

**WELCOME TO THE INSTITUTIONAL CAPACITY  
REPORT OF  
CETYS UNIVERSITY: TOWARDS INITIAL  
ACCREDITATION**

**CETYS University, an institution of higher  
education in Mexico.**

CETYS University was founded in 1961 in the city of Mexicali, Baja California, thanks to the commitment and support of *Instituto Educativo del Noroeste, A.C* (IENAC), a group of visionary businessmen who were committed to a mission and to quality.

Our institution was founded in Mexicali with the hope and ideals that a high quality university would attract bright and highly motivated students who would otherwise leave our region and head to other parts of the country. The Tijuana Campus was founded in 1972 and the Ensenada Campus in 1975 to ensure that the institutional mission and same type of quality educational opportunities were available in the other main cities of Baja California.

CETYS University operates according to Mexico's laws that govern higher education and the operational regulations derived from them, including at both the state and federal levels. Within this context, our programs and curricula have the Official Educational Recognition of the State Department of Education and all graduates from CETYS are recognized by the Federal Government, through the Federal Professional Law, as having obtained "professional credentials", which act as a license for them to practice their professions in any part of the country.

Throughout almost 50 years of existence in the State of Baja California, CETYS has proven to be an agent of change in the development of the state's higher education. The success of our current students is visible as per their presence and participation in conferences, academic meetings, and national and international competitions. Further success is evident as per CETYS graduates working in the major domestic and international companies of the region, as shown by alumni studies conducted by CETYS approximately every five years.

In its search for continuous improvement and within the framework of its mission and educational model, CETYS University has sought and is committed to the international standards of quality espoused by WASC. CETYS is confident that this

effort can only enhance the quality of the institution's programs and service to its students. The WASC accreditation process is fully supported by CETYS faculty, administration, staff, as well as the institution's Board and advisers.

This document presents institutional responses and overall progress relative to the recommendations received from the WASC Accreditation Commission, in the letter dated July 21, 2008, included: improvement of the doctoral programs, enhancement of resources for the Information and Learning Center (73 and 77), continuing with the institutionalization of learning outcomes (8), preparation of all critical materials in English, and preparing a comparison between auditing standards in Mexico and the United States (70). This report also includes advances regarding faculty development, academic planning, and the use of information and data, all of which were identified by the assessment team during the educational effectiveness visit made in March 2008. CETYS sent WASC its response on June 3, 2008 (27), establishing the follow-up in each of these areas.

CETYS' response to the recommendations of the various WASC teams encompasses: refocusing of the academic programs, emphasizing specifically student learning outcomes; development of an institutional learning assessment plan; improvement of the Information and Learning Center; encouraging the faculty to participate in development programs (42); implementation of new education technologies; and, most importantly, greatly expanding the participation of faculty in all of these and other activities (61). As such, CETYS University's objective is to demonstrate that it has the necessary capacity to function as an institution committed to continuous improvement.

Thanks to the President's international vision, which has been one of distinguishing characteristics, and with the unconditional support of the Board, CETYS is fully committed to being an important player in providing quality higher education to Baja California in the context of globalization. CETYS University has invested \$2.5 million (U.S.) dollars during the first three years of the Initial Candidacy process, not taking into account other expenditures the institution has made nor the effects of the current global financial crisis. Because of our commitment to both continuous improvement and the accreditation process, in January 2009, the Board voted to approve the investments required for:

enhancement of the information and learning centers, faculty hiring and development, and updating and expanding educational and information technology (75).

The Board responded very favorably in the beginning of the accreditation process and it continues demonstrating its support. In 2009, very significant investments have been made on the three campuses. These include the construction of a new building for graduate studies at the Tijuana Campus, an investment of over \$4 million dollars, and construction of the new information and learning center at the Ensenada Campus, an investment of \$1.2 million dollars. In addition, the information and learning centers on the Mexicali and Tijuana Campuses will be expanded, in response to the recommendations made by Dr. Susan Parker (from UCLA), an adviser to CETYS University.

New investments planned for the following three years include hiring of additional full-time faculty, based on the profile of CETYS' academic programs. Investments will be made, as well, in educational technology, such as the e-portfolio.

CETYS is using all available resources within its reach and optimizing their use to support the areas of improvement identified by WASC. Most importantly, the institution is promoting a spirit of continuous improvement and encouraging a change towards a culture of evidence among faculty, academic and administrative staff, and the Board. While CETYS is already engaged in domestic academic program reviews (which are presented in evidence #58), it has chosen to go beyond its borders and local frame of reference by subjecting itself to standards of quality espoused by WASC and recognized internationally.

### **Preparation of this Report.**

The preparation of this report included representation of the academic and administrative personnel of the three CETYS campuses, with the advice provided by external consultants (d). The different groups can be classified as follows:

- a. **CETYS-WASC Commission.** Comprised of the President, Administrative Vice President, Academic Vice President, Planning and Academic Effectiveness Director, Director of Institutional Effectiveness, and the Director of the WASC

Project. This group's responsibility included: working with the four Operational Teams; following up on the preparation of essays corresponding to each of WASC's standards; and ensuring that everyone followed the comprehensive model for the preparation of this report. On many occasions, the Institutional Advising Team, described below under (c) also participated with the CETYS-WASC Commission group. Finally, the CETYS-WASC Commission also served as an editorial team of this capacity report.

- b. **Operational Teams.** Continuing with the same structure of previous reports, four teams were formed to work on the process towards initial accreditation, one for each WASC standard and as a way to follow the comprehensive model. Their responsibility, in collaboration with the Director of the WASC project, was to: work on the standards; reflect on the content and the evidence guidelines; and develop the evidence required as support for each standard. The work sessions with the four Operational Teams began at the time Candidacy was granted and when it was determined that this would be the best working model in the process of moving towards initial accreditation.
- c. **Institutional Advising Team.** This team included all the directors of the administrative and academic areas in the institution; the President, Administrative Vice President, Academic Vice President, College Deans, Campus Directors, Institutional Advancement Director, Director of Institutional Effectiveness, Planning and Academic Effectiveness Director, Director of Institutional Effectiveness, Information and Learning Centers Director, Information and Technology Director, and the Director of the WASC Project. This team was counseled individually or in special meetings. This group provided critical support to the Operational Teams, including providing information on the institution's operations,

processes, procedures, structures, functions, improvement plans, strategic planning, etc.

- d. **Support from External Advisers.** We sought the advice of several external consultants from various universities in California, Arizona and Washington, individuals with experience in accreditation and/or special content. Some of these advisers were: Dr. Geoffrey Chase from San Diego State University; Dr. Gary Miller from Biola University; Dr. Scott Zimmer from Alliant International University; Dr. John Hawthorne from Point Loma Nazarene University; the Information and Learning Centers from National University and City College in San Diego, California; Dr. Celestino Fernández from the University of Arizona; Dr. Paul Kim from Stanford University; Dr. Susan Parker from the California University in Los Angeles; and Dr. Fernando León García from City University of Seattle.
- e. **External Information Support.** We reviewed a variety of external information sources, such as the WASC Accreditation Manual, "Expectations for Two Reviews: Clarifying the Focus", examples of accreditation reports from other universities, etc.

### **Structure of this Report**

This report contains the following sections:

- a. **Introduction.** This section describes: CETYS University, including its legal operational framework within Mexico's education laws and the official guidelines of the Department of Education; the work undertaken in preparation for this report, with support from internal information units as well as the support of external advisers and the use of information based on the experiences of other universities: the efforts that CETYS has made in response to WASC's recommendations, including the investment in infrastructure, and the

investments made in short- and medium-term, and the role of the Board in this process; and the internal organizational structure developed to undertake the work of this capacity report, basically maintaining a structure similar to the one utilized since the beginning of the Candidacy process. The academic and administrative personnel involved in the accreditation project were carefully selected to include representation from throughout the University (see list of contributors).

- b. **The development of the report.** The report contains four essays, one for each standard. Each essay contains the numbers pertaining to the evidence in parenthesis; a specific number corresponds to the specific supporting document. These evidence documents are described in a document found in the CD appendices, identified as "Evidence Matrix".

In these essays, the recommendations made by the Accrediting Commission and the WASC Assessment Team are noted along with the responses and follow up that CETYS has made to each of them, as well as the additional evidence expected to be presented at the time of WASC's next visit, October 21-23, 2009. The institution places appropriate emphasize on these recommendations by presenting a broader and deeper explanation, as well as by identifying the actions to be followed and expected outcomes. An analysis of the benefits that CETYS expects to achieve in its improvement and growth as a university while it advances in the accreditation process are included in each essay's conclusion.

- c. **The Conclusive Essay.** This section presents the framework that the institution plans to follow towards the next educational effectiveness stage, obtaining initial accreditation. The focus on a culture of evidence and improvement in the academic and administrative areas is discussed, as

well as the commitment the institution has made to continuous improvement.

This section also analyzes the priorities the institution has developed, the activities that have been undertaken and that are planned to be carried out within the institutional **strategic planning** framework, along with the expected outcomes (65).

**d. Appendices.** The following appendices have been included at the end of the report:

- CPR 2009 Summary Data Form
- CPR 2009 Evidence Matrix
- Glossary

Material presented separately in CDs:

- 2009 CPR and Portfolio of Evidence
- 2009 CPR Compliance Audit Checklist
- 2009 CPR Data Tables

## STANDARD 1: DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES.

### Introduction

The mission and the educational model of CETYS University are the unwavering foundational elements of its integrity and identity as an institution of higher education. The changes that had to be made as CETYS engaged in the WASC accreditation process were primarily in the academic area, specifically in student learning outcomes, which are now indicated in each of the academic programs offered by the institution. The advances made as a result of this improvement, of changes in academic program, are presented herein.

### INSTITUTIONAL PURPOSES (CFR'S 1.1, 1.2, 1.3)

#### CFR 1.1

CETYS has a clear institutional **mission** that was first approved in 1977 (9) by IENAC (*Instituto Educativo del Noroeste, A.C*) and it has been fully communicated to all publics, both internal and external. The mission has been a constant point of reference for the institution's numerous strategic plans and overall development. The institutional mission and any revision thereof must be approved by IENAC.

Given that the fundamental principles of the university's educational philosophy are still valid, the institution has consciously determined to keep them as an integral part of the Mission. Thus, the institutional objectives found in the periodic strategic development plans, as well as the contents of the programs and the curriculum of the different academic programs, are clearly contained within our philosophy as an institution of higher education. We purposely sought that the institutional development guidelines in the **2010 CETYS PLAN** (65) were based on, and aligned with the mission and institutional purposes. Work has begun with the same focus in planning for the **2020 CETYS Institutional Development Plan** (64-link).

The humanistic mission of CETYS helps develop a person from the beginning to end of his/her CETYS education through, for example, the Program for the Promotion of **Humanism**, which was designed in the summer of 1993 (5) and launched in 1994. One of the results of being a university anchored around

humanism is that, from 2004 to the present, reflection on the institutional philosophy resulted in the development of a set of values published in the **Institutional Website** (25-link [www.cetys.mx](http://www.cetys.mx)) and the **Instructor's Guide** (52); this set of values was created with the purpose of establishing values that must permeate all activities developed in all academic programs offered by the institution.

**The educational model** (6) is comprised of three essential components: 1) the philosophical principles that determine our concept of education and our view of the human being; 2) the pedagogical principles that establish the way the educational process must be applied; and 3) the fields of our educational model that are integrated into the curricular design. To make this model operational, general strategies have been defined from which specific actions are initiated in order to give coherence to both the philosophical and academic principles.

#### CFR 1.2

Since its founding in 1961, CETYS University has regulated its development based on five guidelines: 1) a values-based mission; 2) commitment to academic quality and excellence; 3) commitment to and from the community; 4) the expansion of access to opportunities of higher education, majors, and programs, according to the needs of Baja California and the region; and 5) strategic planning intended to move the institution towards internationalization and the globalization of higher education. These guiding principles are expressed in the **2010 CETYS Plan 2006-2010 version (65)** in which the institutional objectives are established, and are always derived from the Mission. The educational objectives are:

1. Strengthen the organizational culture of the institution
2. Integrally develop the human resources
3. Achieve an organizational structure according to educational means
4. Improve educational effectiveness
5. Have processes, infrastructure and equipment according to the institution's needs; an agile and fit CETYS
6. Have an optimal information systems architecture to appropriately administer and operate CETYS
7. Obtain and/or maintain national and international accreditations
8. Strengthen the educational model

9. Improve integration with the community in general and in particular with alumni
10. Improve satisfaction with the university's programs and services among different publics
11. Enhance the institution's prestige
12. Increase the institution's economic resources

Linked to the strategic plan and the corresponding indicators, these objectives are published in the institutional brochures (hard copy), as well as on the Webpage (25-link [www.cetys.mx](http://www.cetys.mx)) and in various working documents from the departments of each campus.

Also, CETYS University has four institutional **learning objectives** that were identified in the Effectiveness Report presented to WASC in October, 2007, and that we have begun to assess (8):

- Clear and effective communication in Spanish
- Continuous learning
- Critical thinking
- Openness to cultural diversity

These learning outcomes operate at both the course and academic program levels, and have been assessed since 2008.

Other indicators used by the institution to assess students' success are graduation efficiency and student retention during the first four semesters (Data Table # 3.1). **Through Vocetys** (84), **the President's Annual Report** (45) and **the Board's Bulletin** (85), CETYS communicates to both its internal and external communities the achievements of students, faculty, administrators and staff. As an example of student assessment, the university administers the EGEL (General College Exit Test) from **CENEVAL** (National Assessment Center) to all students who are in the last semester of any of our programs (32).

Another means the institution uses to communicate students' success is the **Instructors' Guide** (52), where the desired profile of our graduating students is expressed.

In order to complement the system of indicators regarding student success, the institution has hired the services of AGB and will explore institutions similar to ours in the United States to identify ways to improve students' retention and graduation rates (28)(66) and to **benchmark** against these institutions. On the other hand, the success of

CETYS' programs has been **acknowledged** in many national and international events, where undergraduate and graduate students have participated (46).

### CFR 1.3

The leadership system of CETYS University is formed by the Board, the President, the Vice Presidents, the Campus Directors and the Academy, as designated in the **General Statutes** (40). The functional **organizational chart** (50) depicts the decision making structure and points out the route that is followed when making decisions, with the understanding that there is some autonomy in each of the operational areas. At the same time, leadership must be exercised in the context of the objectives outlined in the *2010 CETYS Plan*, so all decisions and actions are guided towards the attainment of the strategic planning objectives.

The directors' performance, concerning activities, goal achievement, and outcomes, is assessed through a Director's Assessment System which is supported by a **Balance Scorecard System** (57).

Regarding leadership in the academy, there are various "**academies**" (16) within academic programs, comprised of experts in those programs. In response to one of WASC's recommendations, and as a major change in the way of exercising academic leadership at CETYS, during the first semester of 2009, the Academic Senate was formed through an election process held on all three campuses. **The Senate** will start operating at the beginning of the second semester, 2009, working to establish its way of doing business and its responsibilities (81).

When the 2010 institutional strategic plan has been accomplished, the institution's course will have been defined through the visionary leadership of the President and IENAC, which have been committed to setting a clear course for the university. Also, it should be noted that we have taken the first steps to develop the next strategic plan, the **2020 CETYS Plan** (64-link).

### INTEGRITY (CFR'S 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

#### CFR 1.4

In CETYS's notion of the human being, freedom is one of the individual's essential rights; thus, freedom is one of the primary elements in our system of values, which can be found on the

university's website [www.cetys.mx](http://www.cetys.mx), as well as in our **Instructor's Guide** (52). In this context, CETYS University has developed and published a document on **academic freedom**, which is a direct consequence of our philosophical and pedagogical ideology (43). The university's commitment to academic freedom is clearly stated in the **General Statute** (40). Academic freedom covers the following groups:

**Faculty:** All professors have the freedom to enrich academic programs (although subject to academic discussion), and they can participate in the groups of experts called "The **Academies**" (16). Likewise, they have the freedom to express their political, philosophical and religious thoughts, beliefs and convictions, as long as they respect the thoughts and beliefs of others, including students. Similarly, professors may join the political party of their choice, but must avoid making party proselytism within the institution.

**Students:** At all academic levels, students have the freedom to think freely and to express their political and religious preferences. Likewise, they may file complaints of any type to the institution's authorities. **The Students' Code of Conduct** (19) clearly describes the mechanism through which students have the right to request reviews and revisions of their evaluations/grades. Given the small size of our institution, communication in general is very direct and the existing processes in student services are very simple and easy to follow; basically, the student first approaches the instructor, then the major adviser, followed by the School Director, and finally the Office of the Academic Vice-President.

**Administrative and Service Personnel/Staff:** The political, philosophy and religious beliefs of every person working at CETYS are respected; and everyone is free to express themselves, while always respecting the beliefs of others. Also, all employees are free to recommend initiatives and provide feedback regarding improvements pertaining to their job. See **Human Resources Handbook** (82).

#### **CFR 1.5**

Although CETYS would prefer to have greater diversity in its student body and employees, its racial and ethnic surroundings are far from resembling other societies, such as the United States and parts of Europe, or other parts of Mexico. Also, ethnic and cultural representation from abroad is not common in our institution or in

Mexican universities in general. (*Handbook of Accreditation*)

More than 90% of our students are local and most were born in the community, and the overwhelming majority self identify as Catholic, (Catholicism is the dominant religion in Mexico). However, there is a balance of gender among the student body. In this context, the programs offered by the institution are offered equally to all students and the community in general; CETYS does not discriminate on the basis of any categories, including race, gender, ethnicity, or social class.

Within the above description and context, it must be noted that regarding the institution's humanistic commitment, openness, tolerance and respect towards any type of diversity (ethnic, cultural, gender, religious, etc.), are imperative. The international **academic exchange** programs for students and faculty corroborate and further support the institution's openness towards diversity (18).

A significant change in the institution since its founding is an increase in the hiring, promotion, and representation of women in executive positions within the system, as it can be seen in the current **organizational chart**. (50).

The above-referenced humanistic institutional commitment drives the establishment of financial mechanisms that allow low income students to enroll and attain any academic degree. Currently, 70% of our students receive some type of financial aid, via a scholarship and/or student loan (37).

The university's overall commitment towards acceptance and promotion of diversity is stated in article 84 of the **General Statute**.

#### **CFR 1.6**

CETYS University, in the fulfillment of its mission and primary purpose, has never been at risk of being subject to influences, pressures, or interferences from religious, political or financial entities. From the beginning, CETYS has continuously operated as an autonomous, private, and independent institution.

As an academic institution, CETYS does not take sides. Of course, this does not mean that the university is completely outside the political and/or religious life of the country, but the institution does

not promote a determined political ideology or religious creed, as noted in the **Bylaws of IENAC** (68).

Institutional autonomy remains intact, even in the financial area. Although IENAC, who fosters the institution, makes various financial contributions, the academic and administrative decisions are led by the President and delegated and distributed among the different appropriate internal authorities, as noted in the organizational chart (**Office of the President Annual Report**), (45). Furthermore, our institutional autonomy is assured by state and federal education laws.

In the case of IENAC members, when and if they are affiliated with a specific political party or religious creed, they generally conceal these preferences, which are viewed as being strictly personal.

#### **CFR 1.7**

The institution, through the **Students' Code of Conduct** (19), establishes refund policies for registration and tuition/fees, as well as policies pertaining to resolution of any conflict that may arise between students and faculty members from issues around grading and respectfulness. Regarding administrative and academic employees, CETYS also has policies to resolve conflicts. One of these policies, for example, is administrative reprimands, which are established in the **Human Resource Handbook** (82). CETYS does not have any negative history whatsoever in these areas; for the most part, there have not been any major issues either between students and faculty or between faculty and administration.

In commitment to continuous improvement and the fulfillment of the service expectations of students, CETYS University periodically examines student feedback captured through the outcomes of the **Satisfaction Study (39)**, **Instructor Assessment and Contribution System (SERP) (33)**, as well as the **humanistic workshops** programmed in the middle and at the end of the major (48).

The rules for students are clear and transparent. **Academic records** are located in the Registrar's Office of each campus. The credits for each program are clearly expressed, as are the number of hours students will have to complete per course and for the entire program (3); this information is published on the institutional website ([www.cetys.mx](http://www.cetys.mx)) and in the **institutional catalog**

(49) (which was being revised as this report was being prepared). Students have direct contact with the major adviser in their academic program, who provides personalized attention in order to guide them and counsel them so they can complete their academic programs in a timely manner. The level and quality of support that CETYS provides students represents a significant difference in comparison with other higher education institutions in the region, and our students appreciate this support.

#### **CFR 1.8**

Throughout its history, CETYS has demonstrated transparent integrity in its operations. Its financial, administrative and academic files (not the personal files of students or employee files) have been available, without restrictions, when third parties have requested them.

The institution's integrity is demonstrated in two main aspects: first, although CETYS is a private institution, it has always operated as a non-profit organization (i.e., no individual or group benefits financially from the institution's "profit"); second, the university has operated with a solid and transparent financial management system, as noted in **IENAC's Bylaws** (68) and the **General Statute** (40). As per federal law, for a Civic Association, any "profits" resulting from the university's operations are re-invested in the institution.

The transparency in the management and expenditures of the financial resources generated from tuition, contributions from IENAC, donations from the community and fundraising events, is documented by an annual audit that is conducted by a third-party company, which is independent and external to the institution and which delivers **Annual Financial Statements** (69) that are published in the **Office of the President's Annual Report** (#45). *In response to a request from the WASC Accrediting Commission, the independent auditor of CETYS has prepared a document that identifies the differences between the auditing systems in Mexico and the United States* (70).

Additionally, CETYS's integrity is regularly evaluated externally by government departments such as *Secretaría de Hacienda* (Mexico's IRS), *INFONAVIT* (Housing Institute), and *IMSS* (Mexican Social Security), as well as SEBS (Department of Education and Social Well-being) which undertake periodic reviews of the institutions' operations. In these reviews, the institution has always been found to be in compliance, mainly due



to the excellent management by the Administrative Vice-Presidency and other university leaders who are committed to operating within the law and the expectations of all regulatory bodies.

### **CFR 1.9**

Since the beginning of the accreditation process with WASC, CETYS University has demonstrated its complete commitment to maintaining honest and transparent communication with the Accreditation Commission. This is evidenced, for example, by all the official documents sent to WASC throughout the process: Eligibility Report (December 2004); first Institutional Capacity Report (December 2006); first Letter of Intent for the Candidacy (July 2007); first Educational Effectiveness Report (January 2008); institutional responses to both visits for Candidacy (June 2008); the letter of intent for initial accreditation (October 2008); and this report on Institutional Capacity. In all these documents to the Accreditation Commission, CETYS has committed and continues to commit itself to manage the entire accreditation process in an honest, direct, and transparent manner (23) (27).

In a consistent and balanced effort, CETYS proved, during the Educational Effectiveness visit, its interest in maintaining clear and sincere communication with the Accreditation Commission, as well as in the **institutional response** dated June 3, 2008 (27). Likewise, in this current report, in which CETYS presents its action plan and its formal commitment to demonstrate meaningful improvements by the next Institutional Capacity visit (scheduled for October 2009), the university re-commits itself to maintain integrity in all of its dealings with WASC.

Also, on September 8, 2008, the Director of the WASC Project for the CETYS System attended a working meeting required by WASC in Alameda, California, to officially begin the work towards Initial Accreditation. The approach by WASC was clear and precise and CETYS' position was responsive to WASC's requirements; CETYS has followed up on all of the recommendations made by the Commission to date. In compliance with the requirement of access to information for the WASC visiting team, CETYS has created the WASC-CETYS webpage, which can be consulted at [wasc.cetys.net](http://wasc.cetys.net).

### **Conclusion**

CETYS's mission and educational model will continue regulating and directing the institution,

including the academic, financial, and administrative operations. The launching and improvements in assessment of learning outcomes has been made and will continue to be made based on this context and these conditions. The institution's academic personnel (including with input from faculty) intends to make qualitative improvements in learning assessment, to continue assessing outcomes, continue learning from this process and improving it along the way. Furthermore, the university has decided to focus more attention and to continue working in a more analytical fashion on student learning outcomes and assessment as we prepare for the last educational effectiveness visit.

Integrity in the operation of our finances and in the quality of the academic programs is a priority to the institution, as it always has been. Having enough academic and administrative personnel is a constant challenge, and funds are allocated for this purpose year-after-year, and in line with the university's strategic plan.

The investments required to fulfill the CETYS 2010 Strategic Plan were approved by IENAC during a Board's meeting in January 2009, including for improvements in infrastructure and operations, as well as in the academic areas. The response to the recommendations from the WASC assessment team in 2008, regarding improvement of the information and learning center, faculty development, academic planning and the use of information and data are included in these institutional financial commitments.

CETYS University believes that the WASC accreditation of CETYS is a mutual learning process, given the cultural, legal and educational differences. But, above all, the CETYS remains committed to continuing to learn with the integrity, transparency and honesty that have distinguished its operations throughout nearly 50 years of existence in the state of Baja California, Mexico.

## **STANDARD 2: ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS.**

### **Introduction**

Taking into consideration this accreditation as a learning process, since 2007 CETYS University has strengthened its academic and administrative structure, as well as the learning assessment and academic review processes. The institution has achieved a greater degree of integration in all of its academic work in order to better fulfill its mission, including development of specific learning outcomes for each academic program, based, of course, on its educational model.

In this essay, CETYS responds to the following questions: How do we structure our academic programs, including resources and the curricular and extra-curricular aspects, and how do we review and revise them? How are we organized to define, develop and assess the levels of learning achieved by our students? Also presented in this essay are the improvements the institution has made in each of the areas that influence the teaching-learning process.

### **TEACHING AND LEARNING (CFR'S 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)**

#### **CFR 2.1**

The academic programs of CETYS University are appropriate in content and standards for each of the programs. They are available for review by external agents and they fulfill official requirements (see Agreement 279 of the Secretariat of Public Education) located in the Academic Services Department, on the Mexicali Campus.

#### **Academic Programs Periodic Revision Policy**

The review and curricular re-design process carried out under the guidelines of the Office of the President and the Office of the Academic Vice-President was revised in 2008. The academy observed that the process was incomplete, and thus, generated a new academic program review process, whose objective is to strengthen **academic programs** (1) at CETYS and an **Academic Program Periodic Review Policy** (2) has been adopted and implemented.

In order to provide an accounting of the **academic programs** with the appropriate resources, the institution has established its educational offering as 16 undergraduate programs, and 6 master's

degree programs (3) which are identified with seven specific emphasis areas, for example, the Master's Degree in Engineering Sciences, with 7 emphasis areas that students can choose from. This format is quite viable and demonstrates that CETYS has the necessary resources and structure to offer these programs and achieve the educational objectives and the corresponding learning outcomes.

Since 2008, with the implementation of the new **organizational structure** (50), the Schools have been placed under the Office of the Academic Vice President, which is in charge of the system's undergraduate and graduate programs. Also, the faculty who support (i.e., teach, advice in) such programs are part of the Schools and belong to an "**Academy**" (16). All of these changes came from an academic structure that undertakes academic planning in a formal and strategic way and at all levels.

#### **CFR 2.2**

Each learning outcome has a well established place in the specific academic program's structure. In addition, this design allows for both program and student learning assessment, which is noted in the Institutional **Learning Assessment Plan** (7).

The academic organization at CETYS has been evolving (as in most institutions), refining the efforts that had been made until 2008. As an example, the programs that operated with cohorts, a result of the curricular review and revision that began with the 2004 programs (4), were assessed from the beginning and more deeply during the summer of 2008 (1), when the first students graduated from these programs.

When the curricular review was concluded, the successful activities that helped in the creation of course plans were chosen to form the **Academic Program Periodical Revision Policy** (2). This revised policy systemizes the structure that all College Programs must have; that is, a total of 8 semesters, with the number of credits according to what was established by the Department of Education (SEP) and Agreement 279, but also adding the institution's pedagogical principles and the fields of the Institutional **Educational Model** (6). In this way, the institution ensures that students will graduate by fulfilling the necessary requirements, far beyond the sole purpose of accumulating credits.

Planning and academic organization have evolved at CETYS, thus allowing the identification of institutional learning outcomes (**ILOs**), followed by specific learning outcomes for each program (**SLOs per program**) (8) (35); taking many of the elements that until 2008 existed, but aligning them with WASC's recommendations and integrating them in the Academic **Vice President's Master Plan for the 2008-2010 period** (63).

In the specific case of the academic programs of the Graduate Studies Department, and based on a strategic goal established by the President and the Academic Vice President, the graduate programs have been, since 2008, in process of review for inclusion in the register of programs of excellence of the National Science and Technology Board (**CONACYT**; similar to NSF in the U.S.). This implies a strengthening of such programs by being reviewed by an external entity that assesses academic quality of graduate studies programs throughout Mexico (11).

The six master's degree programs (Engineering, Psychology, Education, Business Administration, Criminology, and Corporate and International Law) offered by the institution, [www.cetys.mx](http://www.cetys.mx), have at least one full-time instructor each and an Academy in charge of revising such programs, as well as for assessing their capacity and educational effectiveness.

Presently, CETYS has the necessary academic planning and structures to assess learning. Feedback received from external assessors on national (Mexican) accreditation processes and WASC's has contributed to the development of a culture of evidence that includes assessing student learning.

### CFR 2.3

The expectations for student learning and achievement are clearly reflected in the academic programs, courses, academic policies, and when appropriate in the various institutional areas. Evidence #35 demonstrates that in 2008 the institution undertook a very analytical review of the **learning objectives** in each of the academic programs. This review/revision was coordinated by the Department of Academic Planning and developed by the Deans of College with input from the faculty. Thanks to the efforts made by the academic groups, known as **Academies** (16), and the findings detected throughout this accreditation process, the definition of the institutional learning outcomes and those for the specific academic

programs were greatly improved. This work presented in evidence #35, as noted above.

Such documents also include the requirements for completing an academic program and, thus, for obtaining the corresponding degree. Examples of this include: the fulfillment of the **English language** and the **entrepreneur development** requirements for all undergraduate programs. In addition, the policies for fulfilling the requirements of the **professional practicum** and **social service** for undergraduate programs are clearly stated in the corresponding documents (19) (20) (21) (22).

The definition of the institutional learning outcomes and those for the academic programs has provided evidence that the information center, information technology, and student affairs departments have to develop their own learning outcomes so students make better use of their resources. A concrete example of this is: the information center has started the implementation of the information literacy skills development program for students and faculty. The diploma in skills development for the faculty began in May 2009; Gabriela Sontag delivered a workshop in June on the norms of **information literacy** skills on each campus (77). Later, the other institutional areas will offer workshops on various other topics.

Periodically, the academic program coordinators, together with the Student Development Center (**CEDEs**) and the School Deans, provide students with follow up and advising regarding their individual academic progress and development. This occurs from when students begin at CETYS until they conclude their academic program (24).

### CFR 2.4

Since 2006, the institution has taken actions that have contributed to the faculty assuming a greater collective responsibility in the definition of the learning outcomes and in the assessment thereof. These actions include a new organizational structure, the display of the learning assessment model, and the launching of **e-portfolio** (29).

During 2008, and as an example of faculty engagement and collective responsibility for the undergraduate and graduate programs, a mission, vision, educational objectives, and **learning outcomes** (35) were defined for each academic program. This work was undertaken by the

Academies, which operate through the coordination of the College Departments (16) (26).

Additionally, as a result of the **Academic Review** undertaken in 2004, the institution developed programs of study (4) which describe the learning outcomes in detail (35). These programs are widely known by faculty and students. The Academies are now in charge of designing and revising these programs; before, the CDM's (Curricular Development Manager) and the SME's (Subject Matter Expert) were in charge.

In the 2009-1 semester, an **Academic Senate** was formed. It was summoned on March 25, and the elections were held on April 1 on the three campuses. Currently, the Senate is working on establishing its policies, for which they have met several times during the semester. See **minutes** of these meetings (81).

#### **CFR 2.5**

The institution's academic programs actively involve students in learning; they challenge them to achieve the expectations defined by the institution and by the student. Feedback to students has been provided for many years through the frequent use of **Blackboard** (34), which is presented in evidence #34. From 2009, new investments will be made to implement updated educational technologies to make our work even more efficient, innovative, and useful to both faculty and students.

The university's academic expectations are defined by the educational objectives and the detailed learning outcomes for each academic program (8) (35). There is a series of plans and tools designed as part of the **Learning Assessment Model** (2) (7) that work to provide evidence of the level achieved on the learning outcomes. Initial efforts have been directed at gathering data on the **institutional learning outcomes** (7) (13). The educational objectives also are assessed through **studies** of alumni and employers, which are conducted periodically (53).

Additionally, CETYS has undertaken efforts to gather these learning evidences through a new educational technology tool, **e-portfolio**, which started as a pilot program with a group of instructors on the Mexicali Campus during the 2008-2 semester (29).

#### **CFR 2.6**

The graduation rates at CETYS (Data Table #3.2) are a strong indicator that students are consistently achieving the learning expectations established for each of the academic programs. However, even though there are other indicators that confirm this, such as the preliminary outcomes of the institutional **learning outcomes assessment** (8), the follow-up study of both undergraduate and graduate alumni, and the **CENEVAL** assessment outcomes (32), there is room for improvement in this area.

As an example of the standards that the faculty uses to evaluate students' work, we note that there are specific rubrics for assessing the institutional learning outcomes (30). These tools were developed in collaboration with the faculty and they were collectively accepted by the faculty, and by the coordinators of the institutional learning outcomes academy. Two specific actions that facilitated this type of work were the participation of CETYS faculty in workshops conducted by WASC and SDSU (2007, 2008) and in the rubric and learning **assessment workshops** led by Dr. Mary Allen in January 2008 with the entire tenure-track faculty at the Mexicali Campus (61).

The learning evidence gathered by the faculty is shared within the Academies in order to analyze them and to identify the areas that may need improvement. Feedback from the Academy members is received to enrich the process. These data are included in the e-portfolio and they become feedback for students and the academic programs, and therefore, the institution; they are also useful in the academic **program review process** (2).

#### **CFR 2.7**

Regularly, every four or five years, CETYS reviews (as necessary) its undergraduate and graduate **curriculum** (4). As a result of the commitment to continuous improvement, this curricular review now takes the form of the periodic academic **program review** (2). In this way, all programs offered by the institution are subject to a review, which includes the analysis of the achievement of the objectives and the learning outcomes of the program.

As noted above (criteria 2.4), with the participation of the faculty, the Mission, Vision, Educational Objectives and Learning Outcomes were developed throughout 2008 for all undergraduate and graduate programs. This work was carried out by the

**Academies** (16) through the coordination of the School Departments (26).

Another significant recent action (at the end of 2008) at CETYS is the formation of the College of Humanities and Social Sciences; this new and important academic entity has begun work on developing the Mission, Vision, Educational Objectives and Learning Outcomes for its academic programs. This college will have the same organizational status, participation, collaboration and responsibility as the Schools of Business Administration and Engineering.

#### Periodic Review Policy for Academic Programs

An Institutional Policy regarding Academic Programs (2) has been developed, this is useful as a normative document for the regular review of the academic programs, coordinated by the Colleges and carried out by the Academies. Currently, this process is carried out through the coordination and supervision of the **Academic Development and Improvement Center** (31). This review process, whose objective is to increase the institution's academic quality, takes advantage of the work and contributions of experts in the Academies, entities and sources of external information, such as the results of the EGEL test from **CENEVAL** (32), satisfaction surveys (39), as well as surveys of alumni and employers. One of these **external sources** is "*Expansión*" magazine, which has selected during three consecutive years, our Master's Degree in Business Administration as one of the best graduate programs in the country; and in "*Selecciones*" magazine, CETYS is ranked #18 nationally (46).

Other external sources that assess our undergraduate academic programs are the different **national accrediting** departments: CACECA (Accounting and Administration Instruction Board) for the programs in Administration CNEIP (National Board for the Instruction and Research of Psychology) for Psychology; and CACEI (Accreditation Board for the Instruction of Engineering) for Engineering. In evidence #58, the programs that have been accredited by these authorities are identified, as well as programs that are currently under development (58).

### **SCHOLARSHIP AND CREATIVE ACTIVITY (CFR'S 2.8, 2.9)**

#### **CFR 2.8**

CETYS University has provided the faculty with opportunities to continue their graduate studies at

different Mexican and international universities. Instructors may obtain scholarships through the department in charge of promoting instruction and creative activity among the faculty; CETYS supports these faculty members financially to help cover the cost of their graduate programs. When the institution grants the instructor a 100% scholarship, a contract of mutual agreement and responsibility is signed. Evidence #87 includes some examples of such contracts.

Taking effect with the new academic structure implemented in 2008, the College Deans are responsible for preparing professional development plans for their faculty; this is part of the **Faculty Training Program** which was revised and approved by the President and the Academic Vice-President in the 2009-1 semester. (42)

#### **CFR 2.9**

CETYS University actively and decidedly values and promotes academic excellence by the faculty in both curricular innovation and the teaching-learning process. Likewise, the institution acknowledges, promotes and takes advantage of the relationship among scholarly work, academic preparation, faculty service and student learning. Also, the faculty has several internal and external opportunities for engaging in professional growth and development.

Based on the General Statute of CETYS (40) and in order to promote holistic faculty development that includes both teaching and healthy life-styles, the **Faculty Development Program** (42) has been renewed (in the 2009-1 semester). This program is operated by the **Academic Development and Improvement Center** (31) and the Human Resource Departments. This program is considering developing a CETYS **Faculty Certification Program** (88).

In order to recognize outstanding performance in the teaching-learning area by the undergraduate faculty, CETYS has instituted a semester bonus that financially rewards the best instructors in the institution. This is a concrete example of one of the policies that have been developed and implemented to recognize and reward the faculty's academic work (33 provides a list of faculty thus recognized). Other initiatives that support the faculty are: payment of membership dues to professional organizations; financial support to complete a master's degree and/or PhD program in CETYS or at other institutions in Mexico or abroad; registration fees and travel expenses to participate

in professional conferences, seminars, and forums; participation in research internships or academic programs with other institutions or private agencies; research and publishing projects; and participation in institutional projects (self-study, institutional research, and representing the institution at diverse national and international forums). All such faculty participation is published in both electronic and printed versions of Vocetys which can be found at [www.cetys.mx](http://www.cetys.mx) (84)

In this way, faculty can undertake activities that promote outstanding performance in different areas, such as participation in research projects (10) inside and outside the institution, or on projects linked to industry, as well as in internal projects of pedagogical development and innovation. In all of these faculty activities, student involvement from both undergraduate and graduate programs is expected, as much as possible and reasonable. With the creation of various **Research Centers** in CETYS, several research projects have been undertaken in collaboration with public and private agencies, including universities. With these centers, faculty participation in research and publications is being significantly encouraged (50).

CETYS recognizes the outstanding performance, merit, talent, and need of students by providing scholarships in various areas and categories. That is why 7 out of 10 students receive some type of scholarship and/or some other form of financial aid. **The policies and rules for obtaining scholarships** are presented in evidence #37.

In the Master's Degree program, students develop an **Application Project** (15) based on Problem-Based Learning (PBL) as well as Project-Oriented Learning (POL) through which they must demonstrate the appropriate application of knowledge, techniques, and tools learned in the program, as well as the use of technology and information sources.

## **SUPPORT FOR STUDENT LEARNING AND SUCCESS** **(CFR'S 2.10, 2.11, 2.12, 2.13, 2.14)**

### **CFR 2.10**

With a focus on continuous improvement, CETYS University seeks to contribute to students' success and satisfaction, obtaining their feedback through the systematic application of questionnaires, including a satisfaction survey given every year (39) and diagnostic activities that contribute to retention.

However, there is a need to undertake more extensive follow up, that is supported by data, on the academic performance and achievements of students, and the on time students take to complete all requirements to obtain their degree. To generate such information, we will continue to develop the institutional data base and our analytical tools and expertise. Through these efforts, the institution will continue to identify opportunities for improvement.

The Department of Development and Academic Promotion is in charge of conducting the satisfaction studies, using questionnaires that are applied systematically every year in order to assess the level of student satisfaction. The results are analyzed and discussed by the academic deans and the administrative directors to identify areas that may need improvement and follow up based on the students' opinions and recommendations (39). The **CEDEs** are in charge of student follow-up, from the moment students enroll at CETYS and starting with the results of the admissions test, identifying those students who require additional services to complete their studies in the established period of time (24). Examples of these services are: advising (personalized, in pairs, in groups, etc.) and working with academic support personal.

Although CETYS launched the operation of an information portal for students (link: **Portal my campus**) where their academic and personal background information can be found, the portal project is still in the infancy stage and it will take time (presently undetermined) to fully develop all of its components for use by student services (47). In order to make the institution more competitive and to better integrate the assessment elements from external entities, CETYS is assessing the possibility of hiring the services of NSSEE for 2009 or 2010.

### **CFR 2.11**

CETYS University designs, promotes and operates **co-curricular programs** that are aligned with the goals and educational objectives of its academic programs, to support and complement students' leaning and training (38). These programs are developed based on the holistic training concept, and the four emphases of the educational model (6). Examples of these programs include: **entrepreneurship** (17), **international exchange** (18), learning English, **professional practice** (22), **social service** (21), organization of **student events** (forums, symposiums, etc.) (14) (15) such as political events, science week, sports and cultural events, among others. Functions and

specific responsibilities have been established in the **organizational structure** for individuals and offices that are responsible for the operation of these programs (50). These co-curricular programs provide a strong link between students and faculty and encourage both academic and student life at CETYS University.

#### CFR 2.12

CETYS University, through its academic areas and services as well as its webpage ([www.cetys.mx](http://www.cetys.mx)), makes sure that students regularly and accurately know and understand the requirements of the academic programs. In a very concrete way, the official dates are scheduled in the school calendar so students can check on their programs and stay on schedule to fulfill all requirements (49). Students are informed of requirements and schedules even before being admitted to the institution, when they are only prospects; it is through informative presentations by representatives of the academic and administrative areas, and a personalized follow up that students are guided through the admissions process and informed of the characteristics and requirements of the academic program to which they are applying. This process applies to all students, both undergraduate and graduate. Additionally, undergraduate students attend an **orientation course**, as well as workshops held halfway and at the end of the undergraduate program, where student feedback is gathered so that the entire process can be improved and enriched (48).

The academic coordinators, for undergraduate and graduate programs, and **CEDEs** from the undergraduate program (24), in coordination with the Department of School Services, provide personalized follow up to students throughout the academic program regarding their performance relative to the requirements.

Lastly, the institutional catalog is always available to students as a source of information, which was revised in 2009 to a format similar to that used by universities in the United States. This catalog will be promoted and uploaded to the CETYS website starting the second semester in 2009 (49). Additionally, students may browse the "My campus" portal (<http://micampus.mx.cetys.mx/portal>) for information on their progress.

#### CFR 2.13

CETYS University makes available support services to all undergraduate and graduate students, as follows:

- a) **Information Centers:** bibliographic resources, data bases, newspaper library, etc.
- b) **Information Technologies:** Access to computing services, wireless network, web systems, service users and passwords, etc.
- c) **General Computer Laboratories:** Computing centers with software for general use.
- d) **Specialized Computer Laboratories:** Computing centers with software for specific use, for academic programs or specialty areas.
- e) **School Services:** Academic documents, admissions, course enrollment or withdrawals, process for obtaining a degree, etc.
- f) **Student Services:** Cultural shops, representative groups, exhibitions, cultural events inside and outside the institution, and social service.
- g) **Sports Services:** Gymnastics, representative teams, tournaments, sports events inside and outside the institution.
- h) **Nurse Station:** Medical support services.
- i) **Credit and Collection Department:** Financial aid, collections, scholarships, credits, etc.
- j) **CEDEs:** Student academic and personal follow up, tutorials, orientation, academic and personal development workshops, etc.
- k) **Major Advisors:** Academic orientation and advising before, during and after the period that students are part of CETYS, course enrollment and withdrawals, etc.
- l) **Entrepreneurial Program:** Entrepreneurial development programs, simulators, EMPRESER, etc.
- m) **International Programs:** Academic exchange programs, double degree programs, etc.
- n) **Maintenance.** Parking, security, etc.

**The satisfaction surveys** make possible the assessment of the services provided for each of the above mentioned areas and the results are used as very valuable feedback in order to improve the programs' performance. (39)

### **CFR 2.14**

CETYS University does not provide transfer of credit, as commonly done in universities in the United States; therefore this criterion does not apply to our institution. What is done at CETYS, however, is validation/or equivalence of courses and programs for students from other colleges and universities that are interested in continuing their studies at CETYS; this is done for both students transferring from other Mexican universities as well as for students participating in international exchange programs. The official regulations are in the Registrar's Office of each campus and are described in chapter VI, article 112 of the **General Statute** of CETYS (40).

### **Conclusion**

CETYS University is committed to being a learning community. Participating in the WASC accreditation process has resulted in the implementation of several improvement strategies for the institution, particularly in the way the academy operates, in the formulation of learning outcomes and assessment of student learning, review of programs, and developing a culture of evidence; improvement processes that have been implemented since 2008. The strengthening and development of the faculty is a high priority for the institution and that is why we have developed and implemented the new **Faculty Development Plan**. (42)

The role of the faculty has been enhanced with the creation of the **Academic Senate**, effective with first semester of 2009 (81). Also, faculty participation in a culture of evidence has been the result of an institutional effort to promote a change in attitudes in order to achieve the goal of making CETYS an institution committed to learning and continuous improvement. The new academic structure has provided the necessary resources and support to achieve this.

There are areas that still require further institutional attention since some of the new academic processes are recent initiatives that need time before they become fully institutionalized; they require a significant cultural change, which will take time to realize. We are placing an emphasis on learning assessment and program review, as well as on achieving a greater level of faculty participation and on making students aware of their responsibility to learn. The use of new educational technologies (e-portfolio), which has been the most innovative educational technology instrument

utilized at the institution, has revolutionized the learning assessment process, beginning with a pilot program in the 2008-2 semester. CETYS will present further evidence of these actions during the educational effectiveness visit.

There are areas in the institutional administrative systems, such as in the administration of data and information, that also requires further improvement. We are devoting attention and resources to them.



### **STANDARD 3: DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE SUSTAINABILITY.**

#### **Introduction**

Continuing with the initiatives and objectives defined in the strategic plans of CETYS University that allow continuity to its mission, and make the vision achievable, various actions have been taken towards the acquisition, development and implementation of resources, as well as in establishing an organizational structure that facilitates the decision-making process and seeks to assure the efficient operation of the institution, and therefore, its success and continuity as teaching-learning organization. Initiatives undertaken since 2007 are presented in this essay.

#### **FACULTY AND STAFF (CFR's 3.1, 3.2, 3.3, 3.4)**

##### **CFR 3.1**

The institution's current structure, in accordance with the 2010 CETYS Plan, shows that it works well and with the necessary and appropriate number of personnel on each campus. These employees are distributed among the managing, academic, administrative, and services personnel (Data Table #4). Thus, the institution is fully prepared to achieve its **educational objectives** and institutional purposes (9). The following points provide evidence on how the institution's organization has been modified during the past two years to respond to academic and administrative needs, as well as to use our human resources more efficiently:

- In January 2007, a **new organizational structure** was implemented. As part of this new structure, the Academic Vice President, the Planning and Academic Effectiveness Director, and the College Deans were appointed. These academic administrators are in charge of guiding and coordinating the institution's academic functions (50).
- The Undergraduate and Graduate programs have been integrated into the corresponding Colleges of Engineering, Business Administration, and Humanities and Social Sciences (the College of Humanities and Social Sciences was formed at the end of 2008). In order to provide students better service, each of the academic programs also has a Coordinator.

- The Graduate Studies Operations Department is in charge of supporting the Colleges in the services they provide to students and as well as to the faculty involved in master's degree programs. However, academic supervision depends directly on the Colleges.
- A re-classification of the faculty has been implemented, based on a new typology which is more aligned with national and international accreditation schemes and, thus, allows standardizing the institution's information on faculty for better use (91).
- Research Centers have been created (10).
- The institution decided not to admit new students in the doctoral programs.

Additionally, the hiring of new full-time faculty is projected for both the Ensenada and Tijuana Campuses, based on our 2009-2011 **academic plan** (75).

##### **CFR 3.2**

Through the 2009-2011 **academic planning** process (63), CETYS University has projected its faculty and staff needs. Also, the **faculty development program** (42) has been strengthened to assist faculty in the development of knowledge and skills in the assessment of student learning, to work in academic groups, and to assist in the regular review of academic programs .

Learning assessment and regular review of academic programs, through the Academic Improvement and Development Center (CDMA), have allowed the faculty (all categories) to be more actively and directly involved in these and other university activities. The Academies, for example, formulated institutional learning outcomes as well as the learning outcomes for the academic programs. Also, these Academies have formulated the learning assessment **rubrics** (30). In order to develop the rubrics, the participating instructors attended seminars offered by WASC and SDSU in 2007 and 2008 on learning assessment and the use of rubrics. In addition, CETYS hired Dr. Mary Allen to offer a workshop on learning assessment, which took place in January 2008 on the Mexicali Campus and that was attended by all full-time faculty of the 3 campuses (61).

The **CDMA** was established in the first semester of 2009. It is a virtual entity that coordinates the

following functions: faculty development, learning assessment, curricular review and revision, and faculty assessment. By the year 2011, the CDMA is expected to have a physical area, as well (31), and can be viewed during the educational effectiveness visit.

Throughout the history of CETYS, faculty development has been one of the main priorities; this is reflected in the revision (during 2008) of current faculty development programs. This revision led to the integration of an institutional faculty development program which includes the professional training of instructors in pedagogy, information technologies, and humanistic development. As part of this institutional program, the **certification** in faculty teaching was started during the first semester of 2009 (42).

Through these efforts, CETYS University seeks to have the sufficient number and qualified faculty to attend to the academic programs and to involve them, in meaningful ways, in all academic activities. In July 2008, we held an assembly in Mexicali with full-time faculty from the three campuses to inform them of the academic planning initiatives and, at the same time, strengthen communication and relationships among everyone. We plan to continue bringing the faculty together through these assemblies each year, before the start of the semester in order to avoid interruption of classes (88).

### **CFR 3.3**

The hiring of the academic and administrative personnel, their work load, and the promotion policies, seek to bring the necessary human capital to the institution so CETYS can achieve its educational objectives and institutional purposes. The 2009-2011 **academic planning** and the 2010 CETYS **Strategic Plan** have served as reference documents that have guided faculty and staff recruitment (65) (75). All new academic and administrative personnel participate in informational **orientation programs** on all important areas regarding the institution, including the mission, educational model, expected norms for behavior, assessments, promotions, etc. (89 and 90).

### **Faculty**

As part of the hiring process, all new faculty members for both undergraduate and graduate programs attend an **orientation session** in which the institutional educational model is discussed, as well as the information technology resources and

the expectations that the institution has regarding the outcomes of their teaching (90).

The policies and procedures for hiring faculty specify the work load and schedules, taking into consideration the professional qualifications of the instructor. Full-time and part-time faculty must fulfill basic instructional responsibilities, including teaching, and they must also participate in institutional activities, such as research projects, conferences, seminars, accreditation, etc. Adjunct instructors must fulfill their teaching responsibilities and also be available to participate in institutional activities, when necessary. All faculty activities must follow the institutional educational model.

The Faculty Assessment and Compensation Program (**SERP**) (33) is the systemized mechanism that is used to evaluate faculty performance in undergraduate programs. This assessment is the outcome of student evaluations, the evaluation of their College and School Dean, and their self-assessment. This system identifies opportunities for improvement by the instructor and by the institution. The evaluation is also used to financially reward those instructors with the best performance. In the case of the School of Graduate Studies, there is a **Graduate Studies Faculty Assessment System**, which provides the expected outcomes at that level (44).

### **Administrative Staff**

New administrative personnel also attend an **orientation session** where they are introduced to the educational model, the institutional mission, the policies and procedures of the human resources area, among other aspects of the university (89).

Administrative and support personnel must fulfill their responsibilities, which are clearly specified at the time of their recruitment and employment by the institution.

For evaluation of employees in the administrative and services categories, we use an Instrument for **Administrative Employees** (56), a questionnaire that is completed by the area directors to assess the performance of their direct reports. In the case of the tenured personnel, besides this questionnaire, employees complete a self-assessment form that becomes part of their global assessment (89).

All the institution's regulations and assessments are aligned to and directed at the fulfillment of the mission and the **vision** of CETYS University (9).

### CFR 3.4

CETYS University considers technology as an indispensable support system for the efficient performance of the faculty's work, thus, allowing them to deliver their lectures with innovative technological resources. In this way, students have the opportunity of interacting asynchronously, and when appropriate, through diverse educational technology such as **Blackboard**, e-mail and on-line courses (54).

Each semester, as part of the **faculty development program** (42), the university offers the faculty various workshops. The most important such workshops are: the use of Blackboard; access to the data base of the Information Center; access to e-books; and since 2009, through a pilot program, training on the use of the **e-portfolio** (29). For several years, the institution has used the **Blackboard platform** to support teaching, an educational technology instrument that has become an important element throughout the teaching-learning process at CETYS. There is a person on each campus dedicated to train faculty and administrative personnel on this platform; the central administrator is located on the Mexicali Campus (34).

The training workshops on the data base and e-books are administered by the personnel in the Information Center of each campus. These workshops are offered to faculty, administrative personnel and students, and they are offered throughout the semester in order to train the largest number of users possible (77).

### FISCAL, PHYSICAL AND INFORMATION RESOURCES (CFR'S 3.5, 3.6, 3.7)

#### CFR 3.5.

CETYS University has always maintained healthy finances and its financial planning at a high level and, as a result, the university has never accumulated a deficit. The goal is to always operate with a positive balance and to re-invest any remaining resources in the institution to assure quality, continuity and permanence, as well as maintain healthy finances. The 2007 and **2008 financial statements** are presented as evidence (69).

CETYS' financial operation, which is the responsibility of the Office of the Administrative Vice-President, is guided by the university's mission, vision and educational model; our goal is

to always maintain a positive financial position. One of the strategic lines of the **2010 CETYS Plan** (65) is to clearly establish the importance of the university's finances. The **budgeting** processes (86) and educational development and promotion and are key to generating realistic revenue and to achieving enrollment goals, without negatively affecting the financial stability of the institution. The Office of the Administrative Vice-President follows a strict process in the development of budgets, in coordination with the academic representatives and the campus directors.

In order to maintain sustainability in CETYS University and to enhance all that it does, the positive balances of the past four years have been invested in the operation of the institution, specifically in the faculty, infrastructure, technology and information resources.

The financial statements that the institution prepares are audited annually by a firm of external auditors (**Financial Statements** Audited December 31, 2008) (69). These auditors apply the auditing norms and policies practiced in Mexico. As requested by the Accreditation Commission, the auditors have prepared an analysis of the **differences** between the **auditing practices** in Mexico and the United States (70).

#### CFR'S 3.6 & 3.7

Since 2007, CETYS University has consistently and systematically implemented the Strategic Plan of the **Information Center** (73), making this a critical and specialized unit in support of the teaching-learning process. This plan includes a strong commitment to the use of Information Technologies and to the development of information skills among faculty and students, as well as to increase the physical spaces to train faculty and students and to increase the physical and electronic collections, among other aspects.

#### Collections

Pertaining to library collections, we have made a major investment in the acquisition of printed and e-books, surpassing 65,000 printed volumes in 2007 and achieving a total of 134,092 volumes in 2008, of which 69,092 are printed and 65,000 are electronic. Additionally, three more data bases were acquired; now there are ten data bases (74) available to be used simultaneously by all users of the Information Center on all three campuses. The annual collections investment has been projected to 2011 and is described in the **2009-2011 Academic**

**Planning** Investment document (75), which was approved in a Regular Session of the IENAC Board, held in Ensenada, Baja California on January 23, 2009.

### **Collaborations and support**

Regarding collaborations and support, we need to undertake additional work to better integrate them into the academic sector, which will result in better service for students and the general academic community. The Information and Learning Center is an essential element in strengthening the philosophy and the educational model of the CETYS University System. An **Information Center Committee** (COCINFO) (76) was established at the end of the 2008-2 semester. The charge to this committee is to support the Information Center in achieving its mission, vision and strategic objectives. This committee now has monthly meetings in order to carry out its work plan. To support this effort, a new section in the Blackboard platform was opened so the members of this committee can interact openly on topics of interest for everyone.

In order to enhance academic resources and as a follow up to one of WASC's recommendations, and to make available a wider collection for students and faculty, we are considering a process for negotiating an agreement with the Alliant International University Library in San Diego (AIU). Additionally, since 2006, we have a signed agreement, "*Bibliotecas Hermanas*" (*Sister Libraries*), with the SDSU Library, making available SDSU's library resources to our students and vice versa.

We also have agreements with, and access to **libraries of other universities** in San Diego, such as California State University-San Marcos (78). Some of these agreements were the result of our participation in different editions of the Transborder **Library Forum** (80); CETYS University was the host institution of the last such Forum, which occurred in March 2009 and resulted in additional inter-library loans, data base and e-book access, and the sharing of knowledge and experience.

### **Information Literacy Skills Development (DHI)**

In 2008, an **Information Literacy Skills Development Program** (DHI) was implemented (77). This program includes a series of very specific activities, including the Orientation Course offered at the beginning of the semester to all new students and faculty, as well as orientation workshops (offered July 2008 and January 2009)

that mainly focus on the use of electronic resources. This program also includes a diploma course of 100 hours (Diploma Course in DHI) (77), which began in May 2009 and is directed to full-time and part-time faculty members. This Diploma Course is part of the **Faculty Development Program** (42); thus, the first phase is required of all full-time and part-time faculty members. Ms. Gabriela Sontag delivered the second module of this diploma in June 2009. The main goal of this program is that instructors develop and promote, in themselves and in students, a culture of searching for information, prompting reading, reflection, investigation, exploration and exchange of ideas, in a way that the development of information skills is experienced every day, thus, allowing undergraduate and graduate faculty and students to generate publishable articles (77).

In May 2009, the President approved the proposal to begin an online academic journal that will be edited by students. This journal will publish student work from the three campuses. The first two issues will be published in August and October, 2009 (36).

### **Library Staff**

Another priority within the Strategic Plan of the Information Center is to have enough qualified personnel to provide the highest quality services, that is why in 2008, a library personnel training program was developed. Due to the shortage of professionals in this area, and because of our country's lack of opportunities for this type of preparation, the immediate hiring of library personnel with the desired qualifications is a complicated matter.

This library development program covers the needs in the three different personnel levels (Information Center Directors, Area Coordinators and Administrative Assistants). The activities developed during 2008 and 2009 are described in detail in the **Information Center Development Plan** (73). In relation to the first level, beginning in the summer of 2008, the Director of the Information Center in Tijuana enrolled in the Master's Degree in Library Science at Arizona State University (ASU). For the second level, the plan is to have personnel attend the on-line diploma course in "Administrative Management of Academic Libraries" offered by the International University Organization (OUI-Colegio de Las Américas, Montreal, Canada) in the summer of 2009; this diploma course was already completed by the Director of the Information Center of the Ensenada Campus. Applicable to all levels,

our library staff has attended and will continue to attend various training courses offered by the Librarians Association of Baja California (ABIBAC). It is important to highlight that the Directors of the Information Centers from the Tijuana and Mexicali Campuses attended the ALA Congress (American Library Association) in July 2008, in Anaheim, CA. The Director of the Mexicali Campus Library (who is currently the President of the Librarians Association of Baja California, and the only librarian in the state to have completed specialized studies in Library Science) also participated in a three-week international visit, during summer of 2008, to different public and university libraries in the United States. He was invited to participate in this trip and was sponsored to do so by the United States Consulate as part of the International Visitors Program (80).

### **Infrastructure**

As per the Strategic Development Plan of the **Information Center**, the new Information Center on the **Ensenada Campus** has been built (79); its official opening is scheduled for 2009, although it has already been operating since January 2009. In addition, in 2009 and responding to recommendations from Dr. Susan Parker (UCLA), an adviser to CETYS, the facilities of the Information Center at the Tijuana and Mexicali Campuses will be re-novated through a \$40,000 dollar investment in each center. In the case of the Ensenada Campus, a \$70,000 dollar investment will be made exclusively to acquire equipment and furniture; this will allow the CETYS System to incorporate all of its research support services. These services will remain in the Learning and Research Resource Center (CRAI).

In the particular case of the information center of the Mexicali Campus, the technical processing area was expanded in 2008, from approximately 24 to 45 square-meters. For each of the campuses, remodeling and additional equipment are being considered, as per the **Information Center Development Plan** (73).

It is important to point out that the Information Center's hours have been modified on each campus, according to each campus's specific needs. The schedules are the following: Ensenada Campus, Monday through Friday from 7:00 am to 9:00 pm and Saturdays from 8:30 am to 12:30 pm; Tijuana Campus, Monday through Thursday from 7:00 am to 10:00 pm, Fridays from 7:00 am to 9:00 pm and Saturdays from 9:00 am to 2:00 pm; Mexicali Campus, Monday through Friday from 7:00

am to 10:00 pm and Saturdays from 9:00 am to 2:00 p.m.

### **Assessment of the Services at the Information Center**

We currently administer a satisfaction survey to gather information from users on the various services provided by the **Information Center** (73). The date from this survey indicates that 73% of students felt that the services provided in 2008 were either "good" or "excellent". The survey results are used to identify areas that may need improvement and these are addressed immediately. In the future, we will likely use the **LibQual** assessment system (55).

### **Technology Resources**

For the service level currently being offered, the Information and Learning Centers of the CETYS System have the necessary equipment and software for administering the information and control of historical information and ongoing activity (loans and returns) (Data Table # 5.1), as well as the on-line catalog, "OPAC" (On Line Public Access Catalog).

The institutional commitment for 2009 is to centralize the Technical Processes area, update the "Altair" automation system, and produce a unified catalog for the three campuses that can be accessed, internally and externally, from the Institutional Webpage of the campuses by all users with direct access. Another goal for the 2009 summer, is to have a single Information and Learning Center web page for the three campuses, with a link to the CETYS webpage, [www.cetys.mx](http://www.cetys.mx) (25).

### **Information Technologies**

In the use of Information Technologies, the faculty and students of the CETYS University System have access to all existing resources in the different specialty areas, such as laboratories, equipment, and software where they are provided a series of service oriented workshops, mainly to support the academic activities that help them achieve the established learning outcomes (**Technology Resources and Services Inventory**) (54). Continuous investments have been made to enhance our information technologies; for example, 100% of the full-time and part-time faculty has computing equipment (75% have laptops), with both general and specialized software and internet access. In addition, 85% of the areas where undergraduate and graduate classes are delivered,

have access to computers, and some have access to a multimedia projector, DVD player and internet access, not to mention the computer equipment and updated software in the different laboratories. The Information and Telecommunications Department, through Academic Computing, is in charge of making sure that all equipment is operating properly (67). To support technology services on all three campuses, a telephone extension number has been made available (505). Also, in 2008 the broad band was increased to offer better access to web services.

In order to have information systems that could better support the academic directors and coordinators, for more effective service to students, parents, and instructors as well as to support decision-making, the following tools have been developed and made operational since 2008:

- **Academic Information Portal (PIA)** (<http://pia.cetys.vpn>) (pia.pptx) (12) The goal of PIA is to act as an information repository for various documents, manuals, regulations, procedures, teacher credentials, etc.
- **MyCampus Portal** (<http://micampus.mx1.cetys.mx/portal>) (47) This is a tool that consolidates different web pages, administrative systems, and academic services in order to bring together the most relevant information requirements about students, like their academic information (general, report card, records, and curriculum), financial (scholarships, credit, budgets, and student insurance), registrations (payment cards and account statements), as well as direct access to other services such as Blackboard, e-portfolio, the Library, Institutional Communications, and Learning Outcomes reports. This portal may be consulted by Directors, Coordinators, Faculty, Parents and Students.

### **Blackboard**

**Blackboard** is still one of the most important technological teaching-learning platforms used on all three campuses; it should be noted that its use has increased considerably (34). Additionally, we are encouraging the use of the different tools that are part of Blackboard, so that faculty and students will move from a basic level to an intermediate-advanced level. Finally, in an attempt to take

advantage of, and systemize the use of this tool by the entire faculty, different training and on-line courses have continued to be offered during the school year. As of 2009, we are considering the possibility of requiring these courses of all faculty as part of the **Faculty Development Plan** (42).

### **e-Portfolio**

CETYS University decided to use another important educational tool, the **e-portfolio** (29), which we have begun to use on the three campuses. This tool will allow us to automate and make more evident and efficient the achievement of student learning outcomes assessment. This tool can be accessed from the MyCampus Portal. During the second semester of 2008, it was put into operation as a pilot project where 12 instructors participated, and based on their experience, the necessary modifications and validations were made and now (since the first semester of 2009) it is functional throughout the entire CETYS System.

Training courses for faculty and students on e-portfolio have been programmed throughout 2009. To support this training, there is a tutorial available for students and faculty on the portal and in the **Academic Development** and Improvement Center (CDMA) (31). Incidentally, CETYS adopted e-portfolio as a result of a recommendation from a group of academic staff who attended the WASC Annual Convention in 2007, and specifically specialized workshops on learning assessment, where they observed innovative technology and tools in student learning assessment. In 2007, the institution invited Dr. Paul Kim from Stanford University (who was one of the presenters on this topic at the WASC conference) to give a presentation on e-portfolio on the Mexicali Campus. From that moment, we began the planning to also have this tool at CETYS.

### **Videoconference Room**

Lastly, another important resource that supports both academic and administrative activities is the Videoconference Room. With this tool, meetings can occur at a distance with representatives of different entities to discuss various matters (including planning courses, conferences, etc.) and to engage in other work meetings with representative of the three campuses, as well as with representatives from other agencies and national and international educational institutions (54). The faculty, directors and administrative personnel of the three campuses may request and reserve the service for a class, course or meeting

by logging into the CETYS System videoconference website (<http://www.mx1.cetys.mx/videocon/>).

## **ORGANIZATIONAL STRUCTURES AND DECISION-MAKING PROCESSES (CFR'S 3.8, 3.9, 3.10, 3.11)**

### **CFR 3.8.**

The CETYS University System has an organizational infra-structure that is based on functions, where the IENAC assembly acts as the maximum authority. The President's operational area is supported by two vice presidents, one for the academic area and the other for financial-administrative matters, as well as a support team that includes a campus director. The different director posts have their roles and responsibilities defined in the CETYS **General Statute**, which is currently being updated (40).

CETYS's revised **organizational structure** (50) has improved substantially with the creation of the Office of the Academic Vice President, the College Deans and the Director of Advancement. This structure has increased our operational effectiveness, due to the standardization of policies and academic practices on the three campuses. With the changes in the organizational structure, the lines of responsibility in the academic and administrative areas have been clarified. Also, these two areas now work in a coordinated and collaborative fashion so that the institution is better able to achieve its three major strategic goals:

- \* Strengthen the educational model
- \* Consolidate the student population
- \* Maintain a healthy financial position

### **CFR 3.9.**

In **IENAC** (created in 1961), CETYS University has a Board of Trustees that is regularly involved in training sessions and self-assessment, always seeking better and more effective ways of doing business (68). This non-profit Board sponsors the institution and looks after its integrity and future. IENAC, the supreme governing body, is an Assembly of Associates that meets at least once a year. The association's administration is in the hands of the Executive Commission which is comprised of the President of the Association and 12 other associates. Their primary activities include: naming, evaluating, and, if necessary, removing the President of CETYS (**Policy and procedure to assess the President**) (71); reviewing and

approving the annual budget; maintaining the association's history; and approving new academic areas for the CETYS University System.

In order to function more effectively, IENAC is organized by chapters and committees that operate for each campus (68). The chapters help oversee the operational budget structure, serve as an advisory body in the selection of the Campus President, and in general, assure the smooth operation of the association. Additionally, the chapters are responsible for providing an annual report to the assembly, appointing and overseeing local committees and participating on state committees (List of IENAC **board members and Committees**) (72). The IENAC Committees serve as advisory bodies to the President and the Executive Commission. Throughout the year, IENAC hosts workshops and conferences so that board members can continuously increase their knowledge of the University's operations, effectiveness, and strategic planning (**IENAC's Minutes**) (59) (68-B). It should be noted, as well, that we have reached out to the American Governing Board for support and strategies on **benchmarking** (66).

### **CFR 3.10**

The President is the maximum authority in the CETYS University System and his/her main responsibilities are described in **IENAC's Bylaws** and in the **General Statute** (40) (68-A). The President's main functions are: lead the institution in achieving its mission, maintain relations with government authorities, educational institutions and all types of organizations; prepare and present to IENAC the institutional development plan, operational plans, academic programs, physical and human infra-structure development plans, and the corresponding budgets. As part of the evaluation process, the President presents an **annual report** on the achievement of goals and future challenges (45).

To maximize his performance in the academic and administrative/financial areas, the President seeks the support of the Academic and Administrative Vice- Presidents, the Department of Institutional Effectiveness, the Department of Institutional Advancement, and the Campus Directors, among others.

### **CFR 3.11**

The institution clearly defines the role of the faculty and their rights and responsibilities in the **General Statute** (40), in the Faculty Regulations (in process

of authorization) which pertain to **faculty payment and responsibilities** (83), and in the **Instructor's Guide** (52). The types of instructors, categories, work load, participation in school bodies (e.g., Academies), their professional development, and academic freedom, etc, are all defined in these documents.

In response to a WASC recommendation, it is important to note that during the 2009-1 semester, the **Academic Senate** was formed (81) which clearly demonstrates the institution's commitment to academic freedom. The Academic Senate will make the participation of faculty more comprehensive and effective. This elected body, of course, will operate within the university's mission, vision, and the educational model.

### **Conclusion**

In order to continue its growth and development, as well as to support personnel throughout the CETYS System, the institution will continue operating, as always, based on its mission, vision and strategic objectives, and informed by the learning obtained through the accreditation process. CETYS will continuously seek creative ways to offer better and more efficient services, services that satisfy the expectations and needs of all of our constituents (students, instructors, parents and employees); also, we will continue to see feedback through satisfaction studies and other tools. CETYS will continue dedicating efforts and resources to providing support to our infrastructure, technology and staff, to the academic programs offered to undergraduate and graduate students, in order to assure quality, and thus, the institution's continuity and permanence. Furthermore, CETYS will continue promoting the faculty's participation in specialized academic seminars, as well as focusing on the acquisition and updating of educational and information technology, supported by the input of external advisers in order to enrich this process. The Information and Learning Center has taken on the role within the institution of a true learning center, and its collaboration with the academic area has much improved since the 2008-2 semester to the present; in the 2009-1 semester, we launched the Diploma in Development of Information Literacy Skills. A single catalog will be in place for the 2009-2 semester. The Information and Learning Center Committee has taken the lead in the follow up and revision of the Information and Learning Center strategic plan.

The Strategic Plan of the Information Center addresses the need to strongly increase collections, with a special emphasis on electronic resources for both undergraduate and graduate students, as well as the need to improve, renovate and increase its physical space and furniture as well as the technology for teaching, learning and research activities. The enhancement and expansion of the Information and Learning Center of the Tijuana and Mexicali Campus will begin in the 2009-2 semester.



## STANDARD 4: CREATING AN ORGANIZATION COMMITTED TO LEARNING AND IMPROVEMENT

### Introduction

Throughout its history, CETYS University has directed the institution's initiatives, including programs and operations, through planning schemes, which have gradually evolved until adopting the current focus: strategic management. Our planning background goes back to the first self-study conducted in 1969 and to the resulting formulation of the institutional development plans that started in 1970. In order to develop our plans, the Department of Institutional Effectiveness is dedicated to designing and leading the strategic planning processes; these processes are managed through the Office of the Academic Vice-President and the institutional planning system SPIC (62). This strategic planning process includes the 2010 CETYS Plan and all the areas in the CETYS System participate in this plan through their implementation plans, which are officially integrated with the operational plans of each academic and administrative director. This integrated approach assures the **systematic assessment** and the achievement of the educational objectives. The institution assesses the outcomes, relative to the plan, every semester (57).

This planning system supports a series of institutional investigations and consultations of the university's various constituencies to help us evaluate the effectiveness of academic processes and programs and to identify areas that may need improvement as well as to develop action plans.

### STRATEGIC THINKING AND PLANNING (CFR'S 4.1, 4.2, 4.3)

#### CFR 4.1

CETYS University has been systematically involved in a strategic planning process. Presently, CETYS University is concluding the 2010 CETYS Plan, and at the same time it has started working on the 2020 CETYS Plan.

Throughout the implementation of the 2010 Plan, we have engaged in a series of reflections and discussions regarding, for example, our achievements and the challenges posed by the changes in the external context. As a result of such deliberations, the **2010 CETYS Plan** was revised and updated in 2006 (65) by adopting the frames of reference used in the beginning but applying them to the new conditions, including competition for

students, faculty, and resources, thus, re-directing the strategies and implementing a new organizational structure. This organizational structure includes the creation of the Academic Vice Presidency, a re-definition of academic areas as colleges, and provides the faculty greater participation in the decision-making process.

CETYS University monitors the effectiveness of its strategic plans through a series of working sessions with the academic and administrative directors, where the goals and achievements of their semester plans are analyzed, as well as the priorities for the following year. The integration of these plans becomes the annual operational plan from the Office of the President and the outcomes are published every year in the annual report of the Office of the President, as evidence of the outcomes achieved by the university. The Board uses his **annual report** as an instrument to assess the President (45).

#### CFR 4.2

SPIC proposes a scheme that defines the process the institution uses; this is stated through 12 strategic objectives that are described in the **2010 CETYS Plan**, which are further elaborated in a strategic map (65).

The strategic objectives are the frame of reference within which all the work/operations plans are developed in each of the academic and administrative areas, and relate the existing needs in the different units with priorities and resource availability. In this way, all actions proposed during a particular period are directly related to the strategic objectives of the 2010 CETYS Plan, assuring that these are addressed, as well as that the outcomes of the actions taken are assessed and followed up with necessary improvements. The **work plan** of the Office of the Academic Vice President is included as an example (63).

#### CFR 4.3

In order to sustain the institutional planning process, the different areas of the organization have access to sources of both qualitative and quantitative information; for example, they receive and analyze reports coming from internal and external sources that help them in the decision-making process. These reports are generated by the following means: a) research and studies conducted by the institution; b) consultations that are carried out regularly; and c) consultation of the institutional data base that provides general and specific information to each of the areas (53).

Within the internal database, the Academic Information Portal was enabled recently <http://pia.cetys.vpn/login.php> (12), as well as the new CETYS webpage [www.cetys.mx](http://www.cetys.mx), (25).

Regarding external data bases, work has been undertaken with INEGI, ANUIES ([www.anui.es.mx](http://www.anui.es.mx)), and FIMPES, and we also utilize the yearly statistics developed by the federal, state and municipal governments, as well as specialized statistics provided by the State Education System. Currently, CETYS has been integrated into the information system of the "Association Governing Boards" (AGB) in order to "benchmark" with other institutions (66).

### **COMMITMENT TO LEARNING AND IMPROVEMENT (CFR'S 4.4, 4.5, 4.6, 4.7, 4.8)**

#### **CFR 4.4**

CETYS operates with a set of integrated quality improvement processes, in both the academic and administrative areas, that run the course of a particular improvement cycle. These processes and cycle includes various stages such as: design, operation, assessment, and improvement actions.

The same **General Statute** of CETYS (40) that defines the university's existence, defines the criteria that guide the institution's operations within a framework of quality and efficiency. Articles 34, 154, 156, and 157 state and expect the development and implementation of evaluation processes (in a regular and systematic way) to assess how institutional objectives are being achieved, the institution's educational impact on society, and the quality of its human resources. Institutional assessment is to include input from external agents (such as accreditation).

In the academic and administrative areas, the following processes assure quality in the institution's operations:

#### **Principal academic processes (51)**

This list constitutes a variety of critical, though not exhaustive, academic activity and processes: local and foreign recruitment (enrollment management), admissions, orientation, registration, official registration of new academic programs, process for obtaining a degree, social service, professional practice, curricular design and revision, course programming per semester, programming of

makeup exams per semester, student orientation, student withdrawals, assessment of the academic directors' performance, learning assessment, professional exams, accreditation of academic programs, faculty development, faculty hiring, checking of punctuality and attendance, grade appeals, student exchange programs, cultural and sports activities, among others.

The following processes are being revised/improved and in some cases, the systems for assuring quality are being developed: the **faculty assessment** system was modified (33); there has been much progress made in the implementation of the learning **assessment plan** (7); preparation of a document to concretely outline the process for **revising academic programs** and faculty training was developed (2); identifying the critical points to assure quality in learning and student success.

#### **Principal administrative processes:**

The main administrative processes that currently operate in CETYS are: preparation of financial statements, budgets, request of external audits of the financial statements, employee hiring and orientation process, human resource selection, maintaining a the human resource current, training of new employees, evaluations of directors, evaluations of administrative employees, purchasing, budget control, payroll, and various employee benefits, granting of scholarships, financial aid, facilities maintenance, and registration, among others.

Still, the institution faces challenges in assuring quality in all of its administrative and academic processes. The institution continues to explore better and more efficient ways to make use of all of the information generated year after year. This information, which we call basic institutional data, is concentrated in the Department of Institutional Effectiveness.

#### **CFR 4.5**

Institutional Research is an important element of the **Research Master Plan** (10). The primary purpose of Institutional Research is to support the decision-making, planning and assessment processes of the institution, as well as to maintain and provide information related to various critical questions such as competition in the higher education sector, graduate student performance,

student satisfaction on the education received, cost analysis, studies of wages and benefits, and learning assessment. The President and his staff use this information and add it, as necessary, in the institutional strategic planning process, and to more effectively guide the decision making process.

In order to carry out **Institutional Research**, CETYS University uses both internal resources and external consultants, when necessary and convenient. The internal resources are represented by the Department of Institutional Effectiveness, the Department of Academic Promotion and Development, the areas of the Academic Vice-President and the Administrative Vice-President (53).

The Administrative Vice-President conducted, in 2007 and in 2008, actuarial studies of pension funds, a structural study of the high school building, a study of wages and salaries, financial and fiscal audits and of the organizational area itself. Each year, the President and his staff establish the required institutional research projects and allocate the resources needed for completing them.

The effectiveness of Institutional Research is evaluated according to the contribution it makes to the President's and his staff's decision-making process and in identifying areas that may need improvement in the diverse academic and administrative areas.

#### **CFR 4.6**

CETYS University has a series of processes for generating and collecting information to evaluate faculty performance, students, academic programs, and **extra-curricular** activities. These include, for example, **SERP**, program review, learning assessment, professional practice, social service, records of students on exchange programs, and entrepreneurship activities. This information is used by the academic directors to evaluate the annual performance of the different curricular and extra-curricular activities, in order to identify areas that may need improvement, as well as to acknowledge and promote outstanding performance (7) (33) (36) (38).

Learning assessment at CETYS is still in the development stage. The 2008 outcomes are being related to the outcomes of the faculty assessment of the same year to identify which courses must be offered annually in the **faculty training program** (42) in order to improve student learning and pedagogical expertise in the faculty. In this way, the

faculty assumes responsibility for the outcomes of their assessment and the learning achieved by students, thus, closing the continuous improvement cycle. The academic directors are beginning to exercise leadership based on the evidence from the faculty assessment outcomes and learning assessment, encouraging those faculty members who may most need it, to register for the faculty training courses offered by the Academic Development and Improvement Center.

In 2009 we began the process of reviewing and **revising the academic programs** (2) so that they more closely resemble models found in universities in the U.S. This was the result of a very specific recommendation from WASC. The self-studies that will be generated will represent a very important source of information on the competitiveness of CETYS's academic programs, **graduate student success**, faculty productivity, and most important of all, internal and external recommendations on how such competitiveness can be improved (41).

CETYS also has evaluation processes in the administrative area, which are analogous to those in the academic area, and basically seek evidence of outstanding performance and the identification of areas that may need improvement. Among these processes, we note the following:

#### **Administrative and services processes for students:**

- Service assessment (39)
- Assessment of information systems (67)

#### **Human resources and faculty:**

- Healthy environment (39)
- Employee performance assessment (56)

#### **External publics and graduate students:**

- Employer studies (53)
- Employee studies for students about to graduate (53)

#### **Short-term and long-term planning activities:**

- Assessment of work plans and control panels (57)

Another activity the institution has integrated into its search for improvement is the accreditation processes in their different forms (institutional and programs). Such processes have benefited CETYS, since external auditors confirm those activities the institution is doing well and helps identify areas that

may need to be improved. The accreditation processes have helped the university re-commit to its priorities and to align its resources to these priorities. This occurred, for example, during the FIMPES accreditation; and as a result of the WASC accreditation process that CETYS is undergoing, we have begun the process for inclusion of our graduate programs in the “programs of excellence” of the National Science and Technology Board (CONACYT) (11).

#### CFR 4.7

In CETYS, all the **CEDES** coordinators (24) from the academic programs periodically review the average grades of undergraduate students; mainly, to identify retention activities for those students with poor performance. The institution sends its undergraduate students and parents official academic assessment reports three times during the semester, thus facilitating a timely follow-up on student performance.

The faculty regularly participates in projects regarding the review and revision of courses and academic programs through the academies, where they discuss proposals for the learning activities, learning outcomes and assessment. They also participate in learning assessment by attending specialized workshops the institution offers to improve teaching skills, such as the one presented by Dr. Mary Allen on the Mexicali Campus (61). They also participated in the launching of **e-portfolio** (29) and in the diffusion of outcomes (student publications, for example) and in the implementation of agreed upon recommendations to improve **learning** (7).

For the assessment of the teaching-learning process, the institution develops and administers a questionnaire for students to assess the faculty, in order to obtain feedback on the techniques and teaching methods of the instructors. This information is used individually by the faculty for improving their courses and pedagogy, and the outcomes are part of the faculty assessment and reward system (**SERP**), which is presented in evidence 33.

#### CFR 4.8

According to the mission of CETYS University, the institution owes its existence to the community it serves. Therefore, the evaluation of the effectiveness of the educational process includes the perceptions, opinions, and views of the different interest groups that make up the community.

Among such groups, the following can be identified: alumni, employers, donors, parents, government, and the Board. Studies of these groups are undertaken by the Department of Institutional Promotion and the Department of Institutional Effectiveness, depending on the focus of the **particular study** (39).

After having begun working in 2008 on learning assessment, and with the support of a very specific learning obtained from this accreditation process, the Academic Vice President decided to continue, in a more formal and structured way, the regular review of academic programs. Besides including the groups from which input was traditionally sought during the curricular review and assessment, this process now also includes panels of external experts. These reviews are undertaken with the goal of enriching the quality and structure of the academic programs. In deciding on our **program review process**, CETYS reviewed such processes of several universities in the United States (2).

#### Examples of external public consultations:

- **Surveys** given to employers of our alumni (53). The outcomes of such surveys provide input for revising academic programs and/or creating of new ones.

**Studies** of Institutional Image (53), where all publics participate.

**Surveys** directed to parents to obtain their opinion on the institution and our programs.

**Surveys** given to the institution’s alumni.

**APEC** (Association of CETYS Alumni), who where members of IENAC. (60)

The different **committees** of *IENAC* (72).

The evidence provided demonstrates that the institution has been committed to, and deeply engaged in continuous strategic planning and in the evaluation of the execution of its plans and of outcomes, resulting in more effective institutional development. However, CETYS continues to seek new sources of information in order to make comparisons with institutions of higher education with a profile similar to that of our institution: CETYS has begun working with AGB for procuring such information.

## **Conclusion**

In conclusion, CETYS University, through its strategic planning, has sought, and continues seeking the optimization of its resources and the use of data and assessment in decision making within a framework of continuous improvement, that has made CETYS a university committed to learning and improvement. Its directors live their jobs like a lifestyle, where the tasks undertaken and the outcomes achieved can be constantly improved. In the region, CETYS has achieved a reputation as a solid, robust and innovative institution committed to excellence, thanks to the support of the Board, administration, faculty and other employees, as well as students, alumni, government and business. The institution has been identified as an avant-gard university with a commitment to participate in the globalization of higher education, a commitment that is captured in the 2020 strategic plan.

## CONCLUSIVE ESSAY

### The frame of reference for the last stage of accreditation.

The frame of reference that CETYS University will follow for the visit on educational effectiveness in the process towards Initial Accreditation will have two main approaches:

- Addressing the recommendations received when Candidacy was obtained; and
- Committing to the recommendations that will be received as a result of the Institutional Capacity visit in October 2009.

In this 2009 Institutional Capacity report, CETYS University presents evidence regarding the institution's achievement of all the recommendations that were received when Candidacy was obtained in 2008. For the visit in October 2009, we will work with the schedule that will be jointly developed between CETYS and WASC, and all groups that comprise the CETYS community will participate.

The university is committed to the training and professional development of its faculty, many of whom attended the WASC annual meetings in 2006, 2007, 2008 and 2009. Faculty continue their professional development by attending and participating in national and international conferences in their areas of specialization. Also, the institution maintains ongoing communication with WASC through the Project Director, to address questions and remain updated on the manual for accreditation and other pertinent issues.

For the last stage in the Initial Accreditation process, CETYS will prepare a thorough and high quality self-study that will focus on the recommendations made as a result of the 2008 educational effectiveness visit, and it will be based on WASC's four standards and the comprehensive model. The progress made and accomplishments achieved by the institution will be reported, such as on learning assessment, learning outcomes, faculty development, as well as development of information literacy skills and educational technology, the increase of faculty participation in academic processes and decision making (such as the Academies and the Academic Senate), enhancement of research activity, student involvement in the use of educational technologies, implementation of the Information and Learning Center Development Plan, improvement in the use

of data and information, and all accomplishments pertaining to the administrative areas.

### Summary of the recommendations from the WASC Assessment Team on the Candidacy visit and actions that CETYS University has taken.

The report presented by the WASC assessment team regarding the Candidacy visit included observations of the Institutional Capacity visit of 2007 and the Educational Effectiveness visit of 2008. The following recommendations were made:

#### **A) Doctoral Programs**

CETYS did not meet WASC's expectations in these programs, mainly due to the lack of a culture of doctoral-level education. The recommendation was to suspend the admission of new **doctoral** students to the **administration program** until this program has the appropriate infrastructure, library resources, and academic personnel.

**Action taken by CETYS:** the program has been suspended until the university decides to launch a program of high quality with the appropriate structure, personnel, infrastructure and support to function successfully as doctoral-level program.

Regarding the **doctoral program in education**, WASC recommended the enhancement of resources and the capacity to continue it.

**Action taken by CETYS:** the program has been suspended until such time as the university is prepared to launch a program that meets the requirements of doctoral-level education.

In both cases, the institution committed itself to the student already enrolled so that they will be able to continue until completing the degree, in a reasonable and timely manner, of course.

#### **B) Library and Learning Resources**

The assessment team recommended that CETYS continue to increase the library collections on the 3 campuses, to take advantage of other libraries' knowledge, support library personnel for professional training in order for this staff to serve faculty, **students** and academic programs more effectively and efficiently, and incorporate information on learning outcomes.

#### **Actions taken by CETYS:**

\* We developed a strategic plan for the Information and Learning Center, whose draft was presented in the 2007 visit to Dr. Susan Curzon,

WASC's evaluator. In preparing this plan, we sought the advice of Dr. Susan Parker from UCLA. The plan is presented as evidence 73.

\* The Institution has increased the collections in both hard-copy materials and e-books. In 2008 the number of e-books was doubled, and more data bases were purchased.

In 2008, the building of the new Information and Learning Center at the Ensenada Campus was completed, whose infrastructure is presented in evidence 79. Regarding new learning spaces for the information and learning centers of Tijuana and Mexicali, the building of more cubicles on both campuses is programmed so that students and faculty may begin using them in the 2009-2 semester. These cubicles will be an achievement in the extension of new spaces, projected in the Information and Learning Center's Strategic Plan and presented as a response to an institutional commitment to improve the operation of the information and learning center.

\* In May 2009 CETYS began the Diploma Course in Development of Information and Literacy Skills for the faculty of the 3 campuses (see Evidence 77).

\* The Information and Learning Center Committee has participated actively since its forming in December 2008. Its work has focused on supporting all aspects of the development of the Information and Learning Center in the CETYS System: publishing program, development of information literacy skills program for faculty and students, and follow up on the role the information and learning center must perform in supporting faculty, students, etc. Evidence 76.

\* Directors from the Information and Learning Centers from the 3 campuses visited several libraries in California in 2008, including the California State University-San Marcos, National University, Alliant University, Point Loma Nazarene University, San Diego State University, San Diego Mesa College, City College, among others. In Addition, CETYS University hosted (in Tijuana) the Transborder Library Forum in March 2009. Based on the learning that took place at this Forum, we will make further improvement to our information and learning centers, and new relationships will be established with institutions that attended the Forum. Evidences 78 and 80.

Additional training for personnel of the information and learning centers on the 3 campuses has been of great importance; for example, the director of the information and learning center of the Tijuana

Campus began (in 2008) a Master's Degree in Library Science at Arizona University. Also, personnel from the information and learning center attend, at least once a year, specialized courses offered by Universidad Nacional Autónoma de Mexico and a diploma course in the development of information literacy skills offered by Universidad de Ciudad Juárez. Costs associated with this training are covered by the institution, and we will continue doing so as part of the development plan for the Information and Learning Center.

The university will begin using the Libqual assessment system in the 2009-2 semester. Thus, in the future the Information and Learning Center will have higher quality information to assess services, and therefore identify areas for improvement.

The Board approved, in a session held January 2009, the budget requested to complete the implementation of the Information and Learning Center Strategic Plan for 2011.

All of these actions are presented in detail with the corresponding evidence on the Evidence Matrix CD, and in criteria 3.6 and 3.7 of the essay on standard 3 in this report.

### **C) Learning Outcomes**

The WASC Assessment Team observed the much work that had been accomplished in developing and implementing learning outcomes, and it observed the university's strong commitment to this effort and, thus, recommended that we keep focusing on this area.

**The actions** that CETYS University has **taken** and our achievements regarding learning outcomes are the following:

\* From 2008, when the Learning Assessment Institutional Plan was developed, the institution has been committed to the development and implementation of learning outcomes. This plan and its outcomes are described in detail in the essay of standard #2, supported by evidences #7, #8, and #13 of the Evidence Matrix.

\* The use of rubrics by full time instructors began at CETYS in 2008 when, for the first time in the history of the university, Dr. Mary Allen offered a workshop on learning assessment. CETYS hired her to present this specialized workshop, which she did in January 2008. The improvement in the faculty's knowledge and skills pertaining to learning

assessment has been dramatic, and the use of rubrics has clearly resulted in a greater degree of specialization and thoroughness of analysis. The rubrics developed to date are presented as evidence #30 in the Evidence Matrix, and are described in the essay under standard #2 in this report.

\* The Academic Vice-President requested that the Colleges of Business Administration, Engineering, and Humanities and Social Sciences describe their curricula, including the learning objectives for each academic program that we offer. These documents are discussed in the essay for standard #2 in evidence #35, which is appended in the Evidence Matrix CD.

\* In 2007, CETYS invited Dr. Paul Kim from Stanford University to make a presentation on the operation of e-portfolio. Some of our academic personnel had attended the WASC annual convention in San Jose, California, where they initially learned of the importance of having this learning assessment instrument for students. CETYS began a pilot program on the use of the e-portfolio in the 2008-2 semester, and as of the 2009-1 semester, all tenured instructors are now using it. In the essay on standard #2, we discuss the achievements of the portfolio, its technical requirements, and specialized personnel. The description of this initiative is supported by evidence #29 in the Evidence Matrix. The achievements and updating in the use of educational technology projects that CETYS is an institution concerned with the learning outcomes of its students and with fulfilling the commitments of each of our academic programs.

\* Another achievement presented in this report is the improvement CETYS made to the policy for reviewing our academic programs. The WASC assessment team recommended a more formal process and that we take into consideration experiences from universities in the United States. In order to follow up on this recommendation, a team from the Office of the Academic Vice President worked on the development of a new policy to review our academic programs. Discussion on this initiative can be found in the essay for standard #2, supported by the institutional document that was generated, which is identified with #2 of the Matrix Evidence Matrix. The new policy for this process has been adopted and applied by the Colleges to review all of the academic programs offered by the university.

Regarding the follow up on learning outcomes, the creation of a culture of evidence has been a

challenge: to prepare the faculty in using rubrics, to overcome resistance in the use of new educational technology (such as the use of e-portfolio), to organize the diploma course in the development of information literacy skills, and to make sure that all instructors attend has taken much time and institutional commitment. Still, the university is aware of the investment required to achieve this task, and it remains fully committed to accomplishing it and, thus, has programmed initiatives to 2011, all within the framework of the strategic planning and, therefore, responding to WASC's recommendations.

#### **D)Faculty**

The WASC Assessment Team acknowledged the exceptional job that CETYS University has done to recruit and retain a faculty that is qualified and experienced. The Team recommended that we keep working to have sufficient personnel in each of the academic programs, achieve greater diversity among the faculty, continue supporting the faculty toward undertaking additional graduate studies training (especially outside CETYS), develop a greater research culture, and offer opportunities for ongoing development of the faculty.

**CETYS has taken the following actions** in order to respond to these recommendations:

\* **The 2009-2011 Academic Planning** has been concluded and the plan includes the budget necessary to increase hiring faculty hiring. Document #75, which is presented to support this action, is described in the budget. The institution's goal is to have the appropriate number of instructors in each of the academic programs that we offer, and, thus, allowing a greater participation faculty in research projects or development activities that enable them to improve their pedagogical skills, benefiting the quality of their teaching.

\* **Regarding a greater diversity of the faculty, we will seek that** in the hiring of new instructors their last degree be, at a minimum, a master's degree from recognized universities. CETYS' future goal is that the entire tenure-track faculty has doctoral degrees. As support evidence, the classification of the faculty is presented in document #91.

\* CETYS continues to **support its instructors** to continue their graduate studies outside CETYS. Evidences of some contracts



signed by instructors who have studied abroad are presented in evidence #87. It is a reality that with the enrichment instructors receive while studying at other universities, they strengthen the quality of development, review and assessment of our academic programs.

\* In 2008-2009, the university reviewed and enhanced the **faculty's professional development program**. This program was modified in order to make it more complete and to enhance the instructor's profile, which is actively sought by the institution. As main focus of the program is to have faculty achieve the CETYS Faculty Certification with the characteristics and qualities described in evidence #42 and #88. Also, the Academic Development and Improvement Center has been formalized, and it is training instructors on the three different campuses. Its current focus is primarily in the academic and educational technology areas, such as Blackboard and e-portfolio; thus, the institution insures that all full-time instructors know how to operate these instruments. The functions of this center are presented in evidence #31.

\* **Faculty participation** has been strongly encouraged, and it has been much more noticeable since 2008. One of these actions taken was the creation of the academies, which are organized academic areas and include instructors from the three campuses. The goal is to have an academy for each academic program CETYS offers by the end of 2009. The responsibilities of the academies are to primarily participate in learning assessment and in the review of academic programs. Documents from the academies are presented in evidence #16.

\* In the 2009-1 semester, the **Academic Senate** was formed, created for the first time in CETYS. This group of faculty has started their work, focusing initially on developing the rules that will govern the Senate; they are currently reviewing information from several Mexican universities as well as from universities abroad. The summons for voting undertaken on the three campuses, the outcomes of the voting, and some minutes that describe the initial achievements of the Senate are presented in evidence #81.

### **E)Academic Planning**

The WASC Assessment Team acknowledged the important work undertaken in strategic planning at

CETYS University, with a primary focus on mission, values, objectives and resources. However, the Team recommended that academic strategic planning be broader and more comprehensive. WASC recommended strengthening our academic leadership in order to sustain our educational mission and to assure academic quality. They also encouraged academic planning and assessment of programs with greater emphasis on the use of data, and more thorough analysis. Another recommendation was to consider the practices used by universities in the United States to review academic programs.

The responses and achievements that CETYS has made relative to these recommendations follow:

\* In order to **strengthen academic leadership**, CETYS modified its organizational structure in 2007 by naming the new Academic Vice President, and by structuring Business Administration, Engineering and Humanities and Social Sciences into Colleges. With this structure, CETYS assures more specialized academic quality by knowledge areas and more relevant learning outcomes for each academic program. The evidence for the new organizational structure is #50 in the Evidence Matrix. Formed by experts in each academic program, the Academies arose with the creation of the Colleges, and encourage greater participation of the faculty in academic activities.

\* In order to **undertake academic planning** in a broader and more comprehensive way, an Academic Planning and Effectiveness Director was named in 2008. This individual reports directly to the Office of the Academic Vice President and works with the College Deans, the Schools Directors and with the Academies in defining tasks on learning assessment, the development of learning outcomes, the periodic review of programs, the development of improvement plans for faculty, the establishment of greater participation of faculty in academic activities, among other functions. All of the information generated by academic initiatives is uploaded in the Academic Information Portal, created in 2008, to facilitate reception, knowledge, and analysis of information by all academic personnel. The functions of this portal are presented in evidence #12.

\* CETYS revised and formalized its **academic program review** policy, supported by the information gathered from universities in the United States through the Office of the Academic

Vice President. This improvement process in the review of programs represents a closure cycle in the assessment of the quality of our academic programs. The document presented in evidence #2 shows the work undertaken by CETYS to improve this process.

### **F)Use of data and information**

The WASC Assessment Team acknowledged that CETYS is an institution that is guided by the consistent use of data and information. However, it also observed that there are opportunities for improvement by analyzing and using data on student retention and graduation, continuing to focus on the assessment of learning outcomes, and ensuring that data are integrated in the university's academic life. Lastly, the Team recommended that CETYS continue the coordinated use of the data bases in order to fulfill the needs of preparing reports to support decision making and the dissemination of information, both internally and externally.

**The follow up** that CETYS has undertaken to improve the use of information and data has been primarily focused on having a data base that includes complete information on instructors, data that helps support decision making. This information system was implemented in 2008; it is based on academic indicators and is identified as "the instructors' documentation". Currently, the information is being well populated in order to generate more accurate reports on each instructor.

\* The information generated by this system is used in the assessment of instructors. Once the results are ready, there is a meeting to analyze them and make decisions regarding instructors whose performance is low. Such instructors are asked to undertake appropriate actions for improvement, such as taking specialized courses in the areas they were poorly assessed (e.g., the use of Blackboard), or in rare cases, the instructor may be terminated.

\* Pertaining to faculty training, each professional development course in which they enroll includes an attendance record of how many registered, how many concluded, and how many were received the diploma. In the case that an instructor registers and drops out, the directors are immediately informed so they may investigate the reasons why the instructor did not conclude the course; they are also informed of those who did conclude the course and fulfilled all the course

hours and requirements. A questionnaire, used since the 2008-1 semester, is used to assess the lecturer; this information is used to improve the courses delivered by the Academic Improvement Center.

\* In order to contribute to the integration of data bases and to make better use of information, the institution developed the automated instructors' documentation project two years ago, although it became operational in the 2009-1 semester. All instructors' reports can be accessed by this system. The institution's goal is to integrate this information with the data base of the SERP (Instructor Assessment and Compensation System) system (evidence #33), as well as with the human resources data base. Evidence of all this information is found in the Human Resources Department.

There are three primary data bases at CETYS University:

1. Accounting data base (one per campus)
2. Human Resources, a single data base for the system
3. Registrar's Office, one per campus

An institutional goal in the management and use of information is fully integrate these data base into a single data base. Undoubtedly, this will take time.

### **The Institutional Commitment**

CETYS's commitment to the accreditation process is unwavering and clearly demonstrated by the many resources that have been devoted to the areas determined as being of priority by the WASC Commission, and that were approved by IENAC at its January 2009 meeting. The recommendations from the WASC Assessment Team have been taken seriously by the institution, and are being addressed with resources that demonstrate our commitment to improvement, as we proceed towards obtaining initial accreditation. Above all, the institution has followed a learning route in all areas and has implemented significant initiatives for improvement.

CETYS University is aware that recommendations will be made as a result of the institutional capacity visit scheduled for October 2009, and the institution is committed to following up on these new recommendations. The Board's commitment to, and support of the institution seeking accreditation has been clearly evident and such commitment and support shall remain effective and transparent.

One of CETYS's primary commitments, from the Candidacy phase, was to present all documentation that formed the evidence portfolio and the auditing list in English. This commitment will be kept indefinitely to facilitate the process for the visiting team and the assessment by the WASC Commission.

With the trajectory of a very solid institution that completes 50 years of existence in the state of Baja California Norte in 2011, CETYS University is fully committed to continuing to work to obtain WASC's initial accreditation, keeping honest and transparent communication with the Accreditation Commission, as we have been doing since the beginning of this process. The institution will continue working on this process based on WASC's Accreditation Manual, the expectations of the Commission, and the recommendations of the visiting teams.

Following CETYS Board of Trustees (IENAC) policies and protocol, on July 16, 2009 the Executive Committee of IENAC appointed Dr. Fernando Leon Garcia President-Elect of CETYS and effective January 1, 2010 President of CETYS. As current CETYS President Enrique Blancas De La Cruz concludes his tenure at the helm of the institution thru December 31, 2009, President-Elect Leon Garcia will be spending some time at CETYS, coordinating with, and receiving advice from President Blancas De La Cruz to ensure a smooth and stable transition. As the original proponent for seeking WASC accreditation and a former CETYS Provost, Dr. Leon Garcia is fully supportive of and committed to the institution's current Candidacy status with WASC and eventually achieving accreditation.

The goal of CETYS University is to meet all requirements that have been established in this accreditation process, assigning the necessary resources for personnel, programs, and infrastructure, within our strategic development plan.

For CETYS, this has been a learning process that has proved to be a means for delivering higher quality education and has provided the institution a more structured approach to continuous improvement.