity and Stress and quality of life at work. (See figure 4.13.)

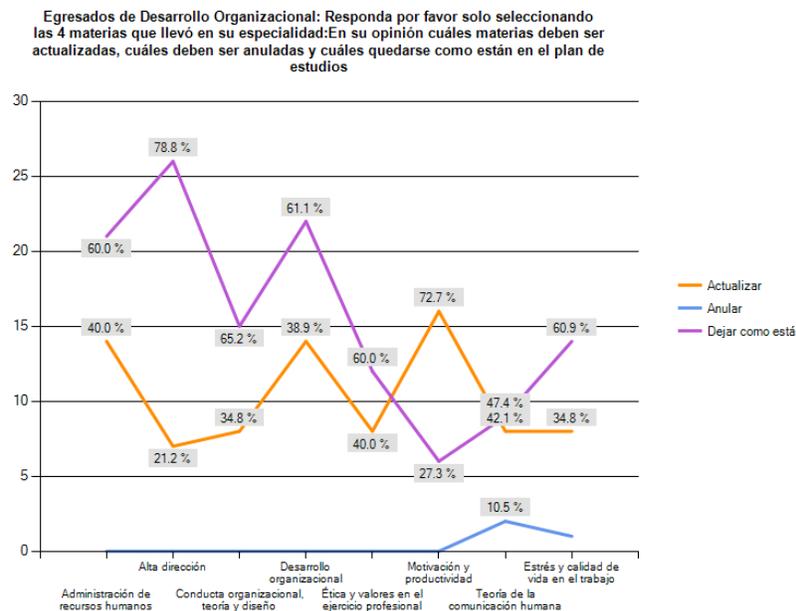


Fig. 4.13. Subjects that must not be changed, subjects that must be updated and subjects that should be taken out of the organizational development specialty.

Culture of lawfulness

a) Subject that must not be changed

According to the respondent's opinion, three subjects must be left as they are: Ethics and human rights seminar (100%), Administration of justice and public safety and Culture of lawfulness (80% both), Mexican political system and ethics in public administration with 60% both.

b) Subjects that must be updated

The following subjects need to be updated: Constitutional law 60%. With fewer percentages: Public safety in the community 42.9%, Ethics in public administration and Mexican political system (40%.)

c) Subjects that must be taken out of the program

In this area, only one subject is suggested to be taken out of the program: Public safety in the community with 14.3% of the opinions (see figure 4.14.)

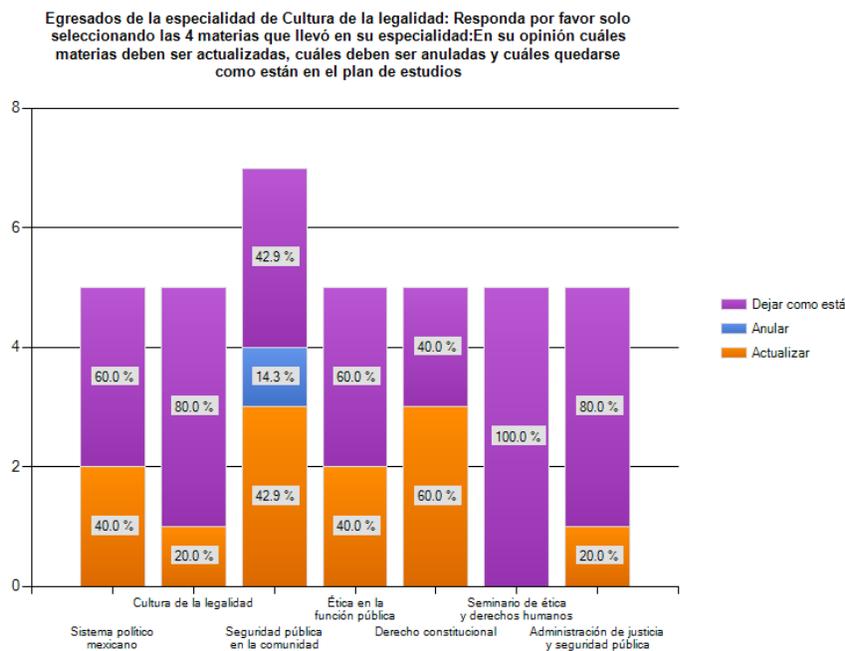


Fig. 4.14. Subjects that must not be changed, subjects that must be updated and subjects that should be taken out of the culture of lawfulness specialty.

VI. Satisfaction with the postgraduate program and the institution

a) Faculty

Evaluation of the level of preparation, management of contents and didactic strategies of the faculty of the Master of Education.

Almost half of the graduates indicated that the level of the professors is *very good* (49.5%) and 27.1% assures that the level is *excellent*. 21.2% evaluated it as *good*.

This marks a general favorable tendency on the evaluation of the professors of the Master of Education program (see figure 4.15)

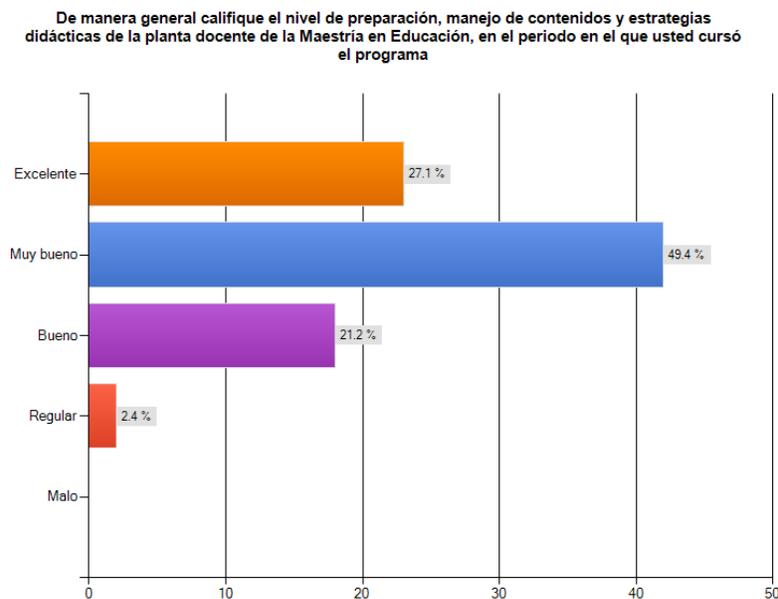


Figura 4.15. Evaluation of the preparation level of the faculty of the Master of Education in diverse aspects

Regarding the way in which the teaching methods used by the professors facilitated learning of the contents, 71.3% of the graduates expressed that the methodology used was adequate, and 20.7% think it is completely adequate. 6.9% qualified it as regular. These results show that the faculty of the Master of Education use useful methods to

achieve significant learning. This reflects excellent strength for the program and consistency with the institutional 2020 plan that aims to consolidate a faculty group with excellent level (results are shown in figure 4.16)

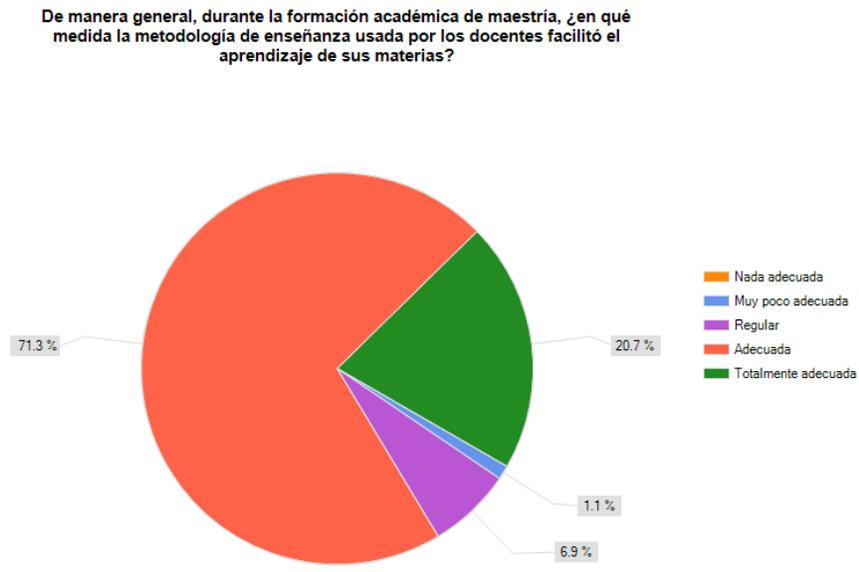


Figura 4.16. Evaluation of the methodology used by the professors of the program

Evaluation of the services offered by the coordination of the Master of Education program.

56.4% of the graduates have a high level of satisfaction with the services received, since they gave them a score of 10. 32.2% a 9 and 10.3% gave a score of 8. This data puts the services offered by the academic coordination of the Master of Education in a good position.

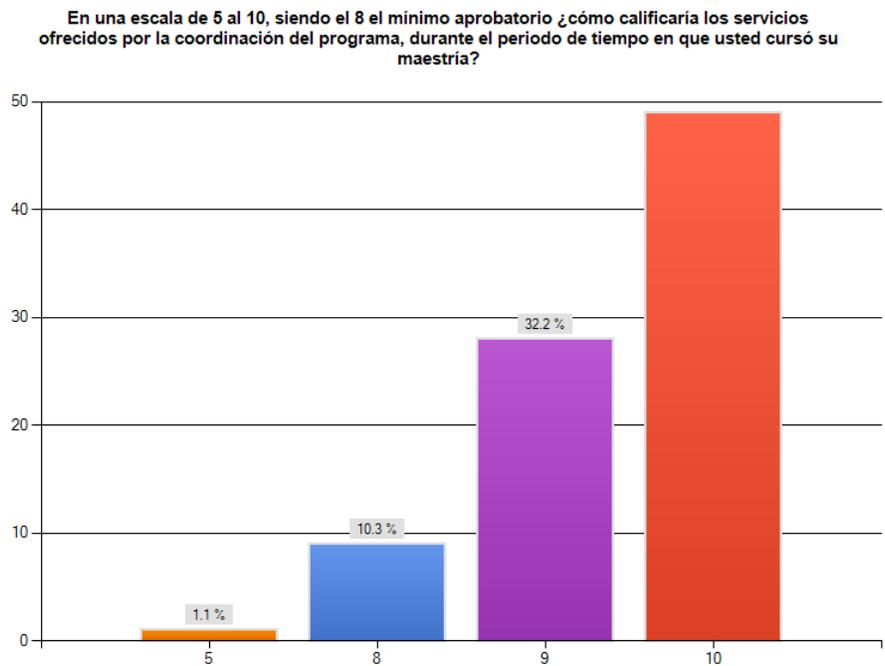


Figura 4.17. Evaluation of the services received by the coordination of the Master of Education

Conclusions:

I. Profile of the student that opts to study the Master of Education:

a) The profile is mainly female (73%) and the other 27% corresponds to males. The age range is from 32 to 44 years old (44.6%.) 54.3% of the people who have studied this program have a professional profile other than education (54.3%), 20.3% in psychology and 25.4% do have a bachelor’s degree or postgraduate training in pedagogy or education.

b) It can be seen that a good percentage of the students choose the portgraduate program for personal interests such as vocation for education, or for their own skills, which favors retention. Another percentage chose the program for qualities regarding CETYS (structure of the program and prestige of the institution.)

c) The most requested specialty is Organizational development. This information is important when planning academic strategies such as conferences or distinguished chairs, also inviting specialists in this specific field.

d) An outstanding percentage of the graduates currently work (96.6%) and does it in the field of education. This reflects that the program is pertinent and adequate to the professional needs of the students. This is confirmed by 80.8% of the respondents, who expressed that the knowledge acquired during the master program are congruent with work activity, and 91.7% express that the Master of education has had a positive impact in their work situation and has strengthened their competencies in the work field (97.7%.) 35.5% indicated that their expectations were met in an outstanding way and 43.3% said it can be improved. It is important to ask what expectations the students have when they start the program.

II. Education in competencies, skills and values:

e) The Master of Education program favors in a positive way the development of competencies, skills and values that strengthen the humanistic education of the students.

III. Organization and coherence of the structure of the program:

f) For the majority of the students (827%) the subjects of the program are well articulated and are coherent with the field of education (adding up the completely coherent and coherent.) This demonstrates the pertinence of the subjects in the curricular organization of the structure of the program, with an adequate practical plan. However, 11.6% of the respondents indicated that the approach is not so practical.

g) It can be seen that the majority of the subjects must be modified; however, some are considered to have pertinent content (**Integrative seminar, Educational psychology, Facilitation of learning, Educational research, and Educational administration.**) Others were recommended specifically for their update: **Technology-guided learning, Education for the XXI century, Curricular and instructional development**, among others. Any subject had significant percentages to be eliminated from the program.

h) The recommendations on topics or content that should be included in the plan are mostly related to **Information technology and communication**, as well as **Educational management and leadership**, and other topics that could be considered for the program update.

IV Specialties:

- i) There are weaknesses in the **Special education specialty** regarding the formation received in the curricular design of educational programs for the inclusion of children with special needs. Graduates indicate 4 subjects that, in their opinion, should not be updated, but they do recommend updating **Evaluation and diagnosis of special education, Learning problems and low academic performance**. They did not suggest to eliminate any subjects.
- j) In the Organizational development strategies, we did not see any specific weaknesses particular of the program, but the respondents suggested updating: **Motivation and productivity, Theory of human communication, and Administration of human resources**.
- k) In the **Culture of lawfulness** specialty there were no more conclusions, since that specialty is no longer offered.

V. Satisfaction with the postgraduate program and the institution:

- l) It can be seen that graduates are satisfied with the faculty, whom they qualified as prepared and in a good level, with good teaching methods and facilitators of learning. This result marks a strength for the program.
- m) Evaluation of the services offered by the coordination of the program indicates that the coordination of the Master of Education is offering quality service.

Recommendations

- a) **Start the curricular update process** of the subjects that were selected including professors, employers and graduates in three areas: **objectives and content of the subject** and **book collection**.
- b) **Incorporate** academic activities that allow encouraging in the students the development of the **necessary skills to favor their learning**.

4.3 Retention and graduation rate of the program.

Introduction:

With the purpose of strengthening the curricular revision process of the program, the following report was created to identify the graduation rate and characterize dropping-out of the program at a system level. As an indicator, it is important to mention that the access and permanence in our program is a private matter, it is limited by socioeconomic condition, which affects the probability of having successfully concluded the stages previous to graduation, and also the cost of opportunity, which means finishing an academic program like ours.

Objectives:

- Explore the trajectory of enrollment in the postgraduate program, as well as the percentage of retention of the student population.
- Identify the graduation rate percentage and determine the campus with the most positioning in reference with the percentage relation between the number of graduates and the number of students that enrolled in the program.
- Describe the percentage of un-enrollment by campus and explore the main causes of drop-out in the program.

Methodology used for the analysis of information

Participants:

Population of students enrolled in the Master of Education program in CETYS University corresponding to four periods: : 2012-2, 2012-1, 2011-2 and 2011-1, located in all three campuses (Mexicali, Tijuana and Ensenada.)

Data-collecting procedure:

The data was provided by the Information Technologies and Telecommunications department. It was registered in the CETYS University Information System (SICU for its acronym in Spanish.) The variables analyzed were six: 1) Enrollment, 2) Re-Enrollment, 3) Un-Enrollment requests, 4) Graduate population, 5) Period, 6) Campus.

Main results:

To comply with the objectives of exploring the enrollment to the program trajectory, retention percentage, and identify the percentage of graduation rate by generation, we present the following findings:

Table 4.2. 1. Data regarding enrollment in 2011 y 2012.

Campus	NI (2011)		NI (2012)		Increment
	11-1	11-2	12-1	12-2	
Mexicali	41 (13 - 21)		63 (30 - 32)		22
Tijuana	63 (14 - 49)		93 (38 - 55)		30
Ensenada	34 (13 - 21)		41 (16 - 25)		7



In table 1 we can see the population of recruited students at the beginning of four cycles 2011-1, 2011-2, 2012-1 y 2012-2, as well as the increment in enrollment from 2011 to 2012.

Regarding retention of the program, understood as the indicator expressing the number of students who stay in the program during a whole cycle (follow-up the first year) and who continue the following cycle, of the analyzed data 75.72% was found at a system level.

We can see a **28%** in the **drop-out** indicator, defined as the percentage of students who abandon the program during the cycle and do not come back in the next immediate cycle.

The graduation rate in year 2012 at a system level is at **73%**, such indicator allows us to know the percentage of students of a specific generation that finished the program in a regular manner within the established timeframe, in relation to the number of students in the generation. For the case of postgraduate studies, the total duration of the program (24 months) plus 6 months is considered to obtain the degree.

Conclusions

According to the findings it is important to mention the positive tendency referring to the increase in enrollment of the four periods analyzed. Regarding the graduation rate, drop-out and retention indicators, while they do not show a negative scenario, it is important to consider the operation of mechanisms to decrease the percentages. It should be pointed out that CETYS Universidad's Integral System (SICU for its acronym in Spanish), the main source from where the information was collected, only contains the information registered by Direction of Registrar. At the moment when the un-enrollment is reported, there is no follow-up as to what generation the student belongs.

Recommendations

- **Design and implement an integral program to increment the graduation rate, retention, and decrease drop-out** through activities such as:
 - **Detection** of students **at academic risk** (low performance and absences.)
 - Systematic registration of academic-administrative tutoring and counseling.
 - **Implementation of propaedeutic course**
 - **Development of skills: informative, information management and academic reaction.**
 - **Establish** a collaboration relationship with the administrative coordinations for follow-up of students who have dropped-out

4.4. Description of the program's learning assessment plan.

Starting in August 2012, the program's learning assessment plan of the program was implemented at a system level.

The Master of Education program has general learning results that impact in a cross-curricular way the nine common subjects, the four subjects of the major and the final subjects. Each of the majors has a specific learning outcome that impacts the contents of the subjects offered in them.

Selection of Subjects for the Assessment Process

For the selection of the subjects that were part of the learning assessment process, the general learning outcomes were taken as a basis, as well as the learning outcome of the major in Organizational Development and Special Education:

General learning outcomes (RA for its acronym in Spanish)

5. Evaluate educational programs (previously designed and implemented) based on the learning-centered educational model.
6. Conduct educational academic research projects oriented to the resolution of problems detected in the educational field, in any of its levels.

Learning outcome major in Special Education:

7. Make curricular designs through which the inclusion of students with special educational needs to learning communities is facilitated.

Learning outcome major in Organizational Development:

8. Develop strategies that help successfully diagnose and intervene in the processes of organizational change and innovation.

Taking these antecedents as a basis, a total of 9 subjects were selected for the assessment process, 3 common subjects and 6 pertaining to the Organizational Development and Special Education specialties.

The levels designed for learning assessment are the following:

Insufficient (IN), Sufficient (SU), Improvable (MED) and Outstanding (SO.) The table below shows in greater detail which were the chosen subjects, the campus where they were taught and the projected assessment level assigned to each subject:

Curricular mapping:

Curricular elements			Campus where	Learning outcomes (common subjects)		Learning outcomes by specialty	
			Assessment will be made	RA 1	RA 2	RA3 EE	RA4 DO
Code	Subject	Semester	made	Level	Level	Level	Level
CS519	Education for the XXI Century	2012-2	Ens-Mxl-Tij	ME			
CS524	Educational research	2013-1	Mxl		ME		
PS502	Psychology of development	2013-1	Mxl			ME	
PS527	Learning problems and low academic performance	2013-1	Tij			ME	
PS529	Development of cognitive processes	2013-1	Ens			ME	
RI505	Administration of human resources	2013-1	Tij				ME
RI510	Organizational development	2013-1	Ens				ME
RI519	Human communication workshop	2013-1	Mxl				ME
CS505	Integrative seminar	2013-1	Ens-Mxl-Tij		SO		

The main instruments used for the learning assessment process were: rubric, appreciation scale and comparison.

4.5. Analysis of the learning assessment plan's outcomes

Main outcomes of the learning assessment process:

Learning Outcome No.1: Evaluate educational programs based on the learning-centered educational model

Conclusion according to the presented results is that the subject assessed, Education for the XXI century can keep on being taught in the program. It is recommended to perform a revision of the subject to keep it updated and consolidate the Improvable (ME) level at 100% in a future assessment process.

On the other side, it is necessary to continue with the assessment process of the current learning outcome; this means implementing between the months of December 2013 and January 2014, a Learning Assessment Plan for the Master of Education program. The intention of this plan is to assess the eight remaining subjects that make up the common subjects of the program and that the assessment is done in the three campuses. Responsible of this project will be Mtro. Edgar Alonso Jiménez Soto, academic coordinator of the Master of Education program in the Mexicali campus.

Learning Outcome No.2: Conduct educational academic research projects oriented to the resolution of problems detected in the educational field in any of its levels.

Subject Assessed: Educational research. The outcomes show that it does not comply with the projected level of Improvable (ME), which is why it is necessary to perform a review of the subject and a possible re-design.

Subject Assessed No.2: Integrative seminar. This subject was projected to obtain results in the Outstanding (SO) level. The projected level was achieved, but it was not significant. This subject also has to be reviewed for possible re-design. If what we are looking for is to strengthen in the students the execution of research projects, then we need to reconsider both subjects: Educational research and Integrative seminar.

A concrete action proposed to solve and revert the outcomes of the assessment process for this Learning Outcome No.2 consists of: starting the second semester of 2014, the academic coordinators of the Master of Education program at a system level will summon the professors who have taught these two subjects to create a research academy of which first activity will consist of reviewing the contents currently promoted in the educational research subjects and integrative seminar with the purpose of generating a new proposal that strengthens the contents of both subjects, mainly the contents oriented to research, and as a consequence, strengthen this learning outcome.

Learning Outcome Special Education: Make curricular designs through which the inclusion of students with special educational needs to learning communities is facilitated.

The outcomes generated by the assessment process indicate that the three subjects chosen to be assessed (Psychology of development, Learning problems and low academic performance) obtained one level higher (Outstanding) than anticipated (Improvable.)

Regardless of the favorable result, the recommendation proposed is to continue with the assessment process of the current outcome; this means implementing between the months of December 2013 and January 2014 a Learning Assessment Plan for the Maser of Education program. The intention of this plan is to assess the eight remaining subjects that make up the common subjects of the program and that the assessment is done in the three campuses. Responsible of this project will be Mtro. Edgar Alonso Jiménez Soto, academic coordinator of the Master of Education program in the Mexicali campus.

Learning Outcome Organizational Development: Develop strategies that help successfully diagnose and intervene in the organizational change and innovation processes.

Three subjects that were part of the learning assessment process were selected for this learning outcome: Administration of human resources, Organizational development and Theory of human communication. The projected level for each of them was Improvable (ME.) The general outcomes indicate that they were met in the three subjects with the projected level.

The recommendation made for this learning outcome is the same proposed for Learning Outcome No.1 and Learning Outcome for Special Education: Implementation of the Learning Assessment Plan with the intention of assessing the four major subjects that have been taught the most in the three campuses. Responsible of this project will be Mtro. Edgar Alonso Jiménez Soto, academic coordinator of the Master of Education program in the Mexicali campus.

Recommendations:

- a) **Increase to 15** the number of subjects for assessment of learning outcomes.
- b) **Select** subjects that provide evidence of the acquired knowledge in the different stages of education.
- c) **Perform** the learning assessment in subjects that evidence the knowledge of the learning outcome.
- d) **Update** the contents of the subject Educational research and modify its location in the program structure.

4.6. Description of the accreditations of the program and recommendations received.

4.7. Follow-up to the recommendations received

At the moment the program does not have any external accreditation, so there are no recommendations.

4.8. Analysis of the program's faculty productivity

Regarding faculty publications and updating in the last five years, there is a relation between these two elements and academic degree. Specifically, professors that only hold master's degrees show a high participation in update courses and faculty formation, while professors who hold doctoral degrees refer to production in various spaces of academic publishing. There are two points to notice:

- a) The Master of Education being a professionalizing program, the projects and research-documentation works are less promoted through the curriculum.
- b) In relation to the last point, research work of professors is produced from their won interest and personal and professional development programs, and not precisely from development of the professors in this Master program.

Seniority of the professors can be determined from two points of view: regarding work experience and regarding teaching experience. In relation to work experience, average is 23.37 years, where the professor with the less experience has 2 years, and the one with the most experience has 52. Regarding teaching experience, the average is of 22.7 years, where the teacher with less experience has been teaching for 8 years and the one with the most experience for 52. Coincidence between these two elements is explained by the fact that work and teaching experience are indicated in most cases as one.

As far as recommendations and actions, the following are established:

- a) Impulse participation of the faculty in the academic text writing courses offered by CDMA.

- b) Gestionar recursos económicos para impulsar productividad académica.
- c) Implement a professor evaluation program that incorporates delivery of the subject program, intermediate and final evaluation.

4.9. Analysis of the tendency of the program's faculty evaluation

The College of Postgraduate, institution that hosts the master's programs offered by CETYS University, has as part of its responsibilities the application of the Professor Evaluation each time a subject ends.

The Professor Evaluation is comprised of three factors;

1. Learning Planning.
2. Facilitation of Learning.
3. Attachments (this last part consists of open questions so that the student can express any other information related to the subject)

The Professor Evaluation uses a numeric scale that goes from 1 (the lowest score) to 5 (The highest score.) In qualitative terms, this scale can be considered as:

1	Bad
2	Regular
3	Good
4	Very Good
5	Excellent

For this study, Learning Planning and Facilitation of learning were considered; these two factors are directly related to the opinion of the students in relation to the work of the professor of the subject. The results obtained by the professors that taught the

subjects of the Master of Education in the three campuses during the 2012 cycle are presented below.

Planning

The results of the evaluation in the Ensenada campus showed that the professors obtained a global average of 4.88. The lowest score was 3 and the highest was 5.

In the Mexicali campus, the professors obtained an average of 4.85. The lowest score being 4.25 and the highest being 5.

In the Tijuana campus, the professors obtained a global score of 4.77. The lowest score was 3.55 and the highest 5.

At a system level (Ensenada-Mexicali-Tijuana), the global average was 4.60.

As a conclusion in this Learning Planning factor, it can be established that professors participating as instructors in the program received an average score of 4.60 from their students. If we consider the 1 to 5 qualitative scale showed in previous paragraphs, this result confirms that the professors are in a scale from Very Good to Excellent.

Facilitation of Learning

Results of the evaluation in the Ensenada campus showed that the professors got a global score of 4.91. The lowest score was 2.67 and the highest 5.

In the Mexicali campus, the professors obtained a global score of 4.87. The lowest score was 4.13 and the highest was 5.

The professors of the Tijuana campus obtained a global score of 4.75. The lowest score was 3.64 and the highest 5.

At a system level, the global score was 4.71.

As a conclusion in the Facilitation of Learning factor, we can see that the professors that participated as instructors of the program received an average score of 4.65 from their students. If we consider the 1 to 5 quantitative scale, this result confirms that the professors are at a Very Good to Excellent level.

Learning Planning – Facilitation of Learning Factor

According to the evaluation results, in the Ensenada campus there was a global score of 4.89; in Mexicali 4.89 and in Tijuana 4.76. At a system level, the average was of 4.65. It can be concluded that the professors that participated in the program received an average score of 4.65 from their students. Considering the quantitative scale of 1 to 5, it can be said that the professors are at a Very Good to Excellent level.

Conclusions

The results presented in this section indicate that the students of the Master of Education evaluate their professors at a scale of Very Good to Excellent. Thus it can be considered that the work of our professors in the Master of Education program meets the expectations of the students and results satisfactory for them according to this analysis.

Recommendation

Implement a professor evaluation program that incorporates delivery of the subject program, intermediate and final evaluation.

5. Revision of the program by external experts

5.1. Description of the academic profile of the external reviewer

Professional Profile

Steven Gelb finished his Master in Teaching at Erikson Institute (Chicago) in 1978 and his PhD in Philosophy in the field of educational psychology at the University of Washington (Seattle) in 1984. He is currently a professor of the Master in Teaching at the University of San Diego where he started to work in 1989. Acting Dean of the School of Leadership and Education Sciences from 2009 to 2010. Coordinator of (NCATE for its acronym in Spanish) in 2011. The accreditation was achieved for 7 years in the highest possible category.

Dr. Gelb has taught several subjects of the Master in Teaching, including Psychological Foundations for Teaching, Philosophical and Multicultural Foundations for Teaching, Research Methods and Education for Peace. His publications have appeared in professional magazines such as: *American Educational Research Journal*, *Canadian Journal of Education*, *Childhood Education*, *Disability Studies Quarterly*, *Early Childhood Research Quarterly*, *History of Education Quarterly*, *Journal of Education*, *Mental Retardation*, *Review of Education* among others.

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Education:

Postdoctoral Fellow (1984-1985):

Program on Institutional Racism (NIMH), Department of Psychology, University of Illinois (Urbana-Champaign)

Ph.D. (1984): University of Washington (Seattle)

Educational Psychology (Learning and Development)

Thesis: "Social variables as predictors of disability prevalence in normative and non-normative special education categories" (Donald T. Mizokawa, Supervisor)

M.Ed. (1978): Erikson Institute of Loyola University of Chicago (Child development)

B.A. (1969): University of Wisconsin, Madison (English)

Professional Experience:

Professor, University of San Diego, 2002-Present

Associate Dean, School of Leadership and Education Sciences, 2007-2011

Acting Dean, School of Leadership and Education Sciences, August 2009- January 2010)

Director of Research, Leadership Institute, University of San Diego, 2003-Present

Chair, Department of Learning and Teaching, University of San Diego, 1999-2005.

Associate Professor, University of San Diego 1994-2002

Assistant Professor and Director, Manchester Child Development Center
University of San Diego, 1989-1994

Assistant Professor, Faculty of Education, York University, Toronto, Canada, 1987-1989

Assistant Professor and Director, Dove Learning Center Preschool Programs,
New Mexico
State University, 1985-1987

Child Development Specialist, Kimball Elementary School, Seattle, 1978-1980
Child Life Worker, Michael Reese Medical Center, Chicago, 1976-1978

Certifications

National Conflict Resolution Center, San Diego, 2011, Mediator
A. K. Rice Institute for the Study of Social Systems, 2009, Consultant
Alternatives to Violence Project, 2012, Facilitator

Publications

Gelb, S. A. (2010.) Evolutionary anxiety, monstrosity, and the birth of normality.

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- Gelb, S. A. (1990.) *Preoccupazioni guidiziarie e l'accettazione dei test mental negli Stati Uniti. Della Psicologia*, *2*, 86-91.
- Gelb, S. A. (1990.) Degeneracy theory, eugenics, and family studies. *Journal of the History of the Behavioral Sciences*, *26*, 242-246.
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- Gelb, S. A. (1989.) The uses of race "science." *Active Voice*, 1 (2), 2-3.
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- Gelb, S. A. (1982.) *A guide to working with minority language children in special education*. Olympia, WA: Office of the Superintendent of Public Instruction.

Book Reviews

- Gelb, S. A. (2010.) [Review of the book *Acts of conscience: World War II, mental institutions and religious objectors*]. *Intellectual and Developmental Disabilities*.

- Gelb, S. A. (2010.) [Review of the book *The incomplete child: An intellectual history of learning Disabilities*]. *History of Education Quarterly*, 50, 553-555. <http://onlinelibrary.wiley.com/doi/10.1111/j.1748-5959.2010.00297.x/abstract>
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- Gelb, S. A. (1999) [Review of *Not Wanted in the Classroom Parent Associations and the Education of Trainable Retarded Children in Ontario, 1947-1969*]. *Canadian Historical Review*, 721-722.
- Gelb, S.A. (1999.) [Review of *The politics of heredity*]. *Journal of the History of the Behavioral Sciences* 36(1), 3-4.
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- Gelb, S. A. (1997.) [Review of *Feeble-Minded in our midst: Institutions for the mentally retarded in the South, 1900 1940*] *History of Education Quarterly*, 37, 91-92.
- Gelb, S. A. (1996.) [Review of *B. F. Skinner: A life*] *History of Education Quarterly*, 36, 375-376.
- Gelb, S. A. (1989.) [Review of *The Case Against the SAT*]. *History of Education Quarterly*, 29, 175-177.
- Gelb, S. A. (1986.) [Review of *The intelligence men.*] *History of Education Quarterly*, 26, 619-621.

Editorial Activities

- Consulting Editor, *Intellectual and Developmental Disabilities* (formerly *Mental Retardation*; 1999- present.)
- Editor, *Review of Education* (Gordon and Breach Publishers.) (Volumes 14-15, 1991-1993.)
- Contributing Editor, *Review of Education/Pedagogy/Cultural Studies*, 1993-1998.
- Consulting editor, *Early Childhood Research Quarterly* (1988-1991.)

Refereed Conference Presentations

(2013, May.) Fear and loathing on the accreditation trail. University of San Diego Conference on Action Research. San Diego, CA.

(2012, November.) Forging the present through leadership dialogue (with Meenakshi Chakraverti.)
Presented at the Taos Institute Conference on Explorational Practices in Peace Building, Mediation and Conflict Transformation, San Diego, CA.

(2012, August.) Listening and speaking from the heart: The Public Conversations Project model of dialogue. Presented at the meeting of the International Institute on Peace Education, Saitama, Japan.

(2012, August.) The Earth Charter as a source of reflection and action for peace education.
Presented at the meeting of the International Institute on Peace Education, Saitama, Japan.

(2008, November.) Towards a culture of inquiry in teacher, counselor, and school leader preparation. One school's effort to bridge the gap between theory and practice. (with Lonnie Rowell.) Presented at the meeting of the Collaborative Action Research Network, Liverpool, UK.

(2008, November.) A conscious and contemplative classroom: Teaching consciousness for leadership development. (with Theresa Monroe, Cheryl Getz, Jack Lampl and Ana Estrada.) Presented at the meeting of the International Leadership Association. Los Angeles.

(2008, September.) The peace dialogue group in the School of Leadership and Education Sciences at the University of San Diego. (with WhitneyMcIntyre Miller and Katie Zaroni.) Presented at the meeting of the Peace and Justice Studies Association, Portland.

(2006, November.) "The complexity of doing research on experiential learning in leadership". Presented at the meeting of the International Leadership Association, Chicago.

(2006, October.) "The complexity of the Latina experience at an American Catholic university".

with Ana Estrada, Jaime Romo, Theresa Monroe, and Cheryl Getz. Paper presented at the Sixth International Border Pedagogy Conference, Universidad Pedagogica Nacional, Tijuana, Mexico.

(2005, November.) "Methods for the study of integral leadership". Presented at the meeting of the International Leadership Association, Amsterdam.

(2005, January.) "Constructively bridging university and school district cultures." Presented at the meeting of the American Association of Colleges of Teacher Education, Washington, DC.

(2001, April.) "Implementation of the Parents as Teachers program with Hmong mothers and children." Presented at the meeting of the American Educational Research Association, Seattle.

<http://www.brycs.org/documents/upload/parentsasteachers.pdf>

(1998, June.) "Late nineteenth century evolutionists' use of mental retardation to prove human origins." Presented at the meeting of the Cheiron Society, San Diego.

(1998, August.) "Spilled religion: The tragedy of Henry H. Goddard." Presented at the meeting of the American Psychological Association, San Francisco.

(1996, June.) "The data made me do it": Interest and disinterest in hereditarian presentations of race difference" in Symposium on "The Bell Curve" at the meeting of the Cheiron Society, Richmond, Indiana.

(1995, June.) "A brief history of ethnological idiocy." Paper presented at the meeting of the Cheiron Society Brunswick, Maine.

(1993, October.) "What goes up may come down: Degenerationism and mental retardation, 1900-1920." Paper presented at the meeting of the History of Science Society, Santa Fe, New Mexico.

(1992, April.) "'Atavisms among us": The concept of the degenerate in twentieth-century educational thought." Paper presented at the meeting of the American Educational Research Association, San Francisco.

(1991, March.) "Problems and possibilities of integrating 'generic' and 'special' early childhood education." Presented at the meeting of the California Professors of Early Childhood Education, Los Angeles.

(1991, October.) "Making the political personal: Problems of power and privilege in post secondary teaching." Paper presented at the meeting of the American Educational Studies Association, Kansas City (with Don Dipppo.)

- (1991, June.) "Making the political personal: And the problem of privilege in post secondary teaching." Paper presented at the meeting of the Canadian Society for the Study of Education, Kingston, Ontario (with Don Dippo.)
- (1990, October.) "'Destitute of moral sense': Scientific testimony in the 1914 trial of a teenage teacher murderer." Paper presented at the meeting of the History of Science Society, Seattle.
- (1990, April.) "From here to eternity: Organizational inquiry as a basis for teacher training." Paper presented at the meeting of the American Educational Research Association, Boston.
- (1989, October.) "The strange case of Jean Gianini: The 1914 crime and trial of a teenage teacher murderer." Paper presented at the meeting of the History of Education Society, Chicago.
- (1989, October.) "On being cooperative in non-cooperative places". Paper presented at the meeting of the American Educational Studies Association, Chicago.
- (1989, June.) "Mental deficient's fighting fascism: The unplanned normalization of World War II." Paper presented at the meeting of the Cheiron Society, Kingston, Ontario, Canada.
- (1988, November.) "World War II and the rise of pseudo-feeble-mindedness, 1941-1961." Paper presented at the meeting of the History of Education Society, Toronto, Canada.
- (1988, June.) "Judicial concerns and the acceptance of mental testing in the United States." Paper presented at the meeting of the Cheiron Society (International Society for the History of the Behavioral and Social Sciences), Princeton, NJ.
- (1988, April.) "The moral imbecile and the moron: 19th century roots of educable mental retardation." Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- (1987, April.) "Generic pronouns in early childhood education: Were there female dinosaurs, too?" Paper presented at the meeting of the American Educational Research Association, Washington, DC.
- (1986, April.) "From moral imbecility to maladaptive behavior. The social construction of educable mental retardation. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- (1985, April.) "Henry H. Goddard on immigrants, 1910-1917: A case study of institutional racism in the spread of intelligence testing." Paper presented at the meeting of the Mid-America American Studies Association, Urbana, IL.

(1983, February.) "Special education and linguistic minority students: The historical bases of discriminatory practices." Paper presented at the meeting of the National Association for Bilingual Education, Washington, DC.

(1983, May.) "New ideas in special education for language minority students." Presented at the meeting of the National Migrant Education Association, Portland, OR.

Other Selected Presentations and Workshops

(2013, April.) Inquiry as intervention: Crafting questions with purpose and impact. Public Conversations Project West workshop (with Meenakshi Chakraverti.) San Diego.

(2008, May.) "The empire strikes back: Action research and IRB review. Symposium on Action Research, San Diego.

(2008, May.) "Integrating peace education into teacher training". (with Katie Zanoni.) Action Research Symposium, University of San Diego.

(2000, March.) "Individuality and the problem of typological thinking." Invited Grand Rounds Presentation, Hillside Psychiatric Hospital, New York.

(1998, January.) "Martin Luther King: The Message of the Prophetic Black Church, and Political Leadership". Invited address at the School of Education, University of San Francisco.

Grants

San Diego Foundation, \$4,600 for Hmong Parents as Teachers Program, 2000
Community Outreach Partnership Center Grant, \$23,000 for Hmong Parents as Teachers Program, 1997-2000.

USD President and Provost, \$17,000 for Hmong Parents as Teachers Program, 1997

San Diego Links (UCSD), \$2,500 for Hmong Parents as Teachers Program, 1997
San Diego Links (UCSD), \$7,500 for Fifth Dimension Project with Karen Love, Linda Vista Head Start, 1998

Professional Affiliations

- American Educational Research Association
- A. K. Rice Institute for the Study of Social Systems

- Collaborative Action Research Network
- Peace and Justice Studies Association
- Peace Education Commission
- Society for Disability Studies

Courses Taught

Undergraduate Courses:

Child Development and the Schools (NMSU)
 Culture and Intelligence (Honors Course; NMSU)
 Final Year Teaching Practicum Supervision (York)
 Guidance and Discipline in Early Childhood (NMSU)
 History and Philosophy of Early Childhood Education (USD)
 Introduction to Early Childhood Education (USD)
 Language Development in Early Childhood (NMSU and USD)
 Mainstreaming the Handicapped Child (NMSU)
 Models of Education (York)
 Sex Roles and Schooling (Honors Course; NMSU)
 Theory and Practice in Early Childhood Education (USD)
 Working with Families (NMSU)

Graduate Masters and Credential Courses:

Curriculum Development for LD Students (York)
 Educational Leadership for Peace (USD)
 Paradigms and Learning Disabilities (York)
 Multicultural and Philosophical Foundations of Education (USD)
 Peace Education in a Global Context (USD)
 Peace Leadership (USD)
 Psycho-Social Aspects of Learning Disabilities (York)
 Psychological Foundations of Education in a Diverse Society (USD)
 Research Methods in Education (USD)
 Seminar in Early Childhood Education (USD)
 Sex Roles in Early Childhood Education (NMSU)
 Teaching the Bilingual Preschool Child (NMSU)
 Working with Infants and Families When the Infant is Handicapped (U. of Washington)

Doctoral Courses

Dissertation Proposal Writing Seminar (USD)
 Inquiry and Leadership II (USD)
 Ethics and Leadership (USD)
 Writing for Publication (USD)

Thesis Supervision:

Doctoral Students

Diane Beach, "Adolescent caregivers of grandparents with Alzheimer's disease". USD, 1999.

Elisa Carlson, "Romanticizing leadership: A historical and cultural critique." USD, 1997.

Mary Lindsay, "Story as a means to distributed cognition in dispute mediation ", USD, 1999.

Cara Taylor Miller, "The classroom as a community of inquiry", USD, 2012.

Brian Moffit, "Identification of core multidisciplinary competencies in an integrated public Health and human service system, USD, 1998.

Steven Blue Robbins, "Women and men in collaborative working partnerships: Connecting two disparate modes of experience", USD, 1995.

Ella Sloan, "W.E.B. DuBois's 'Talented Tenth': A pioneering conception of Transformational leadership.", USD, 2003.

Masters Students

Laurel M. Ferson, "Play and social behaviors in toddlers with autism in an inclusive environment." (USD, 2009.)

Jodi Patterson, "Social behavior of individuals with autism found in first-hand accounts" (USD, 2002.)

Susan Hiraishi, "Adolescent LD students' perceptions of factors necessary for their success in school" (York University, 1989)

Ann-Marie LePage, "Parenting a child labeled learning disabled: Mothers' reactions and coping strategies" (York University, 1988.)

Deborah M. Odle, "Teaching students placed in English as a second dialect classes: An analysis of teachers' perceptions of the components of successful programs (York University, 1988)

Selected Service Activities

- USD NCATE Accreditation Coordinator, 2010-2012
- University of San Diego Ad-hoc Copyright Policy Committee 2011-2012
- Co-chair, United Front Multicultural Center Strategic Planning Committee, 2011
- SOLES Strategic Planning Committee, 2006-2007

- Chair, SOLES Promotion and Tenure Committee, 2006-2007, 2003-2005.
- Chair, Search Committees
 - Clinical Mental Health Specialization Faculty, 2010
 - SOLES Director of Assessment, 2010
 - Math Education Faculty, 2006
 - Cognition and Learning Faculty, 2003
- Chair, School of Education, Committee of the Whole, 2000-2001
- Chair, Learning and Teaching Program Graduate Admissions Committee, 1999-2000.
- Chair, SOLES Curriculum Committee, 2008- present
- Chair, Education/Nursing Promotion and Tenure Committee (ENARRT), 1997-1998.
- Chair, University Professorship Selection Committee, 1997.
- Chair, Faculty Research Grants Committee, 1991-1992

School-Based Activities:

- Board of Directors, Keiller Leadership Academy, 2006-2007
- Extensive meetings with BTSA support providers of San Diego Unified School District to create Induction Masters Partnership Program, 2003-2006
- Partnership meetings with Marshall Elementary School, 2001-2003
- Partnership meetings with Chula Vista Elementary School District and Sweetwater School District, 2002-2003.

Accreditation Experience

- National University, Costa Mesa Campus, March, 2002, member CTC review team.

Consulting Activities

- Consultant, Catholic Charities Parents as Teachers program for Middle Eastern refugees, 2001-2003, 2005.
- Evaluator, Escondido School District Early Childhood Intervention GROW program (1993-1994.)

Awards

- University Project Professorship Award, 2000-2001, University of San Diego.
- Nominated by USD President Alice Hayes for Thomas Erlich National Faculty Service-Learning Teaching Award, 1999
- University Recognition Professorship Award, 1997-1998, University of San Diego.
- USD faculty research grant awards, 1989-1994, 1996-1998, 2005.
- Nominee for Secretary, Division F, American Educational Research Association, 1992
- Dean's Service Award, New Mexico State University, College of Education, 1986

- National Institute of Mental Health Post-Doctoral Fellowship, University of Illinois, 1984-1985
- Title VII Bilingual Educational Fellowship, U. of Washington, 1981-1984
- Graduate Fellowship, Dept. of Special Education., U. of Washington, 1980-1981.
- Fee remission scholarship, Erikson Institute, 1975-1976.

Community Service

- President, Three Treasures Zen Community, 2012—
- Volunteer community mediator, National Conflict Resolution Center.
- Advisory member, Public Conversations West, 2011-present
- Advisory Committee, Institute for Peace and Justice, University of San Diego, 2010-present
- Board of Directors, Interfaith Community Services, Escondido, California, 2001-2002.
- Board of Directors, Bayside Settlement House, January-July, 2000.
- Project director, Community Outreach Partnership Center Among Parents as Teachers Project, 1997-2000.
- San Diego Synagogue Council, 1997-1999.
- President, Ner Tamid Synagogue, 1997-2000 and First Vice-President, Ner Tamid Synagogue, 1995-1997.
- Local Grants Advisory Board, Food For All, 1996-1998, 2000.
- Advisory Board, YMCA Childcare Resource Service, 1996-1997
- Community Liaison, Task Force on Jewish Continuity, United Jewish Federation, San Diego, 1995-1996
- Chair, Education Committee, Congregation Dor Hadash, 1993-1994.
- School Site Council, Curie Elementary School, 1990-1992
- Board of Directors, San Diego Child Care Coalition, 1990-1992
- San Diego Child Care Disaster Committee, 1990-1991.
- Parent-to-Parent Program Advisory Board, Washington State Association for Retarded Citizens, 1983.
- Co-planner and implementation committee participant, Forum for Child Care in San Diego meeting, May, 1992.
- Reviewer, National University Bachelor of Arts in Interdisciplinary Studies/Multiple Subjects Matter Equivalency, Five Year Evaluation Study, 2001.
- San Diego County Parents As Teachers Consortium. 1999-2001
- Local Arrangements Host, Cheiron Conference, June 18-June 21, 1998, San Diego.
- Tenure and promotion reviews for:
 - California State University, Long Beach, 1994
 - Indiana University Purdue University Indianapolis, 1996
 - York University, 1993 and 1997
- Secretary, California Professors of Early Childhood Education, Sept. 1990-August. 1992.

- Member, Ontario, Canada, Ministry of Education, Advisory Group on Development of Multicultural Documents, 1987-1988.
- Board of Directors, Ontario, Canada, Educational Research Council (1988-1989.)
- State of New Mexico, Elementary Education Task Force, 1986-1987.
- Project Director, Preschool Handicapped Needs Assessment, Educational School District #114, Olympic Peninsula, Washington

5.2. Analysis of the recommendations of the external reviewer

**Dr. Steven Gelb,
External Reviewer, University of San Diego**

Suggestions made by the reviewer as a result of the meeting celebrated on May 14, 2013 at CETYS Tijuana campus.

- The document is clear and well written
- The table indicates graduates in female, not male
- Be very specific about intentions.
- Less recommendations, be more concrete (specific.)
- Support the reasons for a change. For example, how it is done in the graduates study.
- Cross-reference information between the different agents: assessment, professors, graduates.
- Collect evidence of what is happening,
- There could be meetings, but also electronic discussions.
- They “love data”, if you show that you also love data, they will be happy.
- A chain must be made and account for the links, even though it may be repetitive and too obvious.
- Evidence that we are working on the scheme that was determined as CETYS for WASC.

- P. 21: follow-up measures, they must be more specific. Collaboration is “too general”
- Think the document for someone who does not know.
- Recommends reading directly what WASC requests, not only the route indicated by Vargas

Suggestions made as a result of the review of the second advancement of the second report of the program’s self study

1. In the learning assessment section, the use of rubrics – I recommend that you include the correct rubrics in the document. Usually rubrics consist of levels (you have included these) and crucially of descriptions of each level. These are the logical foundations for the assessment. The descriptions make the rubrics reliable. Under my recommendations there is an example (I am sorry it is in English.)

2. In the graduate follow-up section, use of monkey survey answers. You indicate that almost 15% of the graduates responded and describe clearly the details of this sample. It is equally important to comment if there is bias in this group. Is it possible to explain how the people who answered are similar or different in comparison with the entire population?

3. In the graduates study, attachment 4.1 Table in page 16, it seems to me that the answering levels are low. However, I recommend including in each table the number of respondents with percentage in parentheses.

4. Regarding the graduation rate study, what type of strategies are you using to support students to finish the programs?

Finally, I recommend that you include definitions explaining what you want to say. I think that the reader expects that both add up to 100% but it is not the case.

Example of rubric with levels and descriptions to guide an evaluation

Rubric for Evaluating Literature Reviews

	1-2	3-4	5-6
Coverage	Did not discuss the criteria for inclusion and exclusion from review	Discussed the literature included and excluded	Justified inclusion and exclusion of literature
Synthesis	Did not distinguish what has and has not been done Topic not placed in broader scholarly literature History of topic not discussed Key vocabulary not discussed Key variables and phenomena not discussed Accepted literature at face value	Discussed what has and has not been done Some discussion of broader scholarly literature Some mention of history of topic Key vocabulary defined Reviewed relationships among key variables and phenomena Some critique of literature	Critically examined the state of the field Topic clearly situated in broader scholarly literature Critically examined history of topic Discussed and resolved ambiguities in definitions Noted ambiguities in literature and proposed new relationships Offered new perspective
Methodology	Research methods not discussed	Some discussion of research methods used to produce claims	Critiqued research methods. Critical appropriateness of research methods to warrant claims.
Significance	Practical significance of research not discussed. Scholarly significance of research not discussed	Practical significance discussed. Scholarly significance discussed.	Critiqued practical significance of research Critiqued scholarly significance of research
Rhetoric	Poorly conceptualized, haphazard	Some coherent structure	Well-developed, coherent

Use of Reference Style (APA or other)	Frequent mistakes in most areas.	Mistakes are limited and mastery is shown in some areas.	Mastery present in all areas.
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Note: This rubric is adapted from *Doing a Literature Review* by Christopher Hart, 1999. London, SAGE Publications

6. Long-term goals of the program

6.1 Description of the goals according to the capacity and effectiveness of the program.

In the process of consolidation of the quality educational processes of the institution, external accreditations are considered essential to strengthen one of the four basic aspects of the 2020 Vision: quality. Challenges of the program in the next four years are described below:

1. Incorporation of the program to Conacyt National Postgraduate Registry.
2. Increase the number of professors with doctoral degree in the faculty.
3. Increase activities oriented toward internationalization of the academic and student community.
4. Systematize educational innovation strategies in the extracurricular modality that impact the educational areas of the formal curriculum.
5. Increase teaching and learning strategies that strengthen the investigational competencies of the students.

7. Summary of findings and recommendations of the report

7.1 Capacity indicators of the program.

Indicator	Finding	Recommendation	Responsible/Compliance
Professional and teaching profile	<p>At a system level of 35 professors.</p> <p>16 have doctoral degrees and they represent 45.7%,</p> <p>5 are in doctoral training and represent 14.3%.</p> <p>14 have master's degrees and represent 40%.</p>	<p>Increase to 50% professors with doctoral degrees.</p> <p>Increase to 30% professors in doctoral training.</p> <p>Decrease to 20% professors with master's degrees.</p>	Academic coordination of the program December 2014
Infrastructure and book collection	Update of the book collection of the program.	Increase quantity and quality of the equipment supporting the program according to enrollment increase.	Academic coordination of the program Direction of Library.

7.2 Effectiveness indicators of the program.

Indicator	Finding	Recommendation	Responsible/Compliance
Opinion of graduates and professors	<p>The subjects that resulted with a high score to be updated are:</p> <p>Common Subjects Technology-guided learning 60.2</p> <p>Special Education Subjects Evaluation and diagnosis in special education</p>	Start the curricular update process in the subjects that were selected, including professors, employers and graduates in three areas: objectives and content of the subject, book collection.	Academic / operational coordination December 2014

	<p>58.3%</p> <p>Organizational Development Motivation and productivity 72%.</p> <p>Increase workload in the classroom and independent work.</p>	<p>Incorporate academic activities that allow encouraging in the students the development of necessary skills to favor their learning.</p>	
Graduation rate	The graduation rate indicator of the program remained at 72% in 2012.	<p>Design and implement an integral program to increase graduation rate and retention and decrease drop-out through specific activities such as:</p> <p>Detection of students at academic risk (los performance and absences)</p> <p>Systematic registration of academic-administrative tutoring and counseling</p> <p>Implementation of propaedeutic course Development of informational skills, information management and academic writing.</p>	Academic coordination of the program December 2014
Drop-out	The retention indicator at the first year of enrollment is at 75.72%.		Academic / operational coordination December 2014
Retención	The drop-out indicator at a system level is at 38%.		

		<p>Establish a collaboration relationship with the administrative coordinations to follow-up students who have dropped out of the program.</p>	
New Enrollment points	<p>New enrollment to the program in 2012 is at an average of 429 points at a system level.</p>	<p>Request a score of 80 points in average in three areas of cognitive, verbal, english and writing skills.</p> <p>Homologate the new enrollment student admission at a system level.</p>	<p>Academic coordination of the program December 2014</p>
Learning assessment	<p>The 4 learning outcomes were assessed at a system level in 6 subjects of the program.</p> <p>Learning Outcome 1, scored a performance level above predicted with OUTSTANDING in the subject Education for the XXI century.</p> <p>Learning Outcome 2, scored a performance level below predicted with INSUFFICIENT in</p>	<p>Increase to 15 the number of subjects for assessment of learning outcomes.</p> <p>Select subjects that show evidence of the acquired knowledge in different stages of education.</p> <p>Perform learning assessment in subjects that evidence the knowledge of the learning outcome.</p> <p>Update the content of the subject Educational</p>	<p>Academic coordination of the program December 2014</p>

	<p>Educational research. In the subject Integrative seminar, it got a score at the predicted level, OUTSTANDING.</p> <p>Learning Outcome 3EE, obtained a performance level above predicted, with OUTSTANDING in the subjects Learning problems and low academic performance, Development psychology, Development of cognitive processes.</p> <p>Learning Outcome 4DO, scored at the expected performance, IMPROVABLE, in the subjects Administration of human resources, Organizational development and Theory of human communication.</p>	<p>research and modify its location in the program structure.</p>	
<p>Faculty productivity</p>	<p>Professors with master's degrees, low academic productivity.</p>	<p>Encourage the participation of the faculty in the academic text writing courses</p>	<p>Academic coordination of the program December 2014</p>

	Professors with doctoral degrees, high academic productivity.	offered by CDMA. Manage economic resources to boost academic productivity.	
Evaluación docente	The faculty performance results from the students' perspective are at very good and excellent levels.	Implement a professor evaluation program that incorporates delivery of the subject program, intermediate and final evaluation.	Academic coordination of the program December 2014