

CETYS University.
Vice-presidency of Academic Affairs.
Update Report for WASC 2009 Academic Planning.
Mexicali, B. C., May 8th, 2009.

Introduction.

This report synthesizes, up to this point in 2009, the actions that have been executed and the obtained results with regards to the WASC 2009-2011 Planning. These actions are to respond to the WASC recommendations in the following 5 categories, and to obtain initial accreditation:

- ❶ **Faculty (\$54,900).**
- ❷ **Library (\$420,000).**
- ❸ **Assessment (\$21,420).**
- ❹ **Electronic portfolio (\$97,900).**
- ❺ **Periodic Academic Program Review (\$99,200).**

Las amounts in parenthesis represent what is budgeted for 2009 in each of these categories and total \$693,420 dollars. These quantities are obtained from the operation and fund raising campaigns, as was approved by the IENAC Ordinary Assembly, in Ensenada, B.C, on January 23rd of 2009.

In each category, the actions that have been executed will be indicated, starting with those initiatives that required investment or spending and closing with those that required resources that were already available.

❶ Faculty.

WASC Planning for 2009 establishes the hiring of an professor for the Engineering School of the Tijuana Campus. The Director of the College of Engineering has identified the candidate professor for the spot, who is currently a per course professor, and will be offered the position of full time professor in the second semester of 2009.

Also, an Institutional Integral Faculty Development Program has been deployed to create more development opportunities for the professors that participate in CETYS. The instrumentation of this program is a responsibility of the College Directors, the Center for Academic Improvement and Development (CDMA) and the Departments of Human Resources of each Campus. The College Directors are responsible for the development of their faculty in their profession and discipline. The Human Resources Departments are responsible for Values and Healthy Life Style development in faculty; the Center for Academic Improvement and Development is responsible for Pedagogy and training in Educational Technology for faculty. This Center has developed the CETYS Faculty Certification Program, which is in operation offering the Development of Information Literacy program. On the 25th of April, this program began with the Profiles of the Information Society Module (20 hours). A total of 34 faculty from the three Campuses are enrolled. Finally, for an inventory of competencies of Higher Education Faculty, the College of Social Sciences and Humanities is developing a Typology of Faculty and a work methodology to make it operative and to integrate this inventory, which allows for each professor to have a career plan.

These efforts address the recommendations made by WASC related to providing full time faculty with more development opportunities and provide resources and abilities to create a culture of research at the level of Higher Education at CETYS. The Development of Information Literacy program has the goal to create an understanding in faculty that the use of the information resources of the library, incorporating the use of these resources for the design of learning experiences for the students. The

design and operation of this program is a coordinated effort between the campus libraries and the Center for Academic Improvement and Development.

In the month of April an On-Line Instructional Design course (75 hours) was offered in which 25 professors enrolled from MXL and TIJ campuses, and also Blackboard courses were offered, with an enrollment of 24 professors from the three campuses. All these courses are under the coordination of the Center for Academic Improvement and Development.

2 Library.

In the case of the Library, the WASC Planning establishes investments to remodel facilities in MXL and TIJ and equipment of new facilities for the ENS campus; as well as spending and investments for the acquisition of new printed and electronic materials. Up until the month of April 2009, approximately 17% of the assigned budget was spent for this year (\$420,000 dollars). This was distributed in the following manner:

#	Concept	Amount spent in dollars
1	Training and development of personnel	\$3,275
2	Remodeling, equipment and infrastructure	\$5,687
3	Printed materials	\$39,035
4	Electronic materials and data bases	\$21,764
Total		\$69,761

With regards to the first category of the table, library personnel of the three campuses attended the XV Trans-border Library Forum, celebrated in Tijuana. Additionally, personnel from Tijuana and Mexicali attended the "Anglo-American Rules for Cataloguing 2 (RCA2) and the New Structure of American Description Rules (RDA)", celebrated in Tijuana. Also, Mexicali Campus personnel attended the "Library of Congress Classification System (LC) Class H and KGF", celebrated in Mexicali; as well as the "Interactive Information Technology Seminar" celebrated in Guanajuato. Finally, the director of the Tijuana Campus library was enrolled in two courses of the Librarian and Information Sciences Masters offered by the University of Arizona.

Regarding the remodeling project, the following actions have been done:

- ◆ Maintenance and relocation of the security systems in Ensenada and Mexicali.
- ◆ Elaboration of a circulation service counter in Ensenada.

With regards to books, printed materials have been acquired for the current semester programs, also renovating subscriptions to various magazines and periodic printer materials, as well as electronic data bases OECD and Infolatina.

With these actions, the following WASC recommendations are being addressed:

- Professionalization of library personnel.
- Investment in the library according to the strategic plan.
- Development and operation of learning outcomes relating to Information Literacy in faculty and students of Higher Education.

3 Assessment.

For this category of the WASC 2009-2011 planning, the hiring of personnel to attend to Blackboard and its users is contemplated. To comply with this action, a hiring was made in April 2009; which allowed the incorporation of Edgar Jimenez to the functions of Pedagogical Training and Use of Educational

Technology of the Center for Academic Improvement and Development. This hiring will generate spending at the end of the first semester of 2009 of **\$2,770 dollars**.

With this hiring, the personnel of the Center for Academic Improvement and Development will be integrated with at least one more person to do its four functions: Curricular Design and Review (Periodic Academic Program Review); Assessment and Management of the Electronic Portfolio; Faculty Evaluation and Development in Pedagogy and Use of Information and Technology Resources. The personnel of the Center for Academic Improvement and Development is integrated by Edgar Jiménez (MXL Campus), Cecilia Tagliapietra (MXL Campus); Adriana López (TIJ Campus); Dr. Miguel Guzmán (TIJ Campus) and temporarily, until the set-up phase of the Center concludes, and in charge of all its functions, Héctor Vargas.

Additionally the Center has developed the following tasks in 2009.

- ◆ Formulation of Assessment plans for semesters 2009-1 y 2.
- ◆ Design, via the Academy of Institutional Learning Outcomes, of Critical Thinking and Continuous Learning rubrics that were used in 2009, as well as informing faculty via the Academic Information Portal.
- ◆ Integration, presentation, distribution of the assessment results for 2008-2.
- ◆ Recommendations to the College and school Directors, based on the results obtained from the 2008 assessment process, of the adoption of the "Research Paper" and "Term Paper" as learning experiences to promote and maintain the Institutional Learning Outcomes of Clear and Effective Communication in Spanish and Continuous Learning. With these measures, the use of library information resources seeks to be strengthened.
- ◆ Organization and execution, in coordination with the Information Resources Department of the MXL Campus, the training sessions for the use of Critical Thinking and Continuous Learning rubrics, as well as the Electronic Portfolio. In the month of April, 55 faculty were trained in the use of the rubrics and 43 in the use of the Electronic Portfolio. For the first semester of 2009, 87 faculty are scheduled with all their students. This action will help students know what they need to do.
- ◆ Creation of two instructional videos for faculty and student training in the use of the Institutional Electronic Portfolio. The videos allow training of users to be more flexible and convenient.

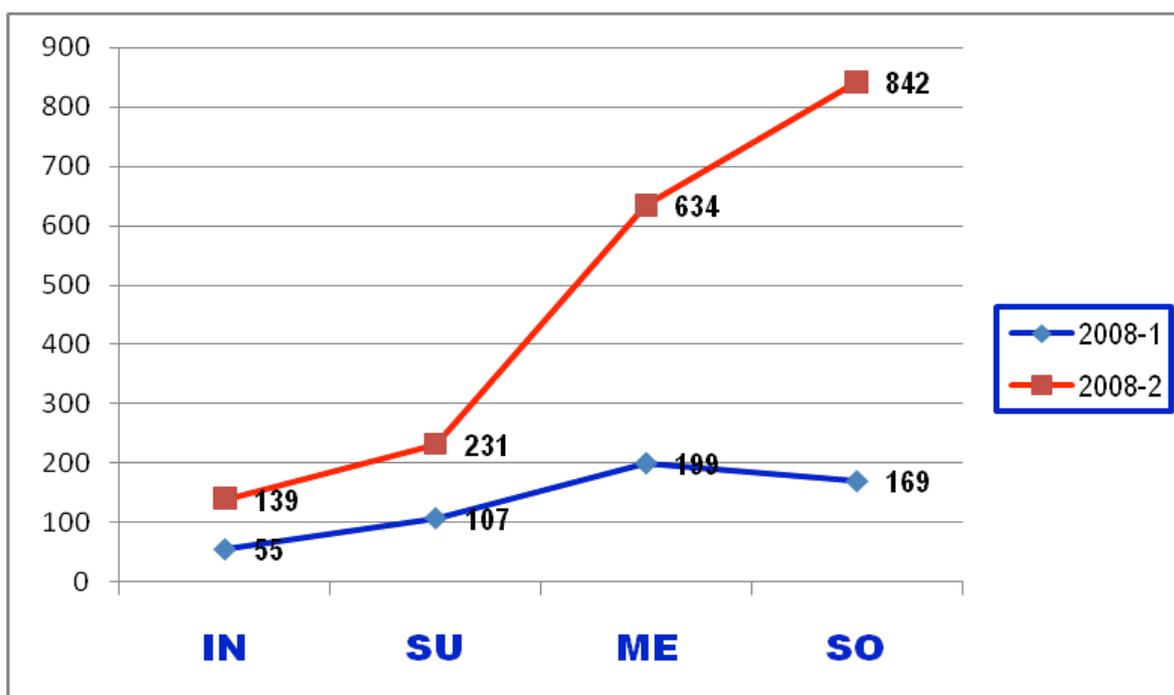
With regards to assessment done in the two semesters of 2008, the observations are the following:

- ❖ Assessment was done only for 2 of the 4 institutional learning outcomes: Clear and Effective Communication in Spanish, Continuous Learning. The first has to do with the ability of the higher education student to express him or herself orally, graphically and in written form in Spanish; while the second one has to do with the ability the higher education student demonstrates in doing research using available information resources and technology.
- ❖ Only 2 of the 4 learning outcomes were used because experts recommend to start with a pilot plan and then expand the sample size and number of learning outcomes to assess. The pilot plan started in 2008-1 and the sample was increased in 2008-2. This can be observed in Tables 1 and 2.
- ❖ Other limitations that were confronted regarding expansion of the sample was not having the Electronic Portfolio at 100% in 2008. It was functional in 2008-2 and tested with a pilot group of faculty from the Engineering School of the MXL Campus. Without the Electronic Portfolio, the work of gathering, registering and generating reports is extremely laborious. For 2009 only the Electronic Portfolio will be used.

- ❖ The performance of the students in their learning of each of the Institutional Learning Outcomes is assessed and graded in 4 levels:
 - **Insufficient:** The achieved learning does not reach a passing grade. The grade is below 70 in a scale of 0 to 100.
 - **Sufficient:** The achieved learning achieves a passing grade between 70 and 79 in a scale of 0 to 100.
 - **Improvable:** The achieved learning achieves a passing grade between 80 and 89 in a scale of 0 to 100.
 - **Outstanding:** The achieved learning achieves a passing grade between 90 and 100 in a scale of 0 to 100.

- ❖ Table 1 and Graphic 2 refer to the Clear and Effective Communication in Spanish Learning Outcome. These indicate the performance mode for the first semester of 2008 was – **Improvable-** and **-Outstanding-** for the second semester of that year. The student learning was measured with an analytic rubric for written work and an analytic rubric for presentations. Both were elaborated by members of the Academy of Institutional Learning Outcomes. Approximately 8.1% of all students subject to assessment, in 2008, resulted in **-Insufficient-** learning for their ability to communicate in Spanish. Because of the size of the samples for both semesters, the precision of the results higher in the second semester.

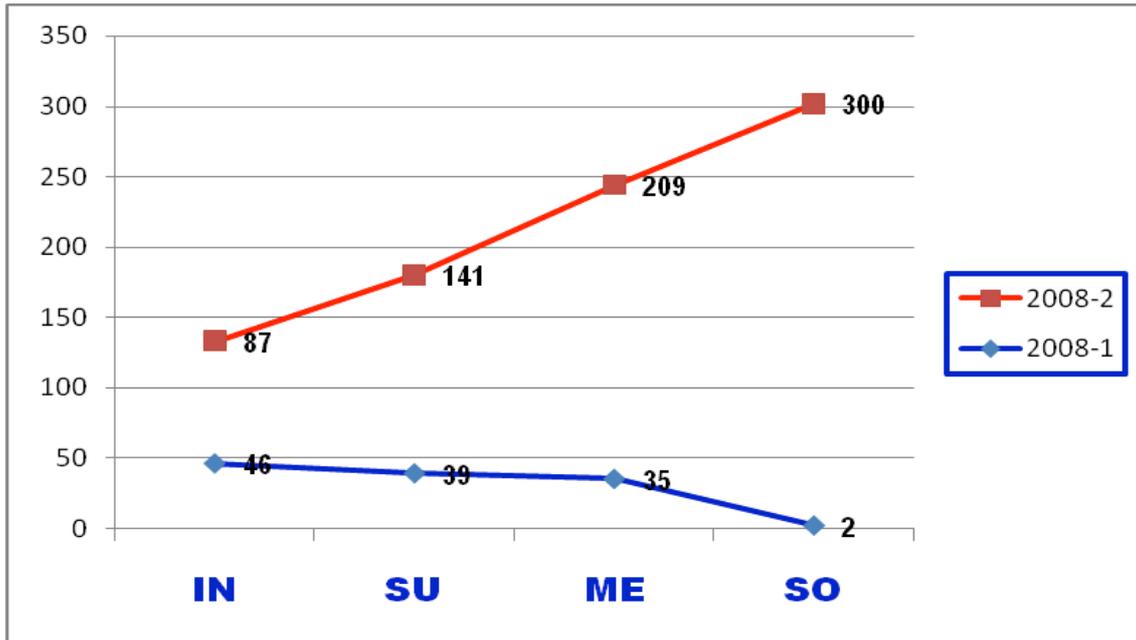
Table 1		RAI1: Clear and effective communication in Spanish	
Level of achieved learning	Notation	2008-1	2008-2
Insufficient (<=69)	IN	55	139
Sufficient (70 a 79)	SU	107	231
Improvable (80 a 89)	IM	199	634
Outstanding (>=90)	OU	169	842
Total sample		530	1846
Higher Education Population		3431	4081
Percentage of the Population as a Sample		15.4	45.2



Graphic 1: Assessment of Clear and Effective Communication in Spanish

- ❖ Table 2 and Graphic 2 contain the results of assessment for the Institutional Learning Outcome of Continuous Learning. These indicate the performance mode for the first semester of 2008 was **-Insufficient-** and **-Outstanding-** for the second semester of that year. The student learning was measured with an analytic rubric for research work. This rubric was also elaborated by members of the Academy of Institutional Learning Outcomes. Approximately 15.5% of all students subject to assessment, resulted in **-Insufficient-** learning for this learning outcome. Because of the size of the samples, it was decided that this learning outcome will be measured in all 2009. Also, it was recommended to the School and College Directors to adopt a **-Research Project-** and **-Term Paper-** to improve the results of this learning outcome and maintain the Clear and Effective Communication in Spanish learning outcome.

Table 2	RAI2: Continuous Learning		
	Level of achieved learning	Notation	2008-1
Insufficient (<=69)	IN	46	87
Sufficient (70 a 79)	SU	39	141
Improbable (80 a 89)	IM	35	209
Outstanding (>=90)	OU	2	300
Total sample			737
Higher Education Population			4081
Percentage of the Population as a Sample			18.1



Graphic 2: Assessment of the ability to do research.

With these actions, the following WASC recommendations are being addressed: Development and strengthening of assessment of program and institutional learning outcomes.

④ Electronic Portfolio.

For this category, the WASC 2009-2011 planning contemplates the following investments and spending for 2009: Increase of Band-Width, Development of Software for the Electronic Portfolio, Acquisition of Hardware for the Institutional Electronic Portfolio, Hiring of personnel to attend the Institutional Electronic Portfolio and its users and Maintenance of the Institutional Electronic Portfolio. The following is a summary of what has been done up to this date:

- ◆ Hiring in April 2009 of Sukey Nakasima López to attend the Institutional Electronic Portfolio Platform and its users. This investment will be \$2,769 dollars for the first semester of 2009, and includes the hiring of an intern.
- ◆ At the end of the 2009-1 an estimated spending of \$6,231 dollars for the increase of Band Width (2 megs); \$6,000 dollars for software development for the Institutional Electronic Portfolio. These amounts total **\$17,500 dollars** for 2009-1. The budgeted amount is \$23,450 dollars.

The Institutional Electronic Portfolio application is in the Institutional Web Page in the Student Portal under the "Services" option. It works in the three Campuses (ENS, MXL and TIJ).

Additionally inquiries from faculty and students regarding the use of the Portfolio have been addressed and the coordination of the software development to complete the platform was done.

With these actions, the WASC recommendations relating to developing and strengthening the program and institutional learning outcomes were addressed; as well as the development and operation of the learning outcomes relating to Information Literacy in higher education faculty and students.

⑤ Periodic Academic Program Review.

The WASC 2009-2011 planning contemplates for this year the review of 8 academic programs: Industrial Engineering, Computer Sciences Engineering, Electronic Cybernetics Engineering, International Business, Business Management, International Public Accounting and the Masters in Business Administration and Education. Each program has a \$12,400 dollar budget assigned to cover the costs of review. Up to this point, no spending has been done because activities have not required it. The activities are:

- ◆ Formulation of the Periodic Academic Program Review Policy. This policy establishes the parameters, process and times for the review of the academic program, and was elaborated via the Center for Academic Improvement and Development with the participation of the College Directors and the Vice-presidency of Academic Affairs. The policy was reviewed by both Vice-presidencies and the Presidency. It's formulation considered the best practices of the following universities and institutions:
 - San Francisco State University.
 - California State University(Dominguez Hills)
 - University of North Caroline
 - Oklahoma University
 - Wisconsin University
 - Central Michigan University
 - University of New Hampshire
 - WASC Program Review Rubric.

The Periodic Academic Program Review Policy is a document that is published in the Institutional Academic Portal and is available to all the academy of CETYS.

- ◆ Signing of the Mutual Agreement Memorandum. On March 23rd 2009, the Vice-presidency of Academic Affairs and the College Directors signed a Memorandum of Mutual Agreement, that establishes that in February 22 of 2010 they will deliver to the Vice-presidency of Academic Affairs the Self-study for each of the 8 academic programs under review for 2009. The memorandum establishes the characteristics of the Self-study and its content.
- ◆ Formulation of the Master Program for the Periodic Academic Program Review for 2009. The Center for Academic Improvement and Development, via Curricular Design and Review, formulated the plan to coordinate and supervise the progress of the College directors and their Academies regarding the review of programs established for 2009. The plan was communicated to the College and School Directors on the 22nd of April 2009. The plan indicates the times for execution of activities in the review process established in the Periodic Academic Program Review Policy and the products that must be generated in these activities. The plan establishes dates to report progress in the programmed review.
- ◆ Integration of academies for the Periodic Academic Program Review. Up until the 22 of April the academies responsible for the following programs have been integrated: Masters in Business Administration, Masters in Education, International Public Accounting, International Business and Business Management.

With these actions, the following WASC recommendations are being addressed:

- Strengthening of academic leadership via the creation of collegiate bodies (Academies) and their incorporation and participation in academic planning.
- Programming and execution of the periodic review of each and every academic program of the institution, having as a reference the best practices of American universities.