

AGREEMENTS TAKEN:

Mexicali, B.C. August 25, 2010

Attendees:

Federico Sada, Lisette Salgado, Ernesto Montaña, Luis Oviedo, Joaquin Castillo, Leticia Torres, Francisco De Melo, Saida Pérez, Cristina Ramirez.

Note: The points of the order of the meeting that were looked at are attached with blue letters:

1) Analysis of the different syllabus formats which are being used.

a. Official Format: Apollo and CETYS format.

2) Mapping of the learning outcomes of the course (subject).

a) The curricular mapping of the learning outcomes of the courses (RAM) will be conducted on the basis of the existing syllabi contents in Blackboard, either in the CETYS or Apollo format.

(b) It will be attached to the syllabi:

1) The curricular mapping for each one of the specific bachelor's degrees where the program learning outcomes (RAPA) are displayed, and how they impact the course subject to assessment.

2) The curricular mapping of the RAM's (an example developed by Professor Luis Oviedo is attached).

3) The rubrics that will be applicable to the developed products by the students such as essays, summaries, reading reports, business plan, etc. (The INSTITUTIONAL rubrics are attached)

4) See at the end the attachments.

(c) This attachment shall be added to all the courses that were subject to assessment during this 2010-2 semester.

(d) All the RAM's shall be measured, but the professor will have the freedom to choose the learning product that he/she will provide as evidence of the learning outcome of each one of them.

3. Determining the assessment instruments (rubrics) that will be applied to the various papers that students perform such as:

- a. Institutional rubrics will be used.
- b. During the second semester observations will be made to the rubrics in search of improving the instrument, as well as its application and standardization.

4. Definition of delivery of the evidences:

The evidence must be uploaded to the online portfolio (PEI); it could be in a summarized way due to space needs. However, we may resort to the hard copy by keeping a copy on CD and/or DVD.

5. New Curriculum.

A curriculum with modification to axis 1 is submitted by Mr. Sada.

6. Progress of the programs written in terms of competencies.

- 9 will be courses that make up axis 1, which they are listed in the minutes submitted by Mr. Sada in the meeting
- The responsible parties for these courses will make a presentation of the contents to coordinators, directors, and spokespersons.
- Once the objectives, contents, and semesters where they will be taught are known, they must go ahead and determine the first and second semester courses that each program will have to design.
- The teams that will carry out the design of the courses will be defined by competencies, as well as the reviewer team of these competencies.
- The first semester still includes the course Introduction to the Academic Program addressing induction, mission, and vision, workshops; also values to finish with the academic program induction.

ATTACHMENTS:

A) CURRICULAR MAPPING OF THE PROGRAMS:

- a. LAM (Bachelor's degree in Marketing Administration)
- b. LNI (Bachelor's degree in International Business)
- c. LAE (Bachelor's degree in Business Administration)
- a. CPI (International Public Accountant)

B) EXAMPLE OF THE CURRICULAR MAPPING OF THE LEARNING OUTCOMES OF THE COURSES (RAM):

- a. The Financial Analysis course.

C) **RUBRICS:** Considering that *"the professor will have the freedom to choose the learning product that will deliver as evidence of the learning outcome of each one of them"* as set out in the agreements taken at the Spokespersons' meeting with Mr. Sada on August 25, Institutional Rubrics are made available for their use:

- a. Rubric for the assessment of RAI #1 of Clear and Effective Communication in Written papers:

Its application is recommended in:

- 1. Essays.
- 2. Research reports.
- 3. Application or Final projects.

- b. Rubrics for the assessment of RAI #1 of Clear and Effective Communication (presentations):

Its application is recommended in:

- 1. Exhibitions.

- c. Rubric for the assessment RAI #2: Continuous Learning.

Its application is recommended in:

- 1. All kinds of work including application or final projects.

A) Curricular mapping of the programs:



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2004 Program Review

Curricular Mapping of: 2004 Plan Bachelor's degree in Marketing Administration (LAM)

Levels of assessment application:

I = Introduction (basic)

R = Reinforcement (intermediate)

E = Evaluation (advanced)

LAM's ASSESSMENT PROGRAM:

RA1: At the end of the academic program, the student will be able to express his/her ideas clearly and with an appropriate language in an oral and written way.

RA2: At the end of the academic program, the student will be able to start businesses and / or to be a PYMES (small and medium sized company) consultant.

RA3: At the end of the academic program, the student will be able to carry out research and development of new products, services, and brands.

RA4: At the end of the academic program, the student will be to prepare, implement, and manage a marketing plan of a product or products, services, or business.

Department	Key	Course	Se m	Axi s	RA 1	RA 2	RA 3	RA 4	Review
FIRST									
College of B & A	CB400	Financial Accounting I	1	2		I			
College of B & A	DE400	Private Law	1	2		I			
College of B & A	MK40 2	Introduction to the Marketing Academic Program	1	3		I	I	I	
College of HU	CS400	Advanced Communication in Spanish	1	1		R			
College of HU	EC400	Globalization & Economic Development	1	1		R			
		College English M-1 (co-curricular)			I				

SECOND									
College of B & A	CB401	Financial Accounting II	2	2		R			
College of B & A	MA400	Mathematics	2	2		R			
College of B & A	AD400	Administration	2	2		I			
College of B & A	EC401	Economy	2	2		R			
College of HU	CS401	Thinking Skills	2	1					
College of HU	CS403	Cultural I	2	1					
		College English M-2 (co-curricular)				I,R			
THIRD									
College of B & A	FZ400	Financial Analysis	3	2		I			
College of B & A	MA409	Statistics	3	2		I			
College of B & A	MK400	Marketing Administration	3	2		I	I	I	
College of B & A	CC415	Managerial Information Systems	3	2		I			
College of HU	HU400	Human Being & the Environment	3	1					
College of HU	CS404	Cultural II	3	1					
		College English M-3 (co-curricular)				R			
FOURTH									
College of B & A	CO400	Costs	4	2		R			
College of B & A	RI400	Human Resources Administration	4	2		I			
College of B & A	DE401	Labor Law & Social Safety	4	2		I			
College of B & A	MK403	Marketing Holistic Communication	4	3		R	R	R	
College of B & A	MK404	Visual Marketing	4	3		I,R	R	R	
		College English M-4 (co-curricular)				R			Dec. 2010
FIFTH									
College of B & A	CB402	Administrative Accounting	5	2		R,E			
College of B & A	MK405	Consumer Behavior	5	3		E	R	R	
College of B & A	MK406	Publicity	5	3		R,E	R,E	R	
College of HU	CS402	Research Methodology	5	1			I		
College of HU	ID400	Advanced Communication in English	5	1		R,E			Dec. 2010
SIXTH									
College of B & A	FZ401	Financial Administration	6	2		R	R		
College of B & A	MK407	Marketing Strategy	6	3		R,E	R,E	E	Dec. 2010
College of B & A	MK408	Market Research	6	3		R,E	R,E	E	Dec. 2010
College of B & A	MK409	Detailed Marketing	6	3		R	R	R	
College of HU	HU401	Human Being, History, & Society	6	1					

SEVENTH									
College of B & A	AD402	Entrepreneurial Development	7	2		E	R	R	Dec. 2010
College of B & A	MK410	Development of New Products and Brands	7	3		R,E	E	R,E	Dec. 2010
College of B & A	MK411	Sales Promotion and Public Relations	7	3		R	R	R	
College of B & A	MK412	Administration & Sales Process	7	3		R,E	R	R	
College of HU	HU402	Human Being & Ethics	7	1					
EIGHT									
College of B & A	MK413	Marketing Seminar	8	3		R	R		
College of B & A	MK414	Industrial Marketing & Services	8	3		R	E	R	Dec. 2010
College of B & A	MK415	Marketing Decision Making	8	3		E	E	E	Dec. 2010
College of B & A	MK416	Marketing in Internet	8	3		R	R	R	
College of B & A	MK417	International Marketing	8	3		R	R	R,E	Dec. 2010

**College of Business and Administration
2004 Program Review**

Curricular Mapping of: 2004 Plan Bachelor's degree in International Business (LNI)

Levels of application:	LNI's ASSESSMENT PROGRAM:								
I = Introduction (basic) R = Reinforcement (intermediate) E = Evaluation (advanced)	RA.1	At the end of the academic program, the student will be able to express his/her ideas clearly and with an appropriate language in an oral and written way.							
	RA.2	At the end of the academic program, the student will be able to advice small and medium companies to go into foreign trade, as well as to offer counseling to potential foreign investors for the development of new investment projects in Mexico.							
	RA.3	At the end of the academic program, the student will have developed the sensibility toward the socio-cultural, economic, political, and legal differences of each country, and will adopt effective strategies in international contexts.							
	RA.4	At the end of the academic program, the student would have developed negotiation skills in multicultural organizational contexts, and the flexibility to work with different work teams.							
Department	Key	Course	Sem	Axis	RA 1	RA 2	RA 3	RA 4	Review
First									
College of B & A	CB400	Financial Accounting I	1	2		I			
College of B & A	DE400	Private Law	1	2		I			
College of B & A	AD410	Introduction to the LNI academic program	1	3		I, R	I, R	I, R	
College of HU	CS400	Advanced Communication in Spanish	1	1					
College of HU	EC400	Globalization & Economic Development	1	1		I	I		
		College English M-1 (co-curricular)			I				
Second									
College of B & A	CB401	Financial Accounting II	2	2		R			
College of B & A	MA400	Mathematics	2	2		I			
College of B & A	AD400	Administration	2	2		I			
College of B & A	EC401	Economy	2	2		R			
College of HU	CS401	Thinking Skills	2	1					
College of HU	CS403	Cultural I	2	1			I		
		College English M-2 (co-curricular)			I,R				

Third									
College of B & A	FZ400	Financial Analysis	3	2		I			
College of B & A	MA409	Statistics	3	2		I			
College of B & A	RI400	Human Resources Administration	3	2		I	I	I	
College of HU	CS405	COMPACTED CULTURES	3	3		I	I	I	
College of HU	HU400	Human Being and the Environment	3	1					
College of HU	CS404	Cultural II	3	1			R		
		College English M-3 (co-curricular)				R			
Fourth									
College of B & A	CO400	Costs	4	2		R			
College of B & A	MK400	Marketing Administration	3	2		I	I	I	
College of B & A	DE401	Labor Law and Social Safety	4	2		I	I	I	
College of B & A	CC415	Managerial Information Systems	3	2		I			
College of B & A	RI402	TRANSCULTURAL BEHAVIOR	4	3			I,R	I,R	Dec. 2010
		College English M-4 (co-curricular)				R			Dic. 2010
Fifth									
College of B & A	CB402	Administrative Accounting	5	2		R			
College of B & A	EC402	INTERNATIONAL TRADE & CUSTOMS	5	3		I,R			Dec. 2010
College of B & A	MK417	International Marketing	5	3		R		R	Dec. 2010
College of HU	CS402	Research Methodology	5	1					
College of HU	ID400	Advanced Communication in English	5	1	E				Dec. 2010
Sixth									
College of B & A	FZ401	Financial Administration	6	2		R	R	R	
College of B & A	DE403	FOREIGN TRADE COMPARED LEGISLATION	6	3					
College of B & A	DE404	INTERNATIONAL LAW	6	3		R	R	R	
College of B & A	IM405	COMPARED ENTREPRENEURIAL FISCAL FRAMEWORK	6	3		R	R	R	
College of HU	HU401	Human Being, History, & Society	6	1					
Seventh									
College of B & A	AD411	ENTREPRENEURS IN INTERNATIONAL TRADE	7	2		E			Dec. 2010
College of B & A	AD412	INTERNATIONAL NEGOTIATION STRATEGY	7	3				E	Dec. 2010
College of B & A	EC403	INTERNATIONAL MARKETS' ANALYSIS	7	3		R			

College of B & A	FZ405	INTERNATIONAL FINANCES	7	3		R,E	R	R	
College of HU	HU402	Human Being and Ethics	7	1					
Eighth									
College of B & A	AD413	INTERNATIONAL BUSINESS SEMINAR	8	3			E		Dec. 2010
College of B & A	AD414	MULTINATIONAL COMPANY PLANNING	8	3		R	E	E	
College of B & A	AD415	INTERNATIONAL BUSINESS PROJECT	8	3		E	R	R	
College of B & A	AD416	LOGISTICS, PURCHASING, & TRANSPORTATION	8	3		R	R	R	
College of B & A	AD417	INTERNATIONAL PROMOTION STRATEGY	8	3		R	R	R,E	

**College of Business and Administration
2004 Program Review**

Curricular Mapping of the Bachelor's degree in Business Administration (LAE)

Levels of assessment application:

I = Introduction (basic)

R = Reinforcement (intermediate)

E = Evaluation (advanced)

	Assessment (RA)	Nuances			
		Internationalization	Continuous Improvement	Labor & Social Service	Entrepreneurial Spirit
RA.1	At the end of the academic program, the student will be able to express his/her ideas clearly and with an appropriate language in an oral and written way.	X	X		
RA.2	At the end of the academic program, the student will be able to create new companies by preparing the corresponding business plan.		X	X	X
RA.3	At the end of the academic program, the student will be able to identify, resolve problems, and take decisions by integrating the functions of the company.		X	X	X
RA.4	At the end of the academic program, the student will organize the operations of the company by integrating its functional areas.		X		X

Curricular mapping of the courses per semester

Dept.	Course	Key	Sem	Axis	RA1	RA 2	RA 3	RA4	Review
First									
B & A	Globalization & Economic Development	EC400	1	1				I	
B & A	Financial Accounting I	CB400	1	2	I	I	I	I	
B & A	Administration	AD400	1	2		I	I	I	

B & A	Private Law	DE400	1	2		I	I	I	
HU	Advanced Communication in Spanish	CS400	1	1				I	
HU	College English module I (co-curricular)				I				
Second									
B & A	Economy	EC401	2	2				I	
B & A	Financial Accounting II	CB401	2	2		R	R	R	
B & A	Mathematics	MA400	2	2	R		I	I	
B & A	Managerial Information Systems	CC415	2	2			R,E	R,E	
B & A	Thinking Skills	CS401	2	1					
HU	Cultural I	CS403	2	1					
HU	College English module II (co-curricular)				I,R				
Third									
B & A	Financial Analysis	FZ400	3	2		R,E	R,E	R,E	
B & A	Statistics	MA407	3	2		R,E	I	I,R	
HU	Human Being & Environment	HU400	3	1				I,R	
HU	Cultural II	CS404	3	1					
B & A	Marketing Administration	MK400	3	2		R	R		
B & A	Labor Law and Social Safety	DE401	3	2		I	I	I	
B & A	College English module III (co-curricular)				I,R				
Fourth									
B & A	PYMES & Franchise Administration	AD401	4	3		R,E			Dec.2010
B & A	Human Resources Administration	RO400	4	2		R	R	I	
B & A	Quantitative Models	MA408	4	3		R		R	
B & A	Human Behavior in the Organization	RI401	4	3			I	I	
B & A	Costs	CO400	4	2		R	R	R	
HU	College English module IV (co-curricular)				I,R				

Fifth									
B & A	Administrative Accounting	CB402	5	2		R	R		
B & A	Interpretation of Market Studies	MK401	5	3		R		R	
HU	Advanced Communication in English	ID400	5	1	R,E				Dec.2010
B & A	Fiscal Framework	IM400	5	3		R	R		
HU	Research Methodology	CS402	5	1				R	
Sixth									
B & A	Financial Administration	FZ401	6	2		R	R	R	
ENG	Production Systems Administration	II414	6	3			I		
ENG	Methodologies for Systems Improvement	II416	6	3			I	I	
B & A	Vendor Development	II415	6	3		R		R	
HU	Human Being, History, & Society	HU401	6	1				I,R	
Seventh									
B & A	Entrepreneur Development	AD402	7	2		R,E			Dec.2010
B & A	Audit & Administrative Consulting	AD405	7	3			R,E		Dec.2010
B & A	Project Administration	AD403	7	3			R,E		Dec.2010
B & A	Negotiation	AD404	7	3				R	Dec.2010
HU	Human Being & Ethics	HU402	7	1				R	
Eighth									
B & A	High Management Seminar	AD409	8	3				R,E	Dec.2010
B & A	Strategic Administration	AD407	8	3				R,E	Dec.2010
B & A	Investment Projects	FZ402	8	3		R			
B & A	Leadership Lessons	AD408	8	3			R	R	
B & A	Administration Philosophy	AD406	8	3		I,R	I,R	I,R	

College of Business and Administration
2004 Program Review
Curricular Mapping of the 2004 Plan Bachelor's degree in International Public Accountant (CPI)

Levels of application:	CPI's ASSESSMENT PROGRAM:									
I = Introduction (basic)	RA.1	At the end of the academic program, the student will be able to express his/her ideas clearly and with an appropriate language in an oral and written way.								
R = Reinforcement (intermediate)	RA.2	At the end of the academic program, the student will be able to analyze & revise by taking into account the financial information norms with the proper procedures in the generally accepted auditing norms, so the student can issue an opinion about the revised financial information.								
E = Evaluation (advanced)	RA.3	At the end of the academic program, the student will analyze his/her national and international environment to study and to interpret the financial information in any kind of organization for the decision making process.								
	RA.4	At the end of the academic program, the student will analyze his/her national and international environment by being fully aware of the importance of the economic, political, and social impact that allows him/her to provide and to detect opportunities and threats for the timely decision making.								
Department	Key	Course	Sem	Axis	RA1	RA2	RA3	RA4	Review	
First										
College of B & A	CB400	Financial Accounting I	1	2		I				
Second										
College of B & A	CB401	Financial Accounting II	2	2		I, R				
Third										
College of B & A	FZ400	Financial Analysis	3	2		I,R	E	E		Dec. 2010
Fourth										
College of B & A	CO400	Costs	4	2		I,R	I,R			
College of B & A	CB403	Superior Accounting	4	3		I,R	I,R	I,R		
College of B & A	CB404	International Accounting	4	3		I,R		I,R		
College of B & A	DE403	Fiscal Law	4	3				I		

Fifth									
College of B & A	CB402	Administrative Accounting	5	2			R,E		Dec. 2010
College of B & A	CB405	Audit I	5	3		I			
Sixth									
College of B & A	FZ401	Financial Administration	6	2			I,R,E	E	Dec. 2010
College of B & A	CB406	Audit II	6	3		R,E		I	
College of B & A	IM401	International Fiscal Legislation I	6	3				I,R	
College of B & A	IM402	Corporate Income Tax	6	3				I,R,E	
Seventh									
College of B & A	FZ403	Financial Planning and Control	7	3			I,R		
College of B & A	IM403	International Fiscal Legislation II	7	3				I,R,E	
College of B & A	IM404	Personal Income Tax	7	3				I,R,E	Dec. 2010
Eighth									
College of B & A	FZ402	Investment Projects	8	3		R	R,E	R,E	Dec. 2010
College of B & A	FZ404	Financial Markets	8	3				I,R	
College of B & A	FZ405	International Finances	8	3			I,R	I,R,E	

B) CURRICULAR MAPPING EXAMPLE OF THE ASSESSMENT COURSES (RAM):

FINANCIAL ANALYSIS					
Sem/ Unit	Dates	Topic	Activities	Products (click to see description)	Learning Outcom e
1 UNIT 1	Aug 02-08	General details about Financial Information	Review each one of the sections of the course and prepare the tasks of the second week. A1: Presentation forum in Bb Discussion Panel. A2: Reading about NIF and its application.	Questionnaire Practical Case	RA1
2 UNIT 1	Aug 09-15	General details of the Financial Statements	A3: Prepare Conceptual Map	Classroom work Conceptual Map	RA1
3 UNIT 1	Aug 16-22	Basic Financial Statements	A4: Solution to the issues of preparing Financial Statements.	Practical Case	RA1
4 UNIT 2	Aug 23-29	Fundamentals & methods of Financial Analysis.	A1: Reading about the Fundamentals of Financial Analysis and questionnaire solution. A2: Reading about the analysis methods: vertical & horizontal.	Questionnaire Essay	RA3
5 UNIT 2	Aug 30- Sep 05	Work Capital.	A3: Reading and solution to the Work Capital problems. A4: Exam preparation.	Classroom work Practical Case Partial Exam Weeks 1-5	RA2
6 UNIT 3	Sep 06-12	Vertical Methods: Integral Percentages or Common Base.	A1: Essay reading and preparation about Vertical Methods. A2: Review the Common Base mechanic course.	Essay Practical Case	RA3
7 UNIT 3	Sep 13-19	Vertical Methods: Simple reasons.	A3: Reading and solution of the application problems of the LIQUIDITY reasons.	Practical Case	RA3
8 UNIT 3	Sep 20-26	Vertical Methods: Simple Reasons & Standard Reasons.	A4: Reading and solution of application problems of the LEVERAGE & PERFORMANCE reasons.	Practical Case Classroom work	RA3
9 UNIT 3	Sep 27 – Oct 03	Applications of the Vertical Methods.	A5: Reading and solution of application problems to STANDARD reasons. A6: Solution of problems with combination of vertical methods.	Practical Case	RA3
10 UNIT 3	Oct 04-10	Applications of the Vertical Methods.	A7: Reading and preparation of the partial exam.	Partial Exam Weeks 6-10	RA3
11 UNIT 4	Oct 11-17	Horizontal Methods: Increases and Decreases.	A1: Reading and preparation of the essay about the Horizontal Methods. A2: Review of the Increases and Decreases mechanics course.	Practical Case Essay	RA3 RA4

12 UNIT 4	Oct 18-24	Horizontal Methods: Financial Situation Change Status.	A3: Study of the mechanics of the Financial Situation Change Status, and solution of problems. A4: Preparation of the Conceptual Map about the topic.	Conceptual Map Practical Case	RA3 RA4
13 UNIT 4	Oct 25–31	Horizontal Methods: Tendencies	A5: Verification of the mechanics of the Tendencies and the solution of problems. A6: Solution of problems with the combination of horizontal methods.	Practical Case	RA3 RA4
14 UNIT 4	Nov 01-07	Applications of the Horizontal Methods.	A7: General review of the topic, and exam preparation.	Partial Exam Weeks 11 - 14	RA3 RA4
15 UNIT 5	Nov 08-14	The Executive Report.	A1: Reading and writing of elements of a report about financial analysis result.	Practical Case	RA4
16 UNIT 5	Nov 15-21	Cases of Mexican Companies quoted on the Mexican Stock Exchange.	A2: Reading and solution of financial leasing problems.	Practical Case Classroom work	RA4
17 UNIT 5	Nov 22–28	Integrating Case	A3: General review of the topic		RA4
FINAL	Nov 29- Dec 03	Final Evaluation		Final Exam Global Evaluation	15

SCHEDULE OF COURSE TOPICS: FINANCIAL ANALYSIS.

LEARNING OUTCOMES:

At the end of the course the student will:

RA1.- Prepare Financial Statements in conformity with NIF and Specific Regulations by taking into account the importance of financial information.

RA2.- Analyze the Working Capital of a company.

RA3.- Apply the Financial Analysis techniques, methods, and tools and will detect the weaknesses and strengths of the financial situation shown in the Financial Statements of a company.

RA4.- Will analyze Mexican companies listed on the Stock Exchange and develop an executive report in which he/she will interpret the financial information.

**PRODUCTS OF THE LEARNING ACTIVITIES:
ESSAY**

Definition	Description	Observations
The essay is an attempt to bring us closer to the environment of the topic, to generate an explanation of how the one writing the essay analyzes the world of possibilities concerning the topic. One of the main values of the essay is the personal expression, a judicious responsibility on the environment, and a personal interpretation of the reality of how the author analyzes the works.	The essay has three major parts in its structure: the approach, the development, and the conclusions. The <i>approach</i> has the statement of the problem and the thesis that has to be defended in development, the second part. It's the <i>approach</i> that the majority of the times is presented as a summary (abstract) in the scientific article. The second part, the <i>development</i> , presents the defense of the thesis through the analysis of the judgments that revolve around the positions that tend to defend the thesis. The last part, the <i>conclusion</i> , is structured through the return to the first part, the approach to the problem, with the aim of highlighting the importance of the facts that validated the hypothesis, so finally to tie the loose ends and give an answer to the questions raised.	The essay should comply with the methodological requirements. You can review the document "What is an essay" which is located on the button "Course materials." The minimum size shall be of one and a half pages per topic in Arial type letter size 12. Without title page and with the name and registration number in the upper left corner of the first page. You will use as the basis the recommended readings (mandatory), and in addition you will have to resort to a bibliographical source other than an Internet site. It must be written as a personal reflection, so it is important to consider, when it comes to the conclusions, phrases such as: I believe that..., in my opinion..., I think....

QUESTIONNAIRE

Definition	Description	Observations
A questionnaire is a list of questions and problems related to a specific topic. Its purpose is to verify that the readings and problems have been assimilated in the correct form.	The online questionnaires are usually composed of questions of various types (open, multiple choice, to order, true/false, etc), which are taken at random from a database or grouping of questions For each student the selection of the questions will be different.	The answers are personal and commented by you. You will answer the online questionnaire. The questions are random taken from a data base. On some occasions you will be required to make some arithmetic calculations to respond, so it is recommended for you to have a calculator at hand and paper to write the answer. Questionnaires can be open book and have a time limit, and once started it must be concluded.

PRACTICAL CASES

Definition	Description	Observations
Practical Cases represent problems designed to put the theory in practice, or some models for the resolution of situations that the topic raises.	From the information provided in the header, the problems follow a solution approach explained in the notes or exercises. They aim to put into practice the methods or tools proposed in each topic.	The case must be resolved in an Excel spreadsheet; you must write your name and registration number in the resolution header, and also in the body of the page (cell A1) and sent via "digital transfer e-mail" in the "Tools" section. In the case an analysis or personal conclusions are required, they should be written in Word and sent separately.

DISCUSSION FORUMS

Definition	Description	Observations
The forum in the discussion board is an asynchronous space (not in real time) where they will discuss some issues of class and that require the participation of students on line. After performing a reading, the ideas are discussed and you interact with your classmates, or with the assigned team.	You must participate in the forum giving your opinion on the topic in question. The participation shall be valid if it brings something new to the discussion.	Your participation is important and you must share your own experience with everybody. The forums have dynamic and certain rules to be observed, which are explained in each summon.

CONCEPTUAL MAP

Definition	Description	Observations
"the <u>conceptual map</u> appears as a tool of partnership, inter-relation, <u>discrimination</u> ,	Creatively represent with images or symbols, concepts, and their	There is no accurate way to make a map. There are no good or bad maps. In

<p><u>description</u>, and exemplification of contents with a high <u>power</u> of visualization."</p>	<p>relationships. It is a way to work theory in a constructive manner and to look for a good understanding of the terms.</p>	<p>principle any worked idea should comply with requirements. It depends on the creativity of the person who carries it out. There will be poor, incomplete, or well done maps.</p>
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C) RUBRICS:

CETYS University.
Academy of Institutional Learning Outcomes

Rubric for the assessment of the Learning Outcome # 1 (RAI) #1 of Clear and Effective Communication in written papers.

Mexicali, B.C. September 2008



Introduction.

The following rubric is proposed for the evaluation of institutional learning outcome of **clear and effective communication**. The rubric is analytical and considers 6 aspects or items of analysis and presents four criteria for the assessment. Regarding the use of the rubric, the expectation is that undergraduate students show, the majority of them, a performance of **at least sufficient** in the first three semesters of their academic program, of **at least improvable** between the 4th, 5th, and 6th semesters, and **outstanding** from the 7th and 8th semesters. However, there may be courses in which it is justifiable to require students a greater performance because they have the potential to achieve it. Thus, for example, in an Advanced Communication course in Spanish it is justifiable to require an outstanding performance. In the case of graduate students, what we are seeking is that the majority have a performance **of at least improvable** in all the courses of their academic program just before arriving at the presentation of their application project, master's thesis, or doctoral dissertation. In these last three cases we will ensure that the majority of the students get an **outstanding** performance.

RAI # 1: Clear and Effective Communication.

At the end of his/her academic program, the student **will be** able to:

- 1.1. Write in Spanish a well-organized, well-developed, and well-expressed personal essay.
- 1.2. Write in Spanish an essay in response to a written argument, article, or book.
- 1.3. Write in Spanish a research report in a standardized academic format.
- 1.4. Write in Spanish, within the context of a course, the appropriate report of his/her application or final project.
- 1.5. Make an effective oral presentation (logical, coherent, and credible), using supporting materials (visual or physical) on a particular idea and before a general audience.
- 1.6. To make an effective oral presentation about an area, aspect, application, or research project of his/her academic program before an audience.

By the writing that the RAI #1 shows, the institutional rubric that it is proposed **would apply for the first 4 sections** because they talk about written learning products. For the rest of the sections another institutional rubric will be prepared. The **-institutional** - term that it's being applied means that this assessment instrument will be applied, without variants, to all the CETYS University System, and that there is an **academy** responsible to update it with the **feedback** obtained from faculty that uses it. The true test of fire of these instruments is the ability they exhibit to facilitate and to guide the students' learning.

Institutional Rubric for effective and clear communication in English (written Papers: tests, research reports, and final or application projects).

Name of the student:
 Name and type of paper:
 Name of the course:

Analyzed aspect	Assessment criteria				Points Obtained
	INSufficient(0-69 points)	SUFFicient (70-79 points)	IMprovable (80-89 points)	OUtstanding (90-100 points)	
1) Ideas and content.	<p>Ideas and content. There is no identified central idea or purpose. The document shows the following features:</p> <ul style="list-style-type: none"> ▪ A sufficient number of problems that make it difficult to read and its quality are severely affected. ▪ There is no clarity in the ideas or the purpose. ▪ Attempts to develop the topic are minimal or non-existent. ▪ The writing is too short to demonstrate the development of an idea. 	<p>The ideas and the purpose of the writing are unclear. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Some problems are noticeable that affect its reading and quality. ▪ Identifies the ideas but the main ones don't stand out from the secondary ones, so the reader has to make assumptions. ▪ The development is minimal and the details insufficient. ▪ Some of the details are irrelevant and others repeat needlessly. 	<p>The writing is understandable, but the supporting details are very general, limited, or lacking in substance, and even occasionally outside of the topic. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ The purpose and main ideas are easily identified. ▪ The supporting Ideas are general, obvious, or limited. ▪ There are sources but are questionable or implausible. ▪ The content and the details of support are relevant, with some difficulties in moving from the general to the particular; however, these are not chosen consistently well for the purpose and audience. 	<p>The writing is clear and manages to keep the interest of the reader. The main ideas are identified, and are strengthened with arguments. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Clarity in ideas. ▪ The main ideas are identified and are supported by facts, statistics, examples, and quotations. ▪ The secondary ideas and the details are relevant ▪ Writer uses resources that strengthen the central idea. ▪ The content and the supporting details are suitable for the audience and purpose. 	
Assigned Weight: 17 points	Maximum 11 points	Maximum 13 points	Maximum 15 points	Maximum 17 points	

<p>2) Organization.</p>	<p>The wording lacks consistency and the organization is incoherent. Even after reading the text, the reader remains confused. The wording shows the following features:</p> <ul style="list-style-type: none"> ▪ Lack of a clear and effective sequence. ▪ Does not distinguish a beginning, a body, and an end. ▪ Lacks transitions between paragraphs. ▪ The lack of organization darkens and distorts the main idea 	<p>Although there is a structure, the writing is difficult to follow, as it makes the reader go back to integrate the ideas and rescue his/her confusion. The document is characterized by:</p> <ul style="list-style-type: none"> ▪ There is a perception of trying to sequence ideas, but the relations between these are unclear. ▪ Lack of an organizational structure for effective ideas. ▪ The beginning, body, or ending are non-existent or poorly developed. ▪ It lacks or there is misuse of transitions between paragraphs. ▪ Unnecessary detail that confuse the reader. 	<p>The organization is clear and coherent, but with minor inconsistencies. The sequence and structure of the writing are obvious, but more as a formula or recipe. The document has the following characteristics:</p> <ul style="list-style-type: none"> ▪ It presents sequenced ideas and on rare occasions the order of ideas does not seem clear. ▪ There is an introduction but does not offer clarity to the reader ▪ There is an incomplete conclusion or little substance. ▪ A body of the work is acceptable since it is easy to follow with details well located. ▪ In a general way, the organization is clear and helps locate the reader. 	<p>The organization makes evident the main idea(s) and its development. The order and structure is clear, takes the reader through the document, which presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Logical sequence, the structure is consistent with the theme and makes the writing easy to follow. ▪ Identifies an introduction to the paper in general. ▪ There is an ending or conclusion. ▪ The transition between the ideas, the sentences, and paragraphs is fluid and effective. ▪ The details in the writing are relevant with the topic being looked at. 	
<p>Assigned Weight: 16 points</p>	<p>Maximum 10 points</p>	<p>Maximum 12 points</p>	<p>Maximum 14 points</p>	<p>Maximum 16 points</p>	
	Assessment criteria				
<p>Analyzed aspect</p>	<p>INSufficient(0-69 points)</p>	<p>SUFFicient (70-79 points)</p>	<p>IMprovable (80-89 points)</p>	<p>OUTstanding (90-100 points)</p>	<p>Points Obtained</p>
<p>3) Selected vocabulary and style.</p>	<p>The writing exhibits a limited vocabulary or words badly employed that hinder meaning of the text. The wording is characterized by:</p> <ul style="list-style-type: none"> ▪ Very general or vague words. ▪ Limited vocabulary or inappropriate for the topic, field, or gender in which the document is being located at. ▪ Badly employed words that do not 	<p>The language used is monotonous and misused, distracting from the reader of what is relevant. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ The words used are imprecise and flat. ▪ There is monotonous repetition of expressions made or worn out. ▪ Paragraphs show hazy images. 	<p>In general the language is within the field, topic, or discipline; although there are paragraphs that present an ordinary language with some lack of accuracy. The writing is characterized by:</p> <ul style="list-style-type: none"> ▪ Text well written but in some parts is very general. ▪ When it resorts to the slang, it is inappropriate and ineffective. ▪ Tries to use a colorful language 	<p>The language used is accurate and natural depending on the purpose established. The author uses a rich and comprehensive vocabulary. The writing exhibits the following features:</p> <ul style="list-style-type: none"> ▪ Precise and specific words to give strength to the wording. ▪ Original, fresh, and experiential expressions. ▪ When slang is used, it is used deliberately and effectively. 	

	<p>fit into the text because they are imprecise or inadequate.</p> <ul style="list-style-type: none"> Paragrapgs lack introductory sentences, explanations, or details, and conclusive sentences. 	<ul style="list-style-type: none"> There are less than 5 fragments poorly structured in the writing. 	<p>that very rarely is exceeded or forced.</p> <ul style="list-style-type: none"> The wording is good and smooth but at times rests in clichés and the use of frequent expressions. 	<ul style="list-style-type: none"> Vocabulary is varied. It maintains an academic language and discusses the topic of agreement to the intention of the writing. 	
Assigned Weight: 17 points	Maximum 11 points	Maximum 13 points	Maximum 15 points	Maximum 17 points	
4) Sentence fluency.	<p>The wording makes the reading difficult. The sentences are incomplete and are drifting away from the central idea. The wording is characterized by:</p> <ul style="list-style-type: none"> A text that makes it difficult to read without interruption. Word order confusion. Structure of the sentences that often obscures the meaning. Sentences that are incoherent, confusing, or get farther from the topic. The transitions between ideas are unclear or do not exist. 	<p>The wording shows abrupt transitions or flows in several directions, hindering their follow-up or reading. The reader is forced to reread or reduce the speed. The wording is characterized by:</p> <ul style="list-style-type: none"> Considerable number of paragraphs that are difficult to read. Sentences are monotonous or its structure often obscures its meaning. Most of the sentences and paragraphs are unrelated, confusing, and poorly written. 	<p>The wording is more fluid than mechanical. However, in some paragraphs this fluidity is interrupted by forcing the reader to reread or read at a slower pace. The writing exhibits the following features:</p> <ul style="list-style-type: none"> Transitions show how the ideas are connected, but there is little variety. Most of the paragraphs can be read in a fluid way. The author tends to repeat the length as well as the manner in which he/she starts the paragraphs. There is control over the use of sentences with a simple structure, but is lost or decreases when addressing more complex structures. The control of the style is lost occasionally. 	<p>The wording is effective, smooth, and with pace. The sentences are built in a careful way that make expressive and pleasant reading. The wording is presenting the following characteristics:</p> <ul style="list-style-type: none"> Reading flows naturally. There are paragraphs where the handling of the main idea and its explanation is identified. There is control in the structure of the sentences and the fragments. Paragraphs follow a logical order since the author uses introduction/conclusion sentences in the topic and transition. There is control over the writing style. 	
Assigned Weight: 16 points	Maximum 10 points	Maximum 12 points	Maximum 14 points	Maximum 16 points	
5) Spelling.	<p>Excessive spelling carelessness that makes the text difficult to read. The frequency of errors is so overwhelming that the reader finds</p>	<p>Little care on spelling. The frequency of the errors of spelling and punctuation distracts the reader and makes it difficult</p>	<p>There is care on the spelling with errors that do not interrupt the reading. The wording is characterized by:</p> <ul style="list-style-type: none"> Correct use of the 	<p>Spelling errors are so minimal that do not restrain the reading of the text. The paper shows the following features:</p> <ul style="list-style-type: none"> The use of 	

	<p>it difficult to focus on the message and must re-read the text to find meaning. The wording shows the following features:</p> <ul style="list-style-type: none"> ▪ Limited orthographical ability. ▪ Frequency spelling errors that prevents from reading the text. ▪ Transitions between paragraphs that are very irregular or very frequent that seems to have no relationship with the structure of the text. ▪ Arbitrary Use of capital letters. ▪ Need for extensive editing. 	<p>to read. The wording is characterized by:</p> <ul style="list-style-type: none"> ▪ Little care about spelling. ▪ Frequent omission or incorrect use of punctuation marks. ▪ Spelling errors, such as the omission of accents, arbitrary use of capital letters and misspelled words that would interrupt the reading, which distract the reader and alter the meaning of the text. ▪ Paragraphs are too short or long, without breaks or start in places that are not effective. ▪ It requires an intensive editing. 	<p>period, however punctuation within paragraphs usually presents errors.</p> <ul style="list-style-type: none"> ▪ Very few spelling errors or punctuation that does not affect or interrupt the reading of the text. ▪ Some paragraphs are very long or very short. ▪ A moderate need of editing. 	<p>punctuation marks lead the reader through the text and it is easy to identify the position of the author.</p> <ul style="list-style-type: none"> ▪ Takes good care of his/her spelling even in the more difficult words. ▪ The cuts between paragraphs reinforce the organizational structure of the text. ▪ Zero or very little need for edition 	
Assigned Weight: 17 points	Maximum 11 points	Maximum 13 points	Maximum 15 points	Maximum 17 points	
	Assessment criteria				
Analyzed aspect	INSufficient(0-69 points)	SUFFicient (70-79 points)	IMprovable (80-89 points)	OUtstanding (90-100 points)	Points Obtained
6) Quotations and bibliographic references.	<p>The wording shows little respect for the conventions of the written investigation. The absence of adequate documentation results in plagiarism and does not allow the reader to check the consulted source. The author:</p> <ul style="list-style-type: none"> ▪ Copied material from an original source discovering clearly plagiarism. ▪ Does not set quotes that credit the source of the material. ▪ Includes words or ideas from sources without 	<p>The wording shows little commitment to the conventions of the written investigation. There is little evidence of commitment toward quality, meaning, and accuracy of the written document. The frequency of documentation errors produces situations of plagiarism and deprives the reader from verifying the consulted sources. The author:</p> <ul style="list-style-type: none"> ▪ Omits documenting their sources of information. ▪ Incorporates words and ideas 	<p>The writing demonstrates a commitment to quality and meaning of research, and also with the accuracy of the written document. The documentation is used to avoid situations of plagiarism and makes it possible for the reader to judge the relevance or the credibility of the information exposed by the verification of the consulted sources. There are minimum documentation errors. The author:</p> <ul style="list-style-type: none"> ▪ Incorporates textual quotations inadequately. 	<p>The wording shows the quality and meaning of the investigation. You can notice the accuracy of the written document by offering documentation that avoids situations of plagiarism; makes it possible for the reader to judge the relevance or the credibility of the information exposed by the verification of the consulted sources. The author:</p> <ul style="list-style-type: none"> ▪ Incorporates textual quotations (short or long). ▪ Uses the paraphrase correctly to rewrite the material taken by using his/her own language and style. ▪ Includes a section for 	

	<ul style="list-style-type: none"> using quotation marks. Does not include a section on bibliography. 	<ul style="list-style-type: none"> from a source without using quotation marks. Omits the section of literature in its research paper. Paraphrasing is poor because you can see that there is no reinterpretation of the original text. Alters the basic ideas of the source. Includes references to sources in the wrong way. 	<ul style="list-style-type: none"> Paraphrases material from other sources by modifying only the pattern of the sentences. To paraphrase material from other sources through re-writing it with his/her own language and style. Includes a section for references by placing all those he/she had consulted, not only what has been used in the document. 	<ul style="list-style-type: none"> references, which correspond to what was used in the paper. It leaves out the sources consulted but which were not used in the document. 	
Assigned Weight: 17 points	Maximum 11 points	Maximum 13 points	Maximum 15 points	Maximum 17 points	
Global assessment result of RAI#1: IN, SU, ME or SO:				Total points obtained in the written paper:	

Table for gathering the assessment results of the course

#	Registration Number	Name	Sex (F/M)	Grade of the written paper	Achieved learning (IN; SU, IM, or OU)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Instructions for the use of the rubric.

❶ Identify the type of document that is being evaluated to determine if the aspect 6 of the rubric should be used. If **not** used, then the scale that is proposed in the set of **the 24 cells** of the rubric should be standardized so that it conforms to 100 points.

❷ Calibration of the use of the rubric. For the results of the learning outcomes to be objective and the students get a – **feedback**- that contributes to improving their learning, it's necessary for faculty to carry out a calibration exercise in the use of the criteria for the rubric. This means that it is required that two or more professors practice the use of the rubric on the same learning product, so later on they can compare their results and reconcile their differences. This comparison and discussion of the results will enable them to align and refine their evaluation criteria, which will reduce the dispersion/variation of the results.

❸ Make use of the rubric for communicating to their students the results of their evaluations because in that way the student will begin to identify which is his/her level of learning, which is the level of performance that is expected of him/her, and most importantly: to clarify to him/her where and how he/she can improve his/her learning.

❹ Record the difficulties and to identify them in the use of the rubric and communicate them to the Academy of the Institutional Learning Outcomes (ARI):

- ❖ Adriana Lopez (TJN Campus): alopez@tij.cetys.mx
- ❖ Teresita Higashi (MXL Campus): thigasi@cetys.mx
- ❖ Cecilia Tagliapietra (MXL Campus): ceciliat@cetys.mx
- ❖ Hector Vargas (MXL Campus): skef@cetys.mx

Only the frequent use of a rubric gives way for its improvement and the skill in its use. It is accepted that this is only a good start and that with the cooperation of all the users it will be improved.

❺ Once the rubric is used to evaluate the learning products, we come to summarize the results of the total number of students analyzed in the attached table. In this table the data of each student and the result of their assessment are concentrated. **This information and the evidence/product of learning shall be deposited in the Online Portfolio of the Institution, or otherwise submitted to the respective College Office Director.**

Rubric for the assessment of the Learning Outcome # 1 (RAI) #1 of Clear and Effective Communication (presentations).

Mexicali, B.C. September 2008



Introduction.

The following rubric is proposed for the evaluation of institutional learning outcome of **clear and effective communication in regard to the presentation part**. The rubric is analytical and considers 5 aspects or items of analysis and presents four criteria for the assessment. Regarding the use of the rubric, the expectation is that undergraduate students show, the majority of them, a performance of **at least sufficient** in the first three semesters of their academic program, of **at least improvable** between the 4th, 5th, and 6th semesters, and **outstanding** from the 7th and 8th semesters. However, there may be courses in which it is justifiable to require students a greater performance because they have the potential to achieve it. Thus, for example, in an Advanced Communication course in Spanish it is justifiable to require an outstanding performance. In the case of graduate students, what we are seeking is that the majority have a performance **of at least improvable** in all the courses of their academic program just before arriving at the presentation of their application project, master's thesis, or doctoral dissertation. In these last three cases we will ensure that the majority of the students get an **outstanding** performance.

RAI # 1: Clear and Effective Communication.

At the end of his/her academic program, the student **will be** able to:

- 1.1. Write in Spanish a well-organized, well-developed, and well- expressed personal essay.
- 1.2. Write in Spanish an essay in response to a written argument, article, or book.
- 1.3. Write in Spanish a research report in a standardized academic format.
- 1.4. Write in Spanish and within the context of a course, the appropriate report of his/her application or final project.
- 1.5. **Make an effective oral presentation (logical, coherent, and credible), using supporting materials (visual or physical) on a particular idea and before a general audience.**
- 1.6. **To make an effective oral presentation about an area, aspect, application, or research project of his academic degree before an audience.**

By the writing that the RAI #1 shows, the institutional rubric that it is proposed would apply for the first 2 sections because they talk about written learning products. For the rest of the sections another institutional rubric will be prepared. The **-institutional** - term that it's being applied means that this assessment instrument will be applied, without variants, to all the CETYS University System, and that there is an **academy** responsible to update it with the **feedback** obtained from faculty that uses it. The true test of fire of these instruments is the ability they exhibit to facilitate and to guide the students' learning.

Institutional Rubric for effective and clear communication in English (oral presentation: tests, research reports and final or application projects).

Name of the student:

Name and type of paper:

Name of the course:

Analyzed aspect	Assessment criteria				Points Obtained
	INsufficient(0-69 points)	SUFFicient (70-79 points)	IMprovable (80-89 points)	OUtstanding (90-100 points)	
1) Ideas and content.	The selected information does not refer to the topic, project, purpose, thesis, or hypothesis of the presentation. The purpose, thesis, or hypothesis of the presentation is not clearly defined.	There is a good amount of information that is not connected or related to the topic, project, thesis, or hypothesis. There is some vagueness in the information, and the content there is an evidenced of lack of knowledge and understanding of the topic and/or purpose of the presentation.	The topic, project, thesis, or hypothesis is supported by sufficient information that is relevant; many good points are identified; there is logic in the sequence of ideas, however there is little variety in the sources of information.	The topic, purpose, thesis, or hypothesis of the presentation is well developed and effectively supported with related information and appropriate to the learning activity. There is diversity in the sources of information and logic in the progression of ideas.	
Assigned Weight: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
2) Organization.	The presentation lacks organization, there is no clear purpose shown, and it is difficult to know where a part begins where it ends. Transitions are not obvious, and if they are they don't follow any apparent logic. In general, the presentation exhibits deviations from an appropriate sequence in the introduction; the attention from the audience is not reached, or it is achieved in part (the voice of the presenter or presenters is low, there is no visual contact with the audience, and its handling is very limited).	The presentation shows a lax level of organization with a discernible topic and supporting ideas and concepts whose connections are unclear. The flow and organization of the presentation are inconsistent.	The presentation exhibits a clear and defined organization. The ideas and concepts are displayed in its majority in a logical sequence, but it was necessary to improve the transitions between the different parts of the presentation. It concludes properly. Is not clear whether the purpose of the presentation has been achieved.	The presentation is clearly organized into its different parts: introduction, central body, and conclusion, which are effective and are clearly connected with well established transitions. There is a clear structure of the presentation as well as a strengthening of the relevant points. The presenter uses an appropriate sequence (greeting, name, sympathy, purpose, topic, and importance) and achieves the purpose of the presentation.	
Assigned Weight: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	

Analyzed aspect	Assessment criteria				Points Obtained
	INSufficient(0-69 points)	SUFFicient (70-79 points)	IMprovable (80-89 points)	OUTstanding (90-100 points)	
3) Verbal, non verbal effectiveness, & handling of the audience	The student seems to be little interested in getting involved with the audience; he makes no visual contact with its members, reads most of the text it displays, and speaks in very low or high tone of voice. It is difficult to understand, its pace is very slow or very fast, and there is monotonous in its manner of communicating. The hearing tends to disconnect and become distracted.	The student exhibits a clear articulation, but little polished; almost at all times his/her volume of voice is appropriate and keeps the visual contact most of the time, but frequently recurs to its notes. The delivery of the presentation was done with energy and enthusiasm.	The student uses a tone of voice and an appropriate articulation, communicating interest to the audience; his/her language is appropriate, but some of his/her words are imprecise; the visual contact with the audience is achieved most of the time and the student looks at his/her notes very little. The presentation is performed in a dynamic manner and with enthusiasm.	The student exhibits a clear articulation, with volume of appropriate voice; a relaxed pace but firm; good posture and visual contact with the audience; it demonstrates confidence and enthusiasm. Maintains an audience's attention at all times. The student uses a vivid and precise language by using analogy and metaphors to submit their ideas.	
Assigned Weight: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
4) Physical & visual supports.	The visual or physical supports are not present, are not visible, or are employed in an inefficient manner, and are of poor quality.	Some of the images and graphics employed do not seem to be related to the topic and in general do not exalt or support the presentation. Visual materials or physical support are used, but these are scarce or occasional and/or support sparsely the text and the presentation. The transitions and animations are used sparsely.	The visual and/or physical supports are adequate to the speech that is projected toward the audience. The audience can follow and understand the flow of information exposed. The materials used are appropriate. The graphics are related to the text of the presentation. The transitions and animations are used and are appropriate for the presentation.	The visual or physical supports exalt and clarify significantly the presentation. Including images and original graphs that are excellent in size and resolution. There is a consistent perceived visual topic. In general, materials enhance and clarify the presentation. The graphics explain and reinforce the text and the purpose of the presentation. The transitions and animations employed highlight and complement the material.	
Assigned Weight: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
5) Duration of the presentation.	The presentation was too long or too short. It had a duration of between ± 10 minutes of the stipulated time.	The presentation was carried out in a duration that is between ± 5 minutes of the stipulated time.	The presentation was carried out in a duration that is between ± 3 minutes of the stipulated time.	The presentation was carried out in a duration that is between ± 2 minutes of the stipulated time.	
Assigned Weight: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
Global assessment result of RAI#1: IN, SU, ME or SO:				Total points obtained in the	

Instructions for the use of the rubric.

❶ Identify the nature of the presentation that is to be evaluated to determine whether the scale applied to each cell in the rubric should be modified. This scale may be modified, but not the points assigned to each of the 5 criteria for assessing. All levels of the rubric must be considered. That is to say, none can be ruled out because that would prevent the different teachers' results to be integrated.

❷ Calibration of the use of the rubric. For the results of the learning outcomes to be more objective and the students get a **-feedback-** that contributes to improving their learning, it's necessary for faculty to carry out a calibration exercise in the use of the criteria for the rubric. This means that it is required that two or more professors practice the use of the rubric on the same learning product (presentation), so later on they can compare their results and reconcile their differences. This comparison and discussion of the results will enable them to align and refine their evaluation criteria, which will reduce the dispersion/variation of the results.

❸ Have to use the rubric to communicate to their students the results of their evaluations because in that way the student will begin to identify which is his/her level of learning, which is the level of performance that is expected of him/her, and most importantly: to clarify to him/her where and how he/she can improve his/her learning. In this way both faculty and students will contribute on laying the groundwork for a culture of evidence with regard to the learning and its evaluation.

❹ Record the difficulties and identify them in the use of the rubric and communicate them to the Academy of the Institutional Learning Outcomes (ARI):

- ❖ Adriana Lopez (TJN Campus): alopez@tij.cetys.mx
- ❖ Teresita Higashi (MXL Campus): thigasi@cetys.mx
- ❖ Cecilia Tagliapietra (MXL Campus): ceciliat@cetys.mx
- ❖ Hector Vargas (MXL Campus): skef@cetys.mx

Only the frequent use of a rubric gives way for its improvement and the skill in its use. It is accepted that this is only a good start and that with the cooperation of all the users it will be improved.

❺ Once the rubric is used to evaluate the learning products, we come to summarize the results of the total number of students analyzed in the attached table. In this table the data of each student and the result of their assessment are concentrated. **This information and the evidence/product of learning shall be deposited in the Online Portfolio of the Institution, or otherwise submitted to the respective College Office Director.**

❻ In the formulation and updating of this rubric we included contributions from Teacher Margarita Rubio of the ENS Campus.

Introduction.

The following rubric is proposed for the evaluation of institutional learning outcome of **continuous learning**. The rubric is analytical and considers 5 aspects or items of analysis and presents four criteria for the assessment. Regarding the use of the rubric, the expectation is that undergraduate students show, the majority of them, a performance of **at least sufficient** in the first three semesters of their academic program, of **at least improvable** between the 4th, 5th, and 6th semesters, and **outstanding** from the 7th and 8th semesters. However, there may be courses in which it is justifiable to require students a greater performance because they have the potential to achieve it. Thus, for example, in an Advanced Communication course in Spanish it is justifiable to require an outstanding performance. In the case of graduate students, what we are seeking is that the majority have a performance of **at least improvable** in all the courses of their academic program just before arriving at the presentation of their application project, master's thesis, or doctoral dissertation. In these last three cases we will ensure that the majority of the students get an **outstanding** performance.

RAI # 2: continuous learning.

At the end of his/her academic program, the student will be able to:

- 2.1. Propose a hypothesis and formulate questions based on the need for information.
- 2.2. Identify, in the field of their profession, the value and the differences of the various sources of information and their formats.
- 2.3. Develop an ethics and feasible strategy for acquiring the information he/she needs.
- 2.4. Apply, individually or as a team, the best research model for a specific problem or research project.
- 2.5. Build and run, in an ethical manner, the best search plan for information on a project or research problem.
- 2.6. Organize, individually or as a team, the information obtained and to evaluate its magnitude, quality, and relevance to solve a problem or substantiate a thesis.
- 2.7. Incorporate reflectively and critically to his/her knowledge base and value system in a proper way the information obtained.

This rubric has an institutional nature. The term- **institutional**- alludes to the fact that this assessment instrument will be applied, without variants, to all the CETYS University System, and that there is an **academy** responsible to update it with the **feedback** obtained from faculty that uses it. The true test of fire of these instruments is the ability to exhibit them to facilitate and to guide the students' learning.

Instructions for the use of the rubric.

- ❶ Calibration of the use of the rubric. For the results of the learning outcomes to be more objective and the students get a – **feedback**- that contributes to improving their learning, it's necessary for faculty to carry out a calibration exercise in the use of the criteria for the rubric. This means that it is required that two or more professors practice the use of the rubric on the same learning product (presentation), so later on they can compare their results and reconcile their differences. This comparison and discussion of the results will enable them to align and refine their evaluation criteria, which will reduce the dispersion/variation of the results.
- ❷ Make use of the rubric for communicating to their students the results of their evaluations because in that way the student will begin to identify which is his/her level of learning, which is the level of performance that is expected of him/her, and most importantly: to clarify to him/her where and how he/she can improve his/her learning.
- ❸ Record the difficulties and identify them in the use of the rubric and communicate them to the Academy of the Institutional Learning Outcomes (ARI):
 - ❖ Adriana Lopez (TJN Campus): alopez@tij.cetys.mx
 - ❖ Cecilia Tagliapietra (MXL Campus): ceciliat@cetys.mx
 - ❖ Hector Vargas (MXL Campus): skef@cetys.mx
 - ❖ Victoria González (MXL Campus):

Only the frequent use of a rubric gives way for its improvement and the skill in its use. It is accepted that this is only a good start and that with the cooperation of all the users it will be improved.

INSTITUTIONAL RUBRIC FOR MEASURING CONTINUOUS LEARNING (RAI 2)

	Insufficient (0-69 points)	Sufficient (70–79 points)	Improvable (80–89 points)	Outstanding (90-100 points)
Work Structure	<ul style="list-style-type: none"> The paper does not have sections or paragraphs clearly defined. The paper does not present any other format to cite or referencing the consulted sources (APA, MLA, Chicago, etc.). 	<ul style="list-style-type: none"> The paper has paragraphs or sections poorly defined. Formats are used for appointments/ references inconsistently throughout the paper. 	<ul style="list-style-type: none"> The paper has paragraphs or sections defined: cover, introduction, development, conclusions, and references. Formats are used for appointments/ references in an inconsistent way. 	<ul style="list-style-type: none"> The paper is organized into sections or clearly defined parts: cover, introduction, development, conclusions, and references. It is produced in the format indicated (APA, MLA, Chicago, etc.).
10 pts	From 0 to 1 point	From 2 to 4 points	From 5 to 7 points	From 8 to 10 points
Grammar & Spelling	<ul style="list-style-type: none"> The paper is written in informal language, idioms, and multiple spelling mistakes. Uses technicalities erroneously. The structure of the sentences and the grammatical errors make it difficult to follow the ideas of the author. 	<ul style="list-style-type: none"> The paper is mostly written in formal or academic language. You try to use jargon or specialized vocabulary, although he/she doesn't always do it correctly. Some sentences are poorly formulated and present several spelling errors that distract the reader. 	<ul style="list-style-type: none"> The paper is written in formal / academic language, and technicalities and vocabulary are used that are unique to his/her area of expertise. Most of the sentences are properly formulated and present few spelling mistakes that do not make it difficult to follow the ideas. 	<ul style="list-style-type: none"> The paper is written in formal / academic language, and technicalities and vocabulary are used that are unique to his/her area of expertise The sentences are made correctly and do not exhibit spelling errors. It is easy to follow the writing.
10 pts	From 0 to 1 point	From 2 to 4 points	From 5 to 7 points	From 8 to 10 points
Purpose, depth, & scope	<ul style="list-style-type: none"> The purpose, depth, and scope of the research are not defined. Research posed exceeds limitations of established time and resources. Evidence is not shown of a follow-up of some process or methodology for carrying out the work. 	<ul style="list-style-type: none"> The purpose, depth, and scope of the research are defined. Research raised exceeds established limitations of time and resources; it requires help to delineate and define the research. Shows little evidence of follow-up of some process or methodology for carrying out the work. 	<ul style="list-style-type: none"> The purpose, depth, and scope of the investigation are clearly defined. The limitations and feasibility of the research for the set time are clearly identified, although he/she requires help to carry out the work. The methodology followed to find, analyze, and synthesize information is consistent throughout the paper. 	<ul style="list-style-type: none"> The purpose, depth, and scope of the investigation are clearly defined. The limitations and feasibility of the research for the set time are clearly identified. The methodology followed to find, analyze, and synthesize information is consistent throughout the paper.
20 pts	From 0 to 11 points	From 12 to 14 points	From 15 to 17 points	From 18 to 20 points
References	<ul style="list-style-type: none"> Integrate resources or appointments that are not referenced correctly. Plagiarism or direct copies of the resources of the paper is evident. No format is used for referencing the utilized resources. We put a list of resources that were not integrated or used in the paper. 	<ul style="list-style-type: none"> Some resources or quotations that are not referenced correctly are integrated. Plagiarism or direct copies of the resources of the paper is evident. A format is used inconsistently for referencing utilized resources. We put a list of resources that were not integrated or used in the paper. 	<ul style="list-style-type: none"> Various resources are quoted or referenced throughout the paper. He/she uses a format of references throughout the paper; although sometimes in an inconsistent or wrong way. All the resources are relevant to the investigation. 	<ul style="list-style-type: none"> Various resources are quoted or referenced throughout the paper. The student uses a format of references throughout the paper. All the resources are relevant to the investigation.
30 pts	From 0 to 21 points	From 22 to 24 points	From 25 to 27 points	From 28 to 30 points

Handling of Information	<ul style="list-style-type: none"> • It is clear that the student did not make an analysis of information because plagiarism is notorious, and great part of the paper is a summary of ideas from several references. • The conclusions are poor and lack of integration of information. 	<ul style="list-style-type: none"> • The student performs an incipient work of analysis of information. • Frequent resorts to plagiarism and most of the paper is a summary of ideas from several references. • The conclusions are poor and lack of integration of information. 	<ul style="list-style-type: none"> • The effort to analyze the information is evident. • The student's ideas are different for the above-mentioned/ referenced ones, although sometimes he/she commits plagiarism. • He/she can do an analysis and integration of the information obtained to arrive at conclusions. 	<ul style="list-style-type: none"> • It is clear the handling, analysis, and integration of information throughout the paper. • The student's ideas are clearly different from the above-mentioned/ referenced ones. • The student can do an analysis and integration of the information obtained to arrive at conclusions. 	
	30 pts	From 0 to 21 points	From 22 to 24 points	From 25 to 27 points	From 28 to 30 points
Assessment Result RAI 2: IN, SU, IM, OU:				Total Points:	