WASC Accreditation
Educational Effectiveness Review

Master's in Education.
The program is currently offered in the following
Campuses: Mexicali, Tijuana and Ensenada.

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1. **Introduction.**

The Mission of the Master's in Education Program is the continuous preparation and development of docents and administrators, in the necessary competencies to be agents of change and promoters of educational models centered on the person, significant learning, new information technologies and universal values, that improve the quality of the educational levels in which they participate.

The Vision of the Master's in Education Program is to be one of the most important academic programs in the country in the area of faculty development.

The Master's in Education Program began in the Mexicali and Tijuana Campuses in January 2004, and in the Ensenada Campus in April 2005.

Currently the program has 1 alumni with a degree and 26 developing their thesis projects in the Mexicali Campus, 69 developing their thesis projects in the Tijuana Campus and 25 developing their thesis projects in the Ensenada Campus.

The program has had one minor review in 2008, in which new degree obtainment alternatives were added, and a formal major review is scheduled for the second semester of 2008.

- **(ANOTAR AQUÍ UN LISTADO DE LOGROS)**

2. Denomination and description of the academic program.

The Master's in Education Program is focused on contributing in an important manner to the transformation of faculty, to be empowered with the necessary tools for them to assume a role where they are able to generate in the student's abilities and qualities, that lead them towards learning to learn, learning to do, and learning to be.

The program is comprised by 5 modules:

1) Educational Models (1 course).
2) Educational Planning (3 courses).
3) Facilitation of Learning (5 courses).
4) Evaluation of Learning (3 courses).
5) Educational Research (3 courses).

The program is designed to cover 312 class hours and 904 out of class hours, giving a total of 126 hours.

There is one common axis of 9 courses, un elective axis with 4 courses and on terminal axis that includes an integrating seminar.

Classes are offered on Saturday sessions that vary from 4 to 6 hours, and scheduling always considers the official school calendars so as not to interfere with vacations, and/or holidays.

Alumni from bachelor's studies or equivalent programs who are interested in education, faculty performance or similar areas like school management, are candidates to study this program. The students of this program are comprised mostly of faculty, administrators and professionals from basic, preparatory and higher education public and private institutions.

The student population, as of December 2007, is as follows:

Master's in Educations Studenr Population as of December 2007.					
City	Male	Female	Total		
Mexicali	36	74	110		
Tijuana	71	182	253		
Ensenada	17	71	88		
	124	327	451		
Percentage	27.5%	72.5%	100%		

The alumni from this program will possess value based and intellectual qualities that will be developed throughout the program and that are part of a CETYS University education.

To obtain the degree, the student that has completed all the courses may opt for the following degree obtainment alternatives: thesis, educational intervention project in any of three levels (classroom, school or community), essay of faculty memoirs and instructional design for educational innovation. In the case of choosing an emphasis area, the student obtains the degree once all courses have been completed and an application project has been developed.

A list of faculty member may be consulted in section 5.

3. Educational Objectives of the academic program.

The Educational Objectives that the Graduate College Academy have established for the Master's in Education are the following:

- The alumni of this program will be a project leader for projects involving the areas of knowledge and emphasis that he or she chooses for applications in local, regional and national organizations.
- The alumni from this program will be able to do consulting projects involving the areas of knowledge and emphasis that he or she chooses for local, regional and national organizations.
- The alumni from this program will be able to continue their graduate studies to obtain higher degrees with success.
- The alumni from this program will be able to obtain higher level job positions in their current organization or in a new one within 6 months of the obtainment of the degree.

These Educational Objectives will be the primary focus for alumni studies and follow up, which will be used for various purposes during the assessment cycle, as well as program review.

4. Learning outcomes of the program and metrics for assessment.

There are 2 Learning Outcomes for all Master's Programs that have been established by the Graduate College Academy, that describe knowledge, abilities and attitudes that every graduate student must achieve by the end of the academic program. These are:

The student of a CETYS University Master's Program will…

- MPLO1: … develop applied research projects using the correct quantitative and qualitative methodologies, as well as information technologies, primarily data bases and information systems, for the solution of problems related to his or her area of specialization.
- MPLO2: … develop personal and professional competencies with a focus on specialization, for direct application in his or her work.

There are 3 Learning Outcome for the Master's in Education Program that have been established by the College of Engineering and Graduate College Academy, that describe knowledge, abilities and attitudes that every graduate student from a Master's in Education Program must achieve by the end of the academic program. These are:

The student of a CETYS University Master's in Education Program will…

- MEPLO1: … conduct projects and educational programs in an effective manner, that contribute to transformations in the area of faculty in the education at a regional and national level, as a user and promoter of the necessary tools to guide and facilitate learning.

- MEPLO 2: … modify in a notable manner, their paradigmatic postures in relation to new educational models centered in learning and the learner.

- MEPLO3: … develop educational research or intervention projects to solve problems areas that have been detected in the classroom, school or community.

The above student learning outcomes are a work in progress and are a part of the assessment cycle and program review, however we are just beginning to understand and develop tools to measure them.

#	Student Learning Outcomes	Metrics to evaluate student performance	Evidence of achieved learning
1	MPLO1	Currently the system that is in place to evaluate student performance is a scale of 0 to 10, where a grade above 8 is considered as "passing" and below as "failing". Rubrics for the Master's Programs are being developed to evaluate these learning outcomes. The rubrics are being developed by the Graduate College Academy..	Student Work and Final Projects from selected courses, as well as the Applied Research Project
2	MPLO2		
3	MEPLO1		
4	MEPLO2		
5	MEPLO3		

The Graduate College Academy has the following members:

Name of the Academy or Faculty Coop: Graduate College Academy				
#	Name	Degree	Area of knowledge	Campus
1	Isaac Azuz	Doctor	Life Sciences	Ensenada
2	Alberto Gárate	Doctor	Education	Mexicali
3	Héctor Maymi	Doctor	Social Sciences	Mexicali
4	Rosa María Lamadrid	Master	Education	Mexicali
5	Miguel Salinas	Master	Computer Sciences	Mexicali
6	Mario Dipp	Master	Economics and Finances	Mexicali
7	José Gpe. Hernandez	Doctor	sicologia	Tijuana
8	Teresa Mercado	Master	Administration	Tijuana
9	Moises Sánchez	Doctor	Electrónica	Tijuana

The Graduate College Academy was created with the purpose of maintaining homogeneity between the different master's programs and their operation. The Academy defines, supervises and reviews admission criteria, academic conflicts, degree obtainment, etc. Each program in particular has a group of professors associated to the institution that supervise the development and evolution of the academic program.

The list of supporting faculty members by emphasis area can be consulted in section 5.

5. Curriculum and faculty resources.

CODE	COURSE	CLASS HOURS	INDEPENDENT HOURS	TOTAL HOURS	CREDITS
MÓDULE 1.	HIGHER EDUCATION EDUCATIONAL MODEL				
CS026	Current paradigms in education	24	40	64	4
MÓDULE 2.	EDUCATIONAL PLANNING				
CS027	University curriculum for the 21st century	12	20	32	2
CS028	Curricular design	24	40	64	4
CS029	Instructional design	24	40	64	4
MÓDULE 3.	FACILITATION OF LEARNING				
CS030	Facilitation of learning fundamentals	12	20	32	2
CS031	Individual facilitation of learning	24	56	80	5
CS032	Group facilitation of learning	24	56	80	5
CS033	Electronic media learning	24	40	64	4
CS034	Tutoring and facilitation of learning	24	40	64	4
MÓDULE 4.	EVALUATION OF LEARNING				
CS035	Evaluation of learning fundamentals	24	40	64	4
CS036	Traditional evaluation	24	40	64	4
CS037	Alternative evaluation	24	56	80	5
MÓDULE 5.	EDUCATIONAL RESEARCH				
CS038	Paradigms in educational research	12	20	32	2
CS039	Qualitative research	12	20	32	2
CS040	Applied research	24	376	400	25
	Total	312	904	1216	76

The program has chairs by campus and one system wide coordinator as follows:

- Rosa María Lamadrid Velazco; Mexicali Campus and CETYS System
- Guadalupe Vega; Ensenada Campus
- Teresa Mercado; Tijuana Campus

The faculty members associated with the institution that support the program are:

NAME	DEGREE	ÁREA OF KNOWLEDGE	CAMPUS
Alberto Gárate Rivera	Doctorate	Educational Research.	MEXICALI
Luís Linares Borboa	Master's	Educational Models.	MEXICALI
Teresita Higashi	Master's	Educational Planning.	MEXICALI
Josefina Becerra	Master's	Facilitation of Learning	MEXICALI
Edgar Jiménez	Master's	Facilitation of Learning	MEXICALI
Guillermo Cheang	Master's	Evaluación educativa	MEXICALI
Victoria González	Master's	Educational Planning	MEXICALI
Salvador Baltazar	Master's	Facilitation of Learning	MEXICALI
Ma. del Carmen Echeverría	Master's	Evaluación del aprendizaje	MEXICALI
Rosa María Lamadrid	Master's	Facilitation of Learning	MEXICALI
Héctor Maymí	Doctorate	Educational Research	MEXICALI
José Guadalupe Hernández	Master's	Educational Research.	TIJUANA
Miguel Guzmán Pérez	Doctorate	Facilitation of Learning	TIJUANA
Francisco Gómez	Doctorate	Educational Models	TIJUANA
Teresa Mercado	Master's	Educational Models	TIJUANA

The faculty members from outside the institution that support the program are:

| NAME	DEGREE	ÁREA OF KNOWLEDGE	CAMPUS
Brenda Imelda Boroel Cervantes	Master's	Facilitation of Learning	MEXICALI
Xiomara Delgado	Doctorate	Evaluación educativa	MEXICALI
Olga Rebeca Morales	Master's	Evaluación educativa	MEXICALI
Rosario León Medina	Master's	Educational Planning	MEXICALI
Catalina Treviño Garza	Master's	Educational Planning	MEXICALI
Armando Estrada Lázaro	Master's	Educational Models	MEXICALI
Alfredo Blancarte Hernández	Master's	Facilitation of Learning	MEXICALI
César Cortés Guedea	Master's	Educational Planning	MEXICALI
Daniel Moctezuma C.	Master's	Facilitation of Learning	MEXICALI
Jaime Ochoa Cejudo	Master's	Educational Models	MEXICALI
Antonia García	Doctorate	Evaluación educativa	TIJUANA
Teresita Ruíz Botello	Doctorate	Educational Research	TIJUANA
Brenda martínez	Doctorate	Educational Planning	TIJUANA
Sandra Gutiérrez	Master's	Evaluación educativa	TIJUANA
Víctor Mercader	Doctorate	Educational Research	TIJUANA
Sheyla Banda	Master's	Educational Planning	TIJUANA
Patricia Saracho	Master's	Facilitation of Learning	TIJUANA
Alejandro Phelts	Master's	Facilitation of Learning	TIJUANA
Nancy Rodríguez Condit	Doctorate	Educational Research	ENSENADA
Imelda Armenta Gaxiola	Master's	Evaluación educativa	ENSENADA
Arturo Arroyo Sotelo	Master's	Educational Planning	ENSENADA
Karina Castillo	Master's	Educational Planning	ENSENADA
Carlos García Andrade	Master's	Facilitation of Learning	ENSENADA
Raul Gonzalez Beltrán	Master's	Facilitation of Learning	ENSENADA
Arturo Meza Amaya	Master's	Facilitation of Learning	ENSENADA
Cecilia Osuna Lever	Doctorate	Educational Models	ENSENADA
Ana Gloria Pedrín	Doctorate	Educational Models	ENSENADA
Nancy Rodriguez Condit	Doctorate	Educational Research	ENSENADA
Guadalupe Tinajero	Master's	Facilitation of Learning	ENSENADA
Isabel Valdez Avalos	Master's	Evaluación educativa	ENSENADA
Patricia Velarde	Master's	Educational Planning	ENSENADA

6. Curricular mapping.

Legend for levels used for curricular mapping: **SU** ("*SUFICIENTE*") = SUFFICIENT.
ME ("*MEJORABLE*") = IMPROVABLE.
SO ("*SOBRASALIENTE*") = OUTSTANDING.

CODE	COURSE	MEPLO 1	MEPLO 2	MEPLO 3
MÓDULE 1.	**HIGHER EDUCATION EDUCATIONAL MODEL**			
CS026	Current paradigms in education	SU	SO	SU
MÓDULE 2.	**EDUCATIONAL PLANNING**			
CS027	University curriculum for the 21st century	SU	SO	SU
CS028	Curricular design	ME	ME	ME
CS029	Instructional design	ME	ME	SO
MÓDULE 3.	**FACILITATION OF LEARNING**			
CS030	Facilitation of learning fundamentals	SU	SU	SU
CS031	Individual facilitation of learning	ME	ME	ME
CS032	Group facilitation of learning	ME	ME	ME
CS033	Electronic media learning	SU	ME	ME
CS034	Tutoring and facilitation of learning	ME	ME	ME
MÓDULE 4.	**EVALUATION OF LEARNING**			
CS035	Evaluation of learning fundamentals	ME	ME	ME
CS036	Traditional evaluation	ME	ME	ME
CS037	Alternative evaluation	SU	SO	SO
MÓDULE 5.	**EDUCATIONAL RESEARCH**			
CS038	Paradigms in educational research	SU	SU	ME
CS039	Qualitative research	ME	ME	ME
CS040	Applied research	ME	ME	SO

7. Assessment plan.

Based on the Assessment Plan for CETYS University System:
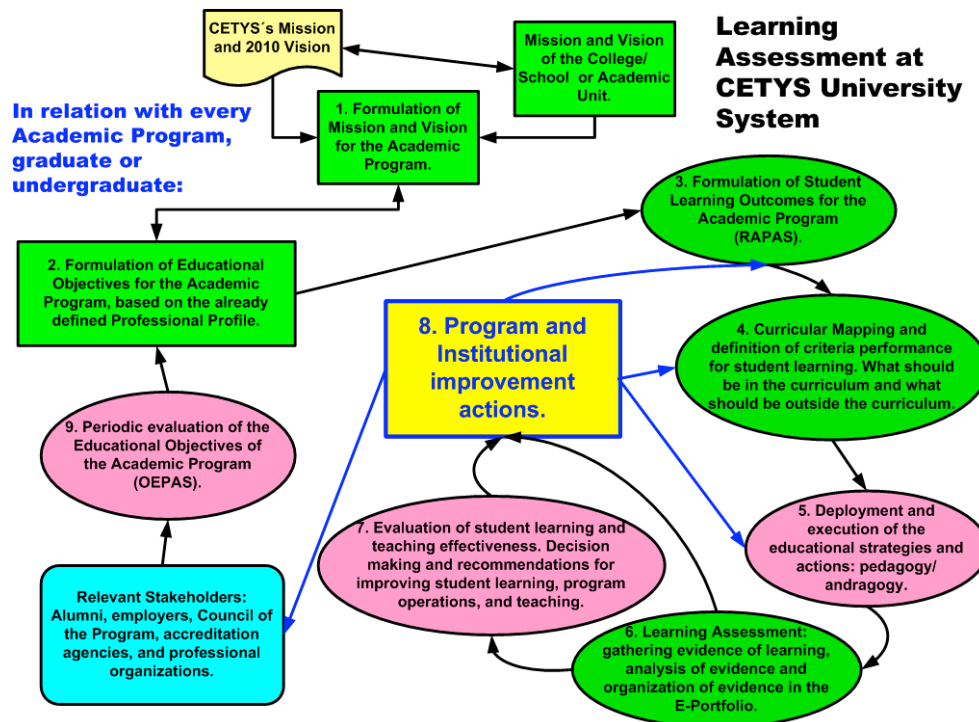
Currently, the following actions have been done, with regards to the Master's in Education Program, with the participation of faculty members from the Graduate College Academy and the College of Engineering:

1) Formulation of the Mission and Vision.
2) Formulation of the Educational Objectives.
3) Formulation of Student Learning Outcomes.
4) Curricular Mapping.
5) Identification of key courses where evidence of student learning can be gathered.

The assessment components that are currently in the process of being defined, but have not yet been developed and therefore have not been implemented are:

a) Definition of assessment tools for student learning to be used for measurement of the Student Learning Outcomes.
b) Systematic gathering of evidence of learning and the analysis and organization of the evidence.