

REPORT OF THE WASC VISITING TEAM  
CAPACITY AND PREPARATORY REVIEW

To CETYS Universidad

October 21-23, 2009

In Partial Fulfillment of the Requirements for  
Initial Accreditation

Team Roster

**Chair:**

Brenda Barham Hill, CEO, ret., Claremont University Consortium

**Assistant Chair:** Diane Cordero de Noriega, Professor Emeritus, California State University Monterey Bay

**Team Members:**

Otto Chang, Dean, Doerner School of Business, Indiana University-Purdue University, Fort Wayne Campus

Alexander Granados, Assistant Professor of Intercultural Studies, The Master's College and Seminary

Karen Graham, Vice Chancellor for Faculty Affairs, Chapman University

**WASC Staff:** Richard Osborn. Associate Director

The evaluation team in conducting its review was able to evaluate the institution under the WASC Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

## TABLE OF CONTENTS

	Page numbers
<b>SECTION I. OVERVIEW AND CONTEXT</b>	<b>3</b>
A. Description of the Institution and Visit	3
B. The Institution's Capacity and Preparatory Report:	
• Alignment with the Proposal	
• Quality and Rigor of the Review and Report	
C. Response to Previous Commission Issues	8
<b>SECTION II. EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS</b>	<b>11</b>
Standard 1	11
Standard 2	18
Standard 3	22
Standard 4	26
Student Success (in CFR 2.10)	20
<b>SECTION III. FINDINGS AND RECOMMENDATIONS</b>	<b>29</b>
<b>SECTION IV. PREPARATION FOR EDUCATIONAL EFFECTIVENESS REVIEW</b>	<b>33</b>
<b>APPENDICES</b>	<b>36</b>
Compliance Audit	

**A. SECTION I – OVERVIEW AND CONTEXT Description of Institution and Visit**

This review of CETYS University for initial accreditation by WASC is historic, in that it is the first institution to be considered for accreditation incorporated outside of the United States. The decision to do so was based on the evident commitment of CETYS to the WASC process and to meeting the Standards of Accreditation, and on the several joint agreements for the exchange of students and faculty that CETYS has undertaken with WASC-accredited institutions.

CETYS was founded in 1961 in the city of Mexicali, Baja California with the commitment and support of Instituto Educativo del Noroeste, A.C. (IENAC) a group of businessmen who were committed to a mission and to quality. The original campus was established in Mexicali to provide an opportunity for bright and motivated students to pursue their higher education without having to leave the region. The Tijuana Campus was founded in 1972 and the Ensenada Campus in 1975 to ensure that the institutional mission and the same type of quality educational opportunities were available in the other major cities of Baja California.

CETYS University has a total undergraduate enrollment of 2334 FTE and 603 graduate FTE enrollments. CETYS offers the bachelors degree, the masters degree and professional doctorate degrees (admission of new students is indefinitely suspended).

CETYS' mission is strongly values driven: to contribute in the development of the moral and intellectual capacity of individuals to participate in an important way in the economic, social and cultural improvement in Mexico. It is a mission that is grounded in a philosophy of Humanism.

CETYS 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 the programs and curricula have the Official Educational Recognition

of the State Department of Education. All graduates from CETYS are recognized by the Federal Government of Mexico 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.

### Institutional Commitment

The WASC commission in its June 30, 2008 letter to CETYS acknowledged the achievements of CETYS has made within the context of Mexican higher education, including its designation as a university of excellence and its recognition by state and federal authorities, as well as FIMPES, a private accrediting association in Mexico.

In the Commission Action Letter, Ralph A. Wolff, President and Executive Director of WASC, noted that the Commission’s agreement to consider CETYS’ application as a Mexican university to become accredited by WASC “was based on the evident commitment of CETYS to the WASC process and to meeting the Standards of Accreditation . . . “ The EER Team which visited CETYS in March 2008 likewise noted the institution’s strong commitment to achieving American-based accreditation standards and to using the process as a vehicle for continuous improvement.

Between 1998 and the two WASC candidacy Team visits in 2007 and 2008, the university has undertaken a number of steps to move itself toward meeting WASC Standards for accreditation. These include:

- Developing relationships with sister institutions across the US/Mexican border, including Alliant University and enhanced relationships with San Diego State University;
- Supporting several senior administrators to the US to participate in the ACE administrative fellowship program;
- Engaging US higher education experts in several key areas, including learning outcomes assessment and university libraries, to work with CETYS faculty and staff to strengthen their skills in these areas;

- Supporting several CETYS staff who are now working on graduate library science degrees in the US;
- Sending senior administrators and faculty to WASC annual meetings and to numerous workshops in areas such as learning outcomes assessment to strengthen their understanding of WASC and US higher education standards of practice and expectations;
- Increasing budgetary support in such key areas as the library and learning technology systems to allow for WASC-recommended improvements;
- Built a new building for graduate studies at the Tijuana campus;
- Built a new information and learning center at the Ensenada campus;

President-elected Leon indicated that recommendations coming from the October CPR Visiting Team Report and Commission Action letter in February 2009 would be built into CETYS Plan 2020, the next institutional strategic plan. By imbedding WASC recommendations into its strategic plan CETYS seeks to ensure that the university remains focused on fulfillment of WASC expectations and standards.

#### Recent accreditation history

In preparation for its bid for candidacy and accreditation by WASC CETYS underwent a Capacity and Preparatory Review (CPR) February 27-March 2, 2007 and an Educational Effectiveness Review (EER) March 25-28, 2008. On June 30 of 2008 The WASC Commission granted CETYS Candidacy for Initial Accreditation and scheduled the Capacity and Preparatory visit for October 2009.

The Initial Accreditation CPR team visited the Mexicali and Tijuana campuses and spent time interviewing appropriate representatives of all three campuses including faculty, administration, students and alumni. The team also had access to a PowerPoint presentation on the Ensenada Campus as well as a “fly through” video presentation of the new library.

A compliance audit was conducted for this Initial Accreditation Review and is appended to this report.

## **B. The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report**

CETYS prepared a letter of intent rather than a Proposal. In the letter of intent CETYS outlined the operational strategies designed to accomplish all the expected outcomes and to respond to the recommendations received from the WASC Commission following the Candidacy review.

CETYS based its plan on the recommendations from the candidacy review and outlined major areas of work for the institution. These included:

- **Doctoral Programs:** On the recommendation of the WASC candidacy team, CETYS agreed to suspend enrollment in its doctoral programs and to work on providing, 1) greater faculty diversity, 2) supportive dissertation committees, 3) reinforcement of a doctoral degree culture, 4) as well as meeting financial expectations for the continued development and growth of its programs.
- **Library and Learning Resources:** 1) Actions proposed were to carry out professional development activities for both faculty and students on information literacy. 2) Establish an agreement with San Diego State University to enhance access to library resources for both students and faculty of CETYS. 3) Construct a new library on the Ensenada campuses as well as improve the libraries on both the Tijuana and Mexicali campuses.
- **Learning outcomes:** CETYS committed to focusing on learning outcomes and implementing an assessment plan, creating an Assessment Center that would work on the following: program review, use of educational technology, faculty evaluation, and faculty professional development.

- Faculty: CETYS is committed to working on faculty development, enhancing and encouraging institutional research and strengthening a culture of research among faculty with a greater degree of analysis and publication.
- Academic planning: CETYS launched a new strategic planning effort, Strategic Plan CETYS 2020, to include a strong academic plan. CETYS projected that by October 2009 the Colleges of Business, Engineering, and Social Sciences and Humanities would all have new groups of academic experts, known as “Academias”.
- Institutional Research: CETYS embarked on enhancing institutional research in a number of ways, such as, a new academic information system and e-portfolio.
- The CPR report was well laid out and consistent with the letter of intent submitted to the WASC Commission. One area noted by the review team was the issue of the doctoral programs. While it is clear that admissions to the doctoral programs have been suspended it was not clear what actions, as related to the issues outlined in the letter of intent, had been taken. Based on interviews with the administration and the faculty, CETYS has no current plan to resume its doctoral programs. The doctoral programs are not evidenced in the current academic plan.

The report was well organized, clearly written and presented, and the position of the institution was clearly detailed with respect to the commitment to accreditation and the WASC standards.

The engagement of the University in the process of the CPR review and report is extensive and well documented. The CETYS-WASC Commission is comprised of the highest levels of leadership throughout the university and provides guidance to the four operational teams. The Operational teams are each assigned a standard for which they are responsible. In addition there is an Institutional Advising Team comprised of all the administrative and academic areas of the University. CETYS also consulted with external advisors from various universities in the United States with experience in accreditation and some special areas of content.

CETYS is developing a culture of evidence reflecting its commitment to WASC standards. The campus has a strong institutional research plan and processes appropriate

ongoing institutional improvement and effectiveness. Faculty and staff reported that they have not only access to needed data for decision making but also support for analysis and interpretation of these data from institutional research staff. CETYS is well prepared with the resources and processes to move towards its Educational Effectiveness review. In every section of the CPR report, CETYS indicated understanding of the steps that move them closer to demonstrate effectiveness. There also appears to be understanding of the steps that still remain to be accomplished.

### **C. Response to Previous Commission Issues**

In the Conclusive Essay CETYS addresses each of the recommendations from the WASC Candidacy team report. They outline actions taken as well as actions that are in progress.

#### Doctoral Programs

Further inquiry was made with respect to the doctoral programs. Library resources, both books and electronic resources have been added significantly. Current students are being supported as they complete their degrees. CETYS at the time of the visit had no plan for reinstating doctoral level education programs.

#### Assessment of Learning

The team reviewed the level of implementation of rubrics and the program review process. Syllabi, faculty and students all confirm that learning outcomes and rubrics are all presently implemented. The use of student learning is being used to make appropriate improvements in curriculum and pedagogy. Students who are seniors have noted the changes in their courses over the past couple of years. The processes are in place for assessment of learning. The EE review will reveal how these processes are working over time. The academic program review process is in place as policy and currently at least two programs from each major area are under review. The EE review will explore the outcomes of these reviews and the results that have been implemented as the loop is closed.



## Faculty

At the conclusion of the previous WASC team visit (EER March 2008) the team recorded the following concern:

CETYS and the WASC Visiting Teams recognize the challenges the university faces in reaching and sustaining a faculty with the level of academic qualifications and expertise expected by WASC Standards. The university's efforts to address this challenge are commendable. To further progress in this regard we recommend:

- Working to assure sufficient numbers of coherent core faculty for each program who are setting the intellectual climate and direction with a concomitant reduction in the over-reliance on part-time and adjunct faculty. The EE Visiting Team supports CETYS' ongoing efforts to hire and retain faculty with appropriate graduate degrees.
- Assuring that there is at least one full-time faculty member for each academic program, especially at the master's and doctoral level.
- Continued efforts to recruit a more diverse faculty in terms of origin of graduate degree.
- Enhanced support for faculty research and scholarly activities to expand the research culture to both undergraduate and graduate programs.
- Expanded opportunities for development of full-time faculty, especially outside of CETYS.

At the time of this visit, the WASC Team found sustained commitment on the part of the University to address the FT faculty numbers and the qualifications of faculty. The 2009-11 Academic Plan includes budget to hire faculty on both the Tijuana and Ensenada campuses. The university is also still committed to and acting on the hiring of sufficient faculty in each academic program to enable faculty to sustain high quality in both research and teaching (Document 75 – Board Minutes authorizing hire of Engineering Professor at Tijuana Campus). Specific contracts with at least three faculty who are currently studying abroad have been developed (Document 87). Finally, the most recent review of the 2010 Plan by the Board of Trustees (Spring 2009) listed strengthening faculty with graduate degrees as a “continuing challenge” on the agenda. See more detail outlining this commitment in the report below under Standard 3. In summary, the WASC visiting team agrees that CETYS University is moving appropriately toward increased numbers of faculty fully qualified for teaching and learning and we encourage the University to continue action on this initiative as expeditiously as possible.

### Utilization of Information Data

At the conclusion of the previous WASC team visit (EER March 2008) the team recorded the following concern:

CETYS is an institution guided by data and information; this is something it does well and consistently. The Team, however, sees opportunities for continued improvement, including:

- Improved utilization and analysis of institutional data with a focus on student learning and success including graduation and retention.
- Continued development of its institutional research and learning outcomes assessment activities so that the processes of inquiry, evaluation and assessment, especially as they relate to student learning and program evaluation are firmly embedded in the academic life of the university.
- Continue to develop and expand the utilization of well coordinated data bases sufficient to meet external reporting needs, to support informed decision making and dissemination of information internally as well as to external audiences.

At the time of this visit, the WASC Team found an enhancement of the use of data and data analysis for decision-making as well as the support of the IR team at CETYS. The IR staff documented increased appointments with Deans and Directors in both delivery of and explanation of data reports for their programs. The institutional research team did have data on graduation and retention and has disaggregated that data by class and program. The IR team also reported that data reports are feeding decision-making for marketing, promotion, and student recruitment on a regular basis. The program review process has been designed and initiated and Deans and Faculty Directors from each of the campuses report heavy use of that data in their program review processes currently underway. Please see more detail regarding the dissemination and development in data analysis provided by the IR team to university faculty and administrators under Standard 4 below. In summary, the WASC team commended CETYS University for its consistent and enhanced use of data for decision-making by faculty, Deans, administrators, and Board.

## **SECTION II – EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS**

Since this is an Initial Accreditation, Capacity and Preparatory Review for CETYS, the institution organized its report around the Standards and the Criteria for Review rather than themes.

The CETYS CPR Report is organized by the standards and as is appropriate addresses each criterion for review. It is well organized with action steps that have been taken as well as those in progress. This section of the report will focus on each standard and describe where CETYS is with respect to its capacity and preparedness for its next review on Educational Effectiveness.

### **STANDARD 1: Defining Institutional Purposes and Ensuring Educational Objectives**

CFR 1.1, 1.2 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.

CETYS University has a clear institutional mission approved by the IENAC Board in 1977: It is a very public mission that has continued to guide the institution through its various strategic planning initiatives and development. The humanistic mission of the university is infused in its programs, such as the Program for the Promotion of Humanism. This philosophy also led to the development of its value system and educational model. The three essential components of the educational model are 1) the philosophical principles that determine the concept of education and CETYS view of the human being, 2) the pedagogical principles that establish the way the educational process must be applied and 3) the institutional learning goals or distinctive institutional features that are integrated into the curricular design. (CFR 1.1)

The purpose of Centro de Enseñanza Técnica y Superior (CETYS) is “to contribute towards the development of individuals with the necessary moral and intellectual character to participate in a prominent way in the economic, social and cultural advancement of Mexico.”

CETYS’ mission is values driven, with a focus on the following elements:

- Character building
- General Cultural development
- Scientific formation
- Teaching
- Research
- Cultural extension

Team member interviews with board, administration, faculty and students revealed how clear and consistent the mission is in the experience of these constituencies. Strategic Plans 2010 and 2020 are both built upon the mission of CETYS. Prior teams commented on unusual degree of focus on mission throughout the institution and evidence consistency of educational programs and institutional operations in support of CETYS’ mission and purposes. This CPR team found the same remarkable consistency of a commitment to the mission and core values of CETYS. In the face-to-face interviews, faculty, students, alumni and administration all commented on the importance of CETYS values and how these values were infused throughout their educational experience and its impact on their personal lives.

(CFR 1.2) CETYS has developed guiding principles that direct all aspects of the institution. These can be found in the Strategic Plan and other materials, such as brochures. These five guidelines are: 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 for higher educations, majors, and programs according to the needs of Baja California and the region, and 5) strategic planning

intended to move the institutions towards internationalization and the globalization of higher education.

CETYS also had institutional educational objectives, again derived from the Mission.

These are:

- Strengthen the organizational culture of the institution
- Integrally develop the human resources
- Achieve an organizational structure according to educational means
- Improve educational effectiveness
- Have processes, infrastructure and equipment according to the institution's needs; are agile and fit CETYS
- Have an optimal information systems architecture to appropriately administer and operate CETYS
- Obtain and/or maintain national and international accreditations
- Strengthen the educational model
- Improve integration with the community in general and in particular with alumni
- Improve satisfaction with the University's programs and services among different publics
- Enhance the institution's prestige
- Increase the institutions economic resources.

In addition to these institutional objectives, CETYS also has four institutional "learning objectives". These were developed and presented to WASC in the Effectiveness report for candidacy in October 2007. CETYS has begun to assess these following learning objectives across its academic programs:

1. Clear and effective communication in Spanish
2. Continuous learning
3. Critical thinking
4. Openness to cultural diversity

The development of program learning outcomes has been a special effort of CETYS faculty the past several years. CETYS has invested considerable resources in bringing to campus a noted U.S. learning outcomes assessment expert who has conducted faculty-training workshops. The faculty worked in 2007 to develop institutional and program learning outcomes which flow logically from the mission statement and institutional values. The formal plan for assessing outcomes is still in the initial/emerging stage. It is clear from evidence provided and discussions with deans, the Director of Institutional Assessment and faculty that considerable effort has been put into training faculty in learning outcomes assessment processes. However, as the deans of the three colleges noted, faculty are still working to define appropriate assessment of ILOs across the different programs and colleges

Retention and graduation statistics were presented in evidence tables. Data presented disaggregated retention/graduation by campus, gender and family income level (analogous to SES). What was not evident in the CPR Report or data presented is how the retention and graduation statistics gathered are analyzed and used to help faculty, academic and student support units at CETYS improve graduation rates across all campuses and student populations. The data do not appear to be available publicly on the website or in publications in accordance with new expectations from CPR 1.2.

CFR 1.3 CETYS has an appropriate organizational structure (evidence item #50) with clear lines of communication and decision making processes. The position of Academic Vice President, as well as the Deans of the colleges are all relatively new positions. This new administrative structure is still developing. A Balanced Scorecard System supports the Administrative Assessment System. Within the faculty, academic leadership is based in the newly formed Academic Senate. Officers were elected just this past spring. The senate meets monthly and all meetings are available to all campuses via teleconference. In addition, faculty are engaged in various “Academies” (evidence item #16) comprised of subject matter experts in their respective disciplines. The Academies play a role in planning and assessment but not governance. The new Senate is still developing its role

with respect to faculty governance, shared governance with the administration and its leadership role with curriculum.

The Team saw evidence of evaluation systems for faculty and staff as well as expectations for faculty and staff development. With the exception of the emerging system of faculty governance (discussed elsewhere in this report), roles, relationships and responsibilities from the Board through faculty, administration and staff are clear and consistent for a university. As the Academic Senate begins to function, its internal structures and responsibilities as well as relationships with the AVP, president and Board need to be clarified.

Strategic Plan 2010 is coming to a close. A document assessing the accomplishment of the goals set out in Plan 2010 was shared with the team during the visit. The plan is visited every six months to determine progress and adjustments that might need to be made. Plan serves as the guide for budget planning and priority setting. A new Plan 2020 CETYS is under development will be in place by spring of next year. (CFR 1.3)

CFR 1.4 CETYS, with its commitment to freedom as a core value, has an academic freedom document on file that addresses faculty, students, administrative, and service personnel. The document entitled “Academic Freedom at CETYS” (Evidence 43) was developed in response to WASC Standards and expectations. The statement is explicit in providing for faculty freedom in research and teaching; it differentiates between academic roles of faculty as teachers and researchers and the individual civil rights of all constituencies of the university.

CETYS recognizes that, as a Mexican university, its student body and faculty are not diverse in the way that WASC or other U.S. institutions define diversity. (CFR 1.5) The Team had several illuminating discussions with leaders of CETYS about the concept and practice of diversity in Mexico vs. the US. When asked about the absence of retention and graduation data disaggregated by ethnic group, Board members, the CETYS president and senior administrators were puzzled, noting that all students are Mexican.

Conversations revealed that while there are ethnic groups in the Mexicali area (principally a large Chinese/Mexican population), the culture of Baja California region of Mexico does not differentiate by ethnic group; this is an unfamiliar concept in this culture. To the degree that there are ‘underrepresented’ groups and discrimination in the society it is exhibited through discrimination based on a socio-economic class system rather than by ethnic differentiation.

It is clear that CETYS is committed to attracting and educating as broad a segment of the student population in this region and to supporting diversity in all aspects of institutional life. Roughly half the student body is female – unusual in Mexico. Over 70% of the student body is from lower or middle-income groups and receive some form of financial aid, attesting to CETYS’ commitment to educating traditionally underrepresented student populations.

CETYS has an unusual commitment to international education which includes sending roughly 35% of its upper division students to study abroad, bringing international students to CETYS for brief periods of study attracting international faculty to its campuses for a semester or year and sending its own faculty abroad for faculty development. The CPR Team encourages CETYS to consider this as an additional and important form of commitment to diversity in the educational experience.

CFR 1.7 The campus does have a Student Code of Conduct which also incorporates students’ rights with respect to grade appeals, conflict resolution, student satisfactions, instructor assessment, etc. Students have a major advisor assigned to them to facilitate students achieving their academic goals.

The team found multiple assessment and feedback tools utilized by CETYS to elicit input from students (Satisfaction Study, evidence 39 and Instructor Assessment, evidence 33). The Compliance Audit Checklist documents and Portfolio of Evidence provided copies of a wide range of policies and procedures on student conduct, grievances, etc.



CFR 1.8 CETYS is a private non-profit institution and is run with solid and transparent financial practices with regular annual audits and published annual financial statements. In addition CETYS is regularly evaluated externally by government agencies such as Mexico's equivalent to the IRS (Secretaria de Hacienda) and others.

As requested by the WASC Commission, the external auditor of CETYS did prepare a document identifying the differences between the auditing systems in Mexico and the United States. During the interview, the external auditors also explained the major differences in financial reporting principles (Generally Accepted Accounting Principles) between Mexico and the US. One of the major differences is revaluation of fixed assets to a replacement cost is allowed in Mexico but not in the US, as evidenced on the 2007-08 CETYS balance sheet.

The visiting team also verified the accuracy of the financial statements and found that some of the revenues, expenditures, liabilities, and changes in net assets were incorrectly calculated. In addition, the expenditure table was incorrectly aggregated into two major items (maintenance and others) without following the template illustrated in the WASC resource book. This should be corrected for the EER report and visit.

CFR 1.9 From the time of its initial contact with WASC in 1991 when it indicated a strong interest in achieving WASC accreditation, CETYS has exhibited open communications with WASC. Over the years there has been substantial written and oral communication from CETYS, often in the form of seeking clarification of accrediting standards and practices. In addition, President Blancas and ALO Laura Carillo have visited the WASC offices on numerous communications. Prior WASC Teams and the CPR Team found that CETYS was immediately responsive to recommended changes in CETYS policies and practices to bring it into conformance with WASC policies and standards.

There is no history of WASC concern regarding CETYS communications and interactions with the accrediting agency.

Further evidence of CETYS' institution-wide commitment to the WASC process was provided in the July CPR report which outlined the organization of academic and administrative personnel across all three CETYS campuses into a coordinating CETYS-WASC Commission of CETYS leadership; Operational Teams, one assigned to focus on each Standard; Institutional Advising Team, which included all directors and other leaders; External Advisors from over a half dozen west coast US universities; and, External Information Support in the form of materials reviewed from WASC and other universities.

It is the judgment of the CPR Visiting Team that CETYS University has demonstrated an exemplary level of commitment to learning the US accreditation processes, of understanding the intent and letter of WASC Standards and of achieving WASC accreditation. The Board of CETYS and President Blancas are commended for their vision, leadership and unwavering commitment of financial and staff resources in support of the goal: to be granted WASC accreditation in recognition of meeting all Standards and demonstrating the University's institutional commitment to excellence and continuous improvement in higher education.

## **STANDARD 2: Achieve Educational Objectives through Core Functions**

In this section CETYS focuses on how academic programs are structured, including curricular and extra-curricular, resources and how programs are reviewed and revised. In addition CETYS addresses how it is organized to define, develop and assess levels of learning achieved by CETYS students.

CETYS' academic programs meet all standards for review of the Secretariat of Public Education in Mexico. There are 16 undergraduate programs and 6 masters' degree programs. All doctoral programs have been suspended at this time. After reviewing the previous process for curricular review, the Office of the Academic Vice President found that the process needed to be strengthened. CETYS has instituted a periodic academic

review policy (CFR 2.1). The policy is in place and at the present time, at least two programs in each major area are under review. The plan includes how the analysis will take place and where the results will be shared and changes recommended and implemented.

CETYS is developing and implementing an aggressive Learning Assessment Plan. Student learning data are available via the rubrics that are currently implemented in all programs. The plan is to assess one or more of the institutional learning outcomes annually as part of the overall learning assessment plan. The data generated through these processes are fed back to the faculty via the “academies” and the deans. The academic vice president oversees the process. The faculty, students and the course syllabi all consistently reflect the Implementation of the assessment plan. CFR 2.2

Expectations for student learning are reflected in the learning objectives evident in course syllabi. In 2008 the institution undertook an analytical review of the learning objectives in each of the academic programs. The review was coordinated by the Department of Academic Planning and the Deans of the Colleges. The academies, comprised of faculty, studied the findings and made improvements in both curriculum and pedagogy.

CFR 2.4 The Academic Senate is in its infancy. It was just formed last year and faculty elected the officers this past spring. The senate has established a calendar of monthly meetings which are broadcast via teleconferencing to all three campuses. The Senate is currently drafting its “constitution and by-laws”. The Senate is comprised of 6 elected faculty and 5 ex-officio voting members from the academic administration

The Senate has not yet defined its role with respect to engagement with curriculum development and approval, faculty governance, and shared governance. The EE review team will want to explore how the Senate has engaged with the governance of the campus when it visits.

CFR’s 2.8,2.9 The team explored how CETYS is moving towards a culture of research. The university has a long history of faculty action and project-based research in collaboration with local international manufacturing plants and industry. Students are

often included in these research projects. CETYS has also published books written by its faculty from time to time.

At the present time the focus has been on enhancing library resources. The improvements have been dramatic in terms of improved library facilities and holdings. The Ensenada campus built a new library facility and both Mexicali and Tijuana campuses have increased their holding of books as well as electronic resources significantly. The EE team will want to revisit how these resources have contributed to building a culture of research.

Student Success - CETYS University demonstrated a long history of focus on student success, including attention to students' academic achievement and personal success, to retention and graduation.

CFR 2.10 According to the data provided with respect to graduation rates, the average 6-year graduation rate for undergraduates is 66%, with the rates for graduate students somewhat lower. Both incoming student readiness (as measured by needed remedial work) and retention to graduation vary by campus. It will be important for CETYS to look at graduate rates beyond the expected 4-6 years to determine how many students do eventually complete their degrees and also to investigate the reasons why students do not finish, perhaps via exit interviews and follow-up. CETYS is encouraged to both analyze the retention and graduation data it has and share the results with CEDES (the student achievement support functions) and faculty so that they may target programs and efforts to increase retention across the campuses and programs.

CETYS gathers data regularly through the systematic collection of questionnaires of its graduates including a satisfaction survey given every year and diagnostic activities that contribute to retention. Students report what might be called "intrusive advising". Students are assigned an advisor upon entering CETYS. They meet regularly with advisors who typically provide their phone numbers (including home) and communicate frequently via e-mail.

The CPR report acknowledges that further study, analysis and follow up, supported by data are needed. We would agree.

CETYS provides a full complement to student support services including those that use the latest technologies, for example Portal my campus. CETYS also provides a number of co-curricular programs aligned with the goals and objectives of its academic programs. Some of these are: entrepreneurship, international exchange, learning English, professional practice, organization of social service and student events, sports and tech support. (CFR 2.12)

CFR 2.14 CETYS does not provide transfer of credit, per se. The university will, however, do course equivalency for students from other colleges and universities interested in attending CETYS. Transfer of credit is granted for students enrolled in double degree programs with international universities. As examples, transfer credits are accepted for CETYS students taking coursework at San Diego State University and City University of Seattle.

In its concluding paragraphs, CETYS discusses the fact that many of its new academic processes are just being implemented. It will take time to see how these processes contribute to CETYS overall institutional effectiveness.

We support the faculty and administration in its active implementation of program review and learning outcomes assessment. However, we offer a caution that the faculty take time in the implementation of assessment of learning systems to ensure that they are not overwhelmed by the workload. It is essential that faculty own the processes and outcomes and learn to improve the process as well as the programs

### **STANDARD 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

#### **Faculty and Staff – CFRs 3.1 – 3.4**

3.1 The Institution is well organized, as evidenced in Organization Chart (Data Table 4) with clear leadership responsibilities assigned in academic, administrative and services personnel. All three campuses are organized into colleges: Engineering, Business Administration, Humanities and Social Sciences. Each academic program within the college has a coordinator. The Graduate Studies Operations Department supports each college with services provided to graduate students and faculty.

In January of 2007 CETYS implemented a new organizational structure. A Vice President of Academic Affairs, a Planning and Academic Effectiveness Director and College Deans were appointed. At the time of the CPR visit, the structure seems to be working well, and is in line with WASC expectations for appropriate leadership ‘guiding and coordinating the institution’s academic functions’.

“Re-classification” of the faculty was implemented to better conform to international standards (Evidence 91, Instructors by Academic Curriculum Inventory, 2008)

CFR 3.2 Faculty and staffing needs are projected through a systematic academic planning process which is new to the institution and follows WASC recommendations.

Faculty Development has been in place at CETYS throughout its history, and has been strengthened in its most recent planning. (Evidence 42 – Faculty Training Program, 2008 – 2020) Faculty development addresses Professional Development, pedagogical, technological, values and culture/healthy lifestyle. Research Centers have also been created to further develop the culture of research (evidence item #10)

Faculty report that they are all engaged in the implementation of learning outcomes development and assessment of learning. The students verify that the outcomes and the assessment processes are evident from the first day of classes.

CETYS has established the Academic Improvement and Development Center (CDMA) that has faculty more actively and directly involved in learning assessment and program review. The Academies (another innovation) formulated the institutional learning outcomes as well as the learning outcomes for the academic programs. The Academies also developed the learning assessment rubrics. CDMA is responsible for faculty development, learning assessment, curricular review and revision and faculty assessment. Today it is a “virtual” entity but by 2011 it is expected to have a physical area.

CFR 3.3 The 2009-11 Academic Plan, and both the 2010 and 2020 CETYS Strategic Plans all serve as reference documents to guide faculty and staff recruitment. Faculty and staff orientations are held for all new personnel. CETYS compensation program is based in part on faculty performance which is evaluated annually (Evidence 33, Faculty Compensation and Evaluation System – designed in 2001, modified in 2005 and further updated in 2008) (Evidence 56 – Administrative Performance Evaluation instrument). All new faculty are required to attend a pedagogical training course.

There is a systemized mechanism used to evaluate faculty which is used to provide instructive feedback to faculty as well as to determine financial reward. (SERP-evidence item #33) The newly formed Senate is planning to take up the issue of faculty evaluation as part of its agenda this fall.

3.4 Technology is considered ‘an indispensable support system’ allowing more efficient faculty work, asynchronous student interactions and academic support through diverse educational technologies (pg. 19, CPR Report).

All FT faculty are trained on Blackboard and e-portfolios. The large majority of the faculty use these systems to support teaching, and to provide additional resources to students. Training workshops are offered regularly to faculty, administrators and students.

## **Fiscal, Physical and Information Resources – CFRs 3.5 – 3.7**

3.5 CETYS Liabilities and Net Assets as of the 2008 audit were approximately \$1B. Mexican pesos (roughly \$79 million USD). CETYS has long history of financial stability and strong financial management. The Board members are very clear with respect to their oversight role, responsibility for the budget and fundraising.

As requested by the WASC Commission, the external auditor of CETYS did prepare a document identifying the differences between the auditing systems in Mexico and the United States (see Standard 1.8)

The visit team also verified the accuracy of the financial statements and found that some of the revenues, expenditures, liabilities, and changes in net assets were incorrectly calculated. In addition, the expenditure table was incorrectly aggregated into two major items (maintenance and others) without following the template illustrated in the WASC resource book.

3.6-3.7 The Information Center, in operation since 2007, is a “critical and specialized unit in support of the teaching-learning process”.

In response to WASC concerns about library and information resources CETYS produced CETYS University System 2007-2010 Information and Learning Center Strategic Plan which has guided steps taken to strengthen resources and ensure adequate funding for elements of the plan; based on mission of CETYS and pedagogical principles, plan address 5 areas: information resources, human resources, users training or literacy, infrastructure, financial resources

- Major investment in acquisition of printed and e-books
- A new library facility on the Ensenada campus
- An Information Literacy Skills Development Program which is in full implementation.



- CETYS is commended for providing financial support for library staff to enroll in MLS at Arizona State and others to attend on-line diploma course – “administration Management of Academic Libraries” This is evidence of the strong institutional commitment to meet this WASC expectation
- Good range of technology support for academic programs, including Blackboard course support, email, website, e-portfolio, video conference classrooms on all campuses to connect campuses and programs; smart classrooms on all campuses; academic information portal (document repository of policies, procedures, pertinent information for students)
- All courses have Blackboard for support of learning. There are a few courses to date that are being offered online.
- As recently as May 2009 the President received approval for a proposal to begin an on-line journal that will be edited by students. It will publish student work from all three campuses.

### **Organizational Structures and Decision-making Processes – CFRs 3.8 – 3.11**

There is a clear organizational structure from The Board of Trustees on down. Each campus has a “Chapter” of trustees who represent the campus and the system overall. It is very hierarchical and well accepted at the university

IENAC is the founding and overarching Board for CETYS. This Board is very large (104) and meets only a few times per year. Each member of the large board also serves on a Chapter “board”, which focuses on the local campus and meets at least quarterly. The Executive Committee of the Board, comprised of a select group of trustees from across the statewide Board, meets as frequently as the President requires. All board members are engaged in the strategic planning process, budgeting and fundraising. IENAC Bylaws and General Statute clearly lay out roles and responsibilities of all constituencies of the university

A new President will be coming on board in January. This is a significant change for CETYS since President Blancas has been with the university for many years. However,

the new President, Leon, is from CETYS and knows the University as well as anyone. In fact, the University where President-elect Leon currently works has a dual degree partnership program with CETYS. It is the team's impression that CETYS has planned carefully for this significant leadership transition.

CETYS has restructured and strengthened its academic administration through the creation of an Academic Vice President in 2007. This position has been integrated into the organizational structure effectively. Graduate and Undergraduate programs have been integrated into the corresponding colleges with Deans to better serve students. In addition, via the Academic Vice President, a new faculty governance structure has been initiated: the first Academic Senate for CETYS.

#### **Standard 4: Creating An Organization Committed to Learning and Improvement**

Standard 4 in the Capacity and Preparatory Report for CETYS University focuses on two major areas: Strategic Thinking and Planning and the institution's Commitment to Learning and Improvement.

**Strategic Thinking and Planning:** The visiting team validated the CPR's statement that historically and presently CETYS University has practiced the systematic use of strategic planning. (CFR 4.1) Currently the 2010 CETYS Plan is guiding the University's priorities in fiscal, organizational structure, facilities, faculty recruitment and development, and curriculum planning. (CFR 4.2) The team interviewed the Chair of the Planning Committee of the Board, Deans, the Academic Vice President, the Director of Planning and Institutional Effectiveness, the Director of Promotion and Development, and the Director of Planning and Academic Effectiveness. These various administrators described consistently, in separate interviews, a collaborative process of using institutional data to make decisions and revise current practice. All constituencies interviewed knew about and referenced the 2010 Plan in their conversations regarding

current initiatives and priorities. It was evident to the team that extended and cross-constituent discussions, at least between Deans, Directors, and Administrators, have been taking place regularly in regard to strategic planning. The team was less sure what the involvement of faculty and students was in the development of the 2010 Plan and what their level of involvement is expected to be as the 2020 Plan is developed this coming spring.

The Planning Committee of the Board receives an update from the university administration every six months in regard to progress toward the goals and objectives of the strategic plan. (See Qualitative & Quantitative Evaluation of 2010 Plan Survey) The Planning Committee reviews the report and makes recommendations to the administration for strengthening any area not yet meeting the goals of the plan. The administration then responds with proposed action steps for improving progress toward those specific goals. (CFR 4.1) While this perpetual 6-month review is in place, the 2010 Plan was also more comprehensively reviewed and revised in 2006 as a result of new competition for students, faculty, and resources. This review resulted in an organizational restructuring, naming a new position of Vice President for Academic Affairs (which was filled in 2007 by the present VPAA), redesigning the faculties under deans of program administration, and beginning the process of faculty participation in decision-making processes of the University. (CFR 4.1)

The team discussed these infrastructure changes with the administration and the faculty and found recurring evidence that they have indeed strengthened academic leadership and that faculty participation has enabled a critical improvement to coherent institutional assessment, identifying program and course learning outcomes, and more broad-based discussions about the values of the University. The development of discipline-related faculties under the supervision and administration of Deans has also enabled the new VPAA to hold regular meetings in which all program, curricular, or co-curricular initiatives are aligned according to the 2010 Plan. (CFR 4.2)

**Commitment to Learning and Improvement.** In addition to infrastructure changes to improve strategic thinking and planning, the university has engaged in an extensive series of workshops on campus, invited learning outcome assessment and library consultants to campus, and sent academic leadership and administrators to WASC meetings to inform the campus community about assessment protocols and importance. This has been both a financial investment as well as a community-building exercise and did demonstrate to the team the institution's commitment to learning and improvement processes.

CETYS University has a competent and robust team of institutional researchers, who collect, analyze, report, disaggregate, and consult with faculty and the administration regarding institutional data. The team appears to be functioning well. At this time the team reports that it is, in fact, functioning effectively and does not need additional resources or personnel. (CFR 4.5) Two senior officers of institutional research have the responsibility of producing a series (21) of annual reports to state and national officials as well as satisfaction surveys from students, employers, and parent surveys are produced annually and sometimes every six months for use in making marketing and promotion decisions. The reports also serve to inform the IENAC of progress toward strategic planning initiatives and the Deans and academies regarding enrollment, constituent satisfaction, and demographics of enrolled students, retention, and faculty workload. (CFR 4.4-4.5) These reports do include student satisfaction surveys with climate and co-curricular activities (CFR 4.6), alumni surveys, employer surveys, and parent surveys (CFR 4.8). The team interviewed Deans and Directors who did report relying on the data reports from institutional research to improve services and program offerings. (CFR 4.4) More impressively, the IR team freely offers individual consulting services to all Deans, Directors, and/or faculty groups who request assistance. (see below)

The institutional research team consists of 6 professional staff as well as part time student workers who reside at the Mexicali campus. This team receives data from a coordinator on the Tijuana Campus and a coordinator on the Ensenada Campus. The team collates, aggregates, and analyzes data from all three campuses as well as reports disaggregated data to the IENAC and CETYS administration. (CFR 4.5) The team collaborates daily

on projects, regular reports, and workshops/consultations with faculty and Deans to interpret and use the data provided for decision-making. Deans report they rely heavily upon the data received from institutional research, share that data with their faculty regularly, and use the data to make curricular and program decisions. (CFR 4.4) The institutional research team reports also that they engage regularly in analyzing comparative data from other HE institutions in Mexico and have selected 3 or 4 institutions within the WASC region to complete comparison data studies as well. At this point the IR office does not collect direct SLO data; however, the staff are interested in discussing this possibility more with the faculty as assessment programs become more robust. (CFR 4.5)

The CPR team agreed that the Commitment to Learning and Improvement demonstrated through quality assurance processes, review, and leadership meets or even exceeds the expectations of WASC Standards for Initial Accreditation in regard to capacity. The only remaining capacity which needs strengthening would perhaps be an integration of student learning outcomes analysis supported in part by the central institutional research team.

### **SECTION III – FINDINGS AND RECOMMENDATIONS**

#### **COMMENDATIONS:**

The WASC CPR Visiting Team wishes to express how impressed it was with many aspects of CETYS University. As we focused our evaluation on capacity and institutional functioning we found an institution with an unusually clear mission and a high degree of congruence of educational philosophy and program offerings with that mission (Standard 1). CETYS is clearly a mission driven institution that ensures that resources and organizational structures are in complete alignment to provide the highest quality education possible (Standard 3)

This Visiting Team, together with prior teams, has been impressed with the resolve, speed and alacrity with which CETYS has directed its talents and resources to meeting

WASC standards and addressing its concerns. Given the sometimes significant differences between US and Mexican practices of higher education CETYS' achievements these past few years are nothing short of remarkable. The Team was especially impressed since it is so clear that the university has sought WASC accreditation first and foremost as a vehicle for continuous improvement and enhancement of institutional quality.

It is the judgment of the CPR Visiting Team that CETYS University has demonstrated an exemplary level of commitment to learning the US accreditation processes, of understanding the intent and letter of WASC Standards and of achieving WASC accreditation. The Board of CETYS and President Blancas are commended for their vision, leadership and unwavering commitment of financial and staff resources in support of the goal: to be granted WASC accreditation in recognition of meeting all Standards and demonstrating the University's institutional commitment to excellence and continuous improvement in higher education.

The Team found in CETYS an institution with strong systems of administration and academic support that work effectively together to ensure ongoing institutional capacity in all aspects of university life. These strong systems, coupled with the university's commitment to achieve WASC accreditation have resulted in a remarkable number of changes and improvements in the institution in a very short period of time. In particular, the Visiting Team commends CETYS for:

- Its increased support for faculty development, including ongoing training and programs offered to full- and part-time faculty; financial support for faculty to pursue the PhD or MLS outside of Mexico; support of several faculty/senior administrators to participate in the ACE fellowship program in US universities.
- Educating faculty and academic leaders about best practices in learning outcomes assessment and program review – and moving quickly to design and implement its own systems; The multiple and diverse assessment strategies for student learning which the faculty have developed will serve the students and curriculum well in years to come.

- Beginning the process of strengthening library and learning resources in support of teaching, learning and research through the commitment of financial resources to strengthen collections (digital and paper) and support of library staff in their pursuit of the MLS degree.
- Addressing facilities needs through renovations and the construction of the Ensenada campus library and Tijuana campus graduate studies facility. These recent facilities improvements – supported entirely by donor contributions - provide evidence of commitment to facilities consistent with institution’s educational objectives and represents (ST 3) evidence of donor support to CETYS mission
- The culture of data gathering and analysis in support of decision-making, planning and budgeting. The institutional research team is commended for its organization, understanding and service orientation in supporting faculty use of data for decision-making; meet individually with faculty and deans to help interpret results and implications
- Strong and effective strategic planning that drives the university

The Visiting Team would like to step out of tradition to commend personally President Enrique Blancas as he retires from many decades of service to CETYS University. He has displayed clear and firm vision as well as leadership for CETYS as it strives to become the outstanding institution of higher education in Baja California and beyond.

### **RECOMMENDATIONS:**

The Visiting Team offers the following recommendations to CETYS University as it strives to achieve its goal of continuous improvement:

## Faculty

- Continue with your plans to ensure sufficient qualified faculty (CFR 3.1): The team expects the university to implement its faculty enhancement plan by hiring more full-time faculty with doctoral degrees; while challenging, we urge you to move expeditiously to meet your goal and to provide evidence of your achievements at the time of the EE Review.
- The faculty and administration should also continue to actively support the development of a graduate culture of research and faculty scholarship; and to provide evidence of scholarly activity on the part of a substantial cross-section of the faculty by the time of the next visit (CFR 2.8, 2.9)
- As the Academic Senate matures it needs to establish its appropriate shared governance role especially in relation to academic and senior administration; to assume greater responsibility for the curriculum and faculty role in peer review, strategic planning, the curriculum and the faculty role in peer review (CFRs 1.3, 3.11, Standard 4);
- Strengthen and make more visible the role of faculty in development and review of strategic plans. (4.1) As the Faculty Senate matures into a active voice, document evidence of specific faculty input into the strategic planning process and in the review of the goals met or unmet by the University
- The Academic Council, which is still defining itself and its relationship with academic administration needs to transition to a culture whereby faculty have a stronger role in guiding, assessing academic program and student learning outcomes

## Library and Learning Resources

- The team stresses the importance of continuing annual enhancement of library acquisitions and resources to ensure appropriate and sufficient learning resources (physical and digital) in support of undergraduate and graduate programs by discipline and to meet the expectation that students and faculty are be actively engaged in research (CFRs 2.2b, 2.3).



### Academic Planning

- As CETYS moves toward completion of plan 2020 the team recommends that academic planning – led by faculty and academic leadership – be a component of the new plan (Standard 4).

### Learning Outcomes

- Continue work on Institutional Learning Outcomes and Program Learning Outcomes. Complete the cycle, show evidence of completed outcomes assessment and improvements implemented by time of EER (CFR 2.5)
- As the faculty continues to assess learning through the curriculum, we remind CETYS that WASC standard 2.11 states that ‘co-curriculum programs are assessed.’ We encourage the university to use the systems developed for academic program review, appropriately adapted to assess academic and co-curricular programs
- Appropriate institutional data with analysis, such as student satisfaction data and retention and graduation statistics, should be shared with academic and student support services so that they may utilize the information gleaned from these data to develop their own assessment and continuous improvement processes. (CFR 1.2)

### Compliance Audit

- 1.2.1 -Retention and graduation rates should be publicly available by the time of the EER visit, in accordance with CFR 1.2
- 3.5.1 - Operating Expenditures should be displayed in accordance with Sample 5.2b, Operating Expenditures: Private Institutions, of the WASC Required Data Exhibits.
- 4.1.1 - The operations plan (which exists as part of strategic planning) should be provided for this item rather than the results of administrative operations.
- 4.6 – Provide a narrative description of the processes used for review and analysis of key data, including retention and graduation)

## **SECTION IV – PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REVIEW**

An important dimension of institutional capacity is the institution's readiness to define and sustain educational effectiveness. Part of the assignment of this Visiting Team is to offer guidance to the university as CETYS prepared for the EE Review. Toward this end, the Visiting Team recommends that by the time of the EER the University:

- Complete the work of incorporating ILOs clearly into all course syllabi;
- Complete the identification of a manageable list of PLOs for each academic program and show evidence of curricular or pedagogical improvements or changes including the use of student work through program learning outcomes assessment;
- In addressing the WASC standard regarding general education the faculty should more clearly identify the manner by which general education objectives are imbedded in courses in the major fields of the bachelor's degree (CFR 2.2a).
- Demonstrate further progress in the enhancement of library and learning resources (CFR 2.2b, 2.3)
- Learn and understand culture and process of assessment in addition to analyzing and implementing the learning outcomes assessment process (CFR 2.4)
- Financial reporting needs to follow typical higher education line-item details in conformance to the WASC format such that future teams can readily see expenditures in such categories as instruction, library and research (CFR 3.5).
- Continue institutional efforts to develop an appropriate graduate culture of research and provide evidence of scholarly activity on the part of a substantial cross-section of the faculty (2.8)
- Show evidence in CETYS Plan 2020 of enhanced involvement of faculty and students in the strategic planning process.
- The team is encouraged by the report that program reviews are underway. However, team urges CETYS to stay on course to complete several program review cycles by the time of the EE Review, including the use of external reviewers. (CFR 2.7) We expect to see demonstrate implementation of program improvements as a result of the reviews.
- Demonstrate further evolution of shared governance through the Academic Senate

The leadership transition seems to be moving in an unusually coherent and smooth manner. This is a testament to President Blancas and his historic commitment to the success of CETYS as an important institution of higher education. President-elect Leon shares his vision and brings to his new position direct experience in both Mexican and US higher education. CETYS is poised to take the next step in its pursuit of excellence. The institution demonstrated its capacity and preparedness to move forward with the educational effectiveness review. All the appropriate systems are in place and in operation. The team is confident that these systems will have yielded evidence demonstrating CETYS commitment to continuous improvement.

## Compliance Audit Checklist

Name of Institution:   CETYS University

Date of Visit  
Oct. 18 – 20,  
2009

Candidacy CPR:

Candidacy EER:

Initial Accreditation CPR: XX

Initial Accreditation EER:

CFR	Documents Required	Cand.		I.A.	
		CPR	EER	CPR	EER
<b>Standard 1</b>					
1.1	Mission statement			X	
1.2	Educational objectives at the institutional and program levels			X	
1.2.1	Public statement on student achievement (retention, graduation, student learning)			See recommendation	
1.3	Organization chart (X 3.8, 3.9, 3.10)			X	
1.4	Academic freedom policy			X	
1.5	Diversity policies and procedures; Procedures for Special Accommodations			X	
1.6	-	-	-	-	-
1.7	Catalog (online ____, hard copy ____) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)			X	
1.7.2	Student complaint and grievance policies			X	
1.7.2.1	Policy for grade appeals			X	
1.7.2.2	Records of student complaints			X	
1.7.3	Faculty grievance policies			X	
1.7.3.1	Record of faculty grievances			X	
1.7.4	Staff grievance policies			X	
1.7.4.1	Record of staff grievances and complaints			X	
1.7.5	Employee handbook			X	
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.			X	
1.7.6.2	Admissions records that match stated requirements; complete files			X	
1.7.6.3	Policies and procedures to protect the integrity of grades			X	
1.7.6.4	Tuition and fee schedule			X	
1.7.6.5	Policies on tuition refunds				
1.8	Regular independent audits of finances (X 3.5)			X	

CFR	Documents Required	Cand.		I.A.	
		CPR	EER	CPR	EER
1.9	WASC-related policies to ensure sub change policies			X	
<b>Standard 2</b>					
2.1	List of degree programs, showing curriculum and units for each (X 1.7 )			X	
2.2	Complete set of course syllabi for all courses offered			X	
2.2.1	(For associate and bachelor's degrees) statement of general education requirements (X 1.7)			X	
2.3	SLOs for every program			X	
2.4	-	-	-	-	-
2.5	-	-	-	-	-
2.6	-	-	-	-	-
2.7	Program review process with clear criteria, which include assessment of program retention/graduation and achievement of learning outcomes			X	
2.7.1	Regular schedule of program review (including for non-academic units)			X	
2.8	Policies re faculty scholarship and creative activity			X	
2.9	-	-	-	-	-
2.10	Data on student demographics			X	
2.10.1	Data on retention and graduation, disaggregated by demographic categories and programs			X	
2.10.2	Collection and analysis of grades at the course or program level, as appropriate			X	
2.10.3	Policies on student evaluation of faculty			X	
2.10.4	Forms for evaluation of faculty by students			X	
2.11	List of student services and co-curricular activities			X	
2.11.1	Policies on financial aid			X	
2.12	Academic calendar (X 1.7 catalog)			X	
2.13	Recruitment and advertising material for the last year			X	
2.13.1	Registration procedures			X	
2.14	Registration forms			X	
<b>Standard 3</b>					
3.1	Policies on staff development			X	
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program			X	
3.3	Faculty hiring policies			X	

CFR	Documents Required	Cand.		I.A.	
		CPR	EER	CPR	EER
3.3.1	Faculty evaluation policies and procedures (X 2.10)			X	
3.3.2	Faculty Handbook if available			X	
3.4	Faculty development policies			X	
3.4.1	Faculty orientation policies and procedures			X	
3.4.2	Policies on rights and responsibilities of non-full-time faculty			X	
3.4.3	Statements concerning faculty role in assessment of student learning			X	
3.5	Audited financial statements (X 1.8)			X	
3.5.1	Appropriate financial records			X – See recommendation	
3.5.2	Appropriate policies and procedures for handling of financial aid (X 2.11)			X	
3.5.3	Campus maps			X	
3.6	Inventory of technology resources for students and faculty			X	
3.6.1	If online or hybrid, information on delivery method			N/A	
3.6.2	Library data/holdings, size			X	
3.7	Inventory of technology resources and services for staff			X	
3.8	Organization chart (X 1.3 and 3.1)			X	
3.9	Board list			X	
3.9.1	Board member bios			X	
3.9.2	List of Board committees			X	
3.9.2.1	Minutes of Board meetings for last two years			X	
3.9.2.2	Governing board bylaws and operations manual			X	
3.10	CEO bio			X	
3.10.1	CFO bio			X	
3.10.2	Other top administrators' bios (e.g., cabinet, VPs, Provost)			X	
3.10.3	Policy and procedure for the evaluation of president/CEO			X	
3.11	Faculty governing body charges, bylaws and authority			X	
3.11.1	Faculty organization chart (if applicable)			X	
3.11.2	Minutes of last year's faculty meetings			X	
<b>Standard 4</b>					
4.1	Strategic plan			X	
4.1.1	Operations plan			See Recommendation	
4.1.2	Academic plan			X	

CFR	Documents Required	Cand.		I.A.	
		CPR	EER	CPR	EER
4.2	Description of planning process			X	
4.2.1	Process for review of implementation of strategic plan			X	
4.3	-	-	-	-	-
4.4	New program approval process			X	
4.4.1	Program review process (X 2.7)			X	
4.5	Description of IR function and staffing			X	
4.6	Process for review and analysis of key data, such as retention, graduation (X1.2)			See recommendation	
4.7	-	-	-	-	-
4.8	-	-	-	-	-

Comments: