Bachelor in Business Management

2013 Program Revision

CETYS UNIVERSITY

Contents

1. Introduction and context.

<u>1.1 Internal Context.</u>
Program Name: Bachelor of Business Management (LAN for its

acronym in Spanish), 2008 Plan. **Majors:** Finance, Human Resources,

Marketing.

Starting date of the program: In response to the development of the vision and CETYS 2020 plan, the institution decided to offer the Bachelor of Business Management (LAN) in Mexicali starting on July 2008 and in Tijuana since July of 2009.

Campus where the Bachelor is offered and number of RVOE (RVOE):

Mexicali:

- Major in Marketing, # 1734.

- Major in Finance, # 1732.

- Major in Human Resources, # 1733.

- Major on Family Business, # 1735.

- Major in Logistics and processes, # 1736.

Tijuana:

- Major in Marketing, # 1744.

- Major in Finance, # 1742.

- Major in Human Resources, # 1743.

- Major on Family Business, # 1745.

- Major in Logistics and processes, # 1746.

Modality: face to face.

Duration of the program: the program has been designed to be completed in 36 months (12 quarters or three years).

College where it belongs: the Bachelor's in Business Management is part of the College of Business and Management and is operated by the Department of Continuing Education of CETYS University. The department of Continuing Education has been open in Mexicali campus for 28 years and in Tijuana campus for 15 years. It works with adults offering courses, certificate programs, and technical programs.

Organization Chart

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                    │   Academic Vice-    │
                    │     President       │
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│  of   │ │ Business   │ │Social      │ │High School│
│Engin- │ │    and     │ │Sciences and│ │           │
│eering │ │Administra- │ │Humanities  │ │           │
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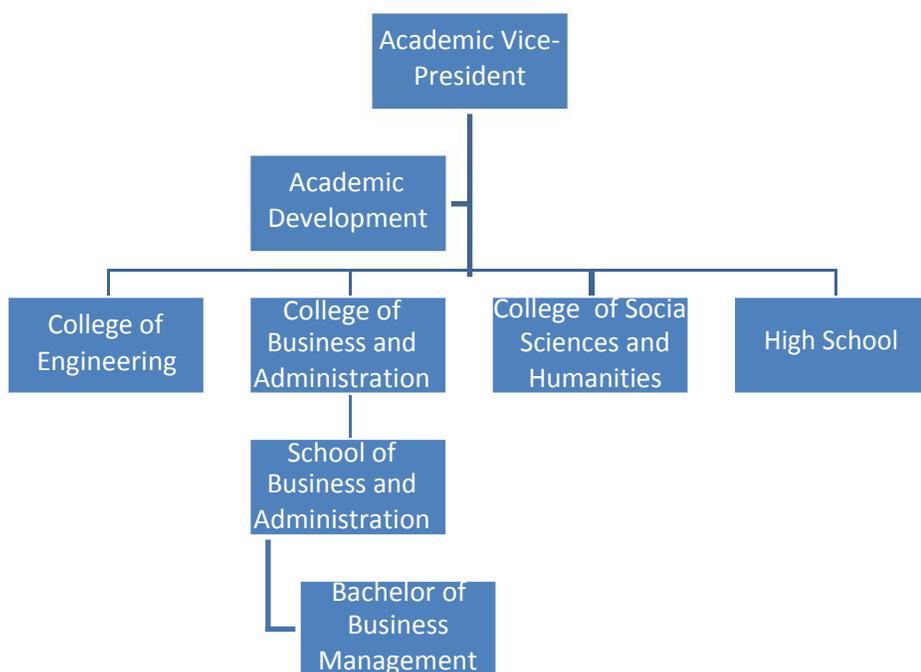
Note: The Bachelor of Business Management is operated by the Department of Continuing Education for the experience it has in working with adults; however, the program is academically supervised by the Director of the School of Business and Administration at the Tijuana and Mexicali campuses.

Program Overview: The program is designed for working adults, aged 24 years and older, who having completed their high school studies, did not continue with graduate studies or left them unfinished.

The design of the program allows adult students to combine their work with their study activities. The curriculum is offered in quarterly periods in which the student attends classes three days a week in the afternoon, for three hours each day. Due to its characteristics this degree requires a significant amount of independent work (30 hours per week) by the student and relies heavily on a learning management system (Blackboard) through which students develop learning activities, receive content and send products of their learning.

The curricula have been designed to be covered by the adult student in three years, through quarterly periods. The program consists of 36 courses Including a Capstone course is required to conclude that the program. The program covers 4800 hours of study which are distributed as follows: face to face 1100 hours and 3700 hours of independent study, accumulating to the total of 300 as defined in the credit- hour CETYS policy. The student attends classes three days a week: Monday, Tuesday, and

Wednesday, three hours each day, from 7:00 pm to 10:00 pm at the Tijuana campus, and 6:00 pm to 9:00 pm at the Mexicali campus.

The Bachelor's in Business Management was created with the base of the BBA program. The BBA is a four-year program and it is part of the group of undergraduate programs included in the Accreditation with the **Western Association of Schools and Colleges** (WASC) that the institution obtained in March 2012. The Bachelor's Degree in Business Management has the national program re-Accreditation by the Council for the Accreditation in the Instruction of Accounting and Administration (CACECA) Granted in June 2011 in its Mexicali and Tijuana Campuses. This Bachelor's in Business Management (LAN) is in the School of Business Administration.

At an institutional level, CETYS is accredited by the Federation of Higher Education of Mexican Private Institutions or FIMPES (reaccredited in April 2006) and from the **Western Association of Schools and Colleges** (WASC) just granted in March 2012.

The Bachelor's in Business Management has been approved by the highest educational authority in Mexico, the Ministry of Education. The institution met all the requirements indicated by the Ministry of Education and RVOE (the Official Recognition of Studies) was awarded on August 8 of 2007. With this, CETYS can operate this program in accordance to the laws of higher education in Mexico.

Analysis of the Mission and Vision of the program: This academic program is in alignment with CETYS University's Mission as it coincides in the purpose to develop people with valuable and intellectual qualities committed to the common good, which can contribute through their activities to the improvement of their work and social environment in which they serve as professionals and citizens.

CETYS states in its mission: "It is the purpose of Centro de Enseñanza Técnica y Superior 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, consistently promoting: character building, general cultural development, and scientific formation, through teaching, research and cultural extension." With this mission in mind, CETYS has developed this degree program aimed at offering working adults the accessibility and schedule flexibility they require in order to help them reach their goal of obtaining a Bachelor's Degree. The Bachelor's Degree Program in Business Administration responds to demands of the social and economic sectors of opportunities for adults who have truncated their undergraduate studies. These working adults have acquired, over time, a high level of experience, technical skills, and know-how. These attributes along with the proper academic development based on solid teaching and specialized professional training will facilitate professional development of the program's graduates and increase the competitiveness of the companies they work for. The Bachelor's degree program in Business Management provides working adults with an opportunity for development and our community with greater competitiveness and is in-line with CETYS's mission and strategic objectives.

Along with its mission, CETYS has guided its efforts with a strategic plan, "Plan CETYS 2020". This emphasizes on four fundamental pillars: High Quality Education, World-class Competitiveness, Learning Communities, and Recognition for its actions and results. The bachelor's degree program in Management supports all these pillars. It provides working adults with high quality education through high-caliber faculty and access to learning tools and technology. It increases competitiveness of its graduates, their companies, and our community. It creates a learning community based on mentoring, on the part of the faculty and staff, peer support, and teamwork. It is recognized by stakeholders and community for its results and alumni. All aspects of this program are guided by CETYS's "2020Plan".

The Bachelor in Business Management has a Vision of being a leader within the country in the training of professionals in the Bachelor of Business Management, highly qualified, based on humanism and ethical values; committed to the common good, sustainable development of their environment and prepared to operate in a globally competitive environment.

The program's Vision confirms the commitment of the institution to train people with moral capacity to improve their social environment. Also, conceived a Bachelor of Business Management graduate as a professional with the ability to operate and compete in a globally competitive environment.

Degree Requirements:

1. Pass the 36 subjects with a minimum grade of 70 (on a scale of 100).

2. Community Service. (500 hours).

Community service is a means by which the student volunteers work with a target population as part of his/her professional development; it is a way of thanking the society for the benefit received through one´s educational experience.
In 1945, the federal government established this service as a requirement for obtaining an undergraduate degree in accordance to the provisions of the Regulatory Law from the 5th Constitutional Article concerning the exercise of the Professions in Mexico, and by giving the educational institutions the power to create their own internal rules and regulations without contravening the above mentioned rules and regulations.
CETYS University has its own internal rules and regulations (art. 6) which deal with community service and its requirements.

1. General Undergraduate Exit Exam (EGEL) from The Center of National Evaluation (CENEVAL):

It is a standardized national test from CENEVAL that evaluates the level of knowledge and academic skills of recent graduates of any undergraduate program. The EGEL identifies whether the bachelor's degree students have the necessary knowledge and skills to start effectively in their professional practice.

Characteristics

The National Center for Evaluation for Higher Education (CENEVAL) is the external agency responsible for the application of the EGEL exam. The EGEL exam that the academic program of the Bachelor's in Business Management from CETYS University uses is the one used by Business and Administration.

The 2011 EGEL exam assesses the performance of alumni on four basic areas:

1. Organizational Management and Quality Management.

2. Management of Finances.

3. Marketing Management.

4. Human Resources Management.

1.2 External Context
Background of the program:

In the year 2004 the Director of Extension and Continuing Education, in coordination with the College of Business and Administration, defined the strategy for a marketing research survey.

The purpose of the marketing research survey was to determine new program opportunities for continuing education and technical programs, and a possible demand for undergraduate studies by the adult population that had completed high school or thwarted their bachelor's degree studies and would be willing to continue studies at the undergraduate level.

When defining the participant profile for the survey, it was found that according to the population census of the state of Baja California in the year 2005, there were 598,686 (http://www.investinbaja.gob.mx/flaboral/poblacion.htm) persons between 25 and 34 years of age, 35% of them living in Mexicali and 65% in Tijuana. Statistics of ANUIES add that only 8% of the population over 24 years of age enrolled for the first time in an undergraduate degree program; this represents a population of 38,009 potential students in the cities of Mexicali and Tijuana. The participation of CETYS University in the sector of higher education has been around 3%, so a conservative figure for the potential enrollment for this new program will be around 1,140 students from the above mentioned cities, mainly from the urban population.

The survey included 650 participants who were randomly selected. From the resulting surveys, 14 were invalidated due to incorrect responses. Out of the remaining 636 surveys, 278 fit the profile for enrolling in an adult undergraduate program, *i.e.,* high school graduates or college dropouts between the ages of 22 and 34, the majority are employees, and equally divided between male and female. 278 surveys are sufficient to provide results with a 6% margin of error and were considered adequate to support decisions regarding the feasibility of bachelor's degree programs for adults.

The results of this sample were as follows:

27% of the participants expressed an interest in studying administrative academic programs, and 40% would choose CETYS University as their option to conclude their studies. Out of the 60% that mentioned other universities, 37% would not choose CETYS due to economic reasons. In response to this and to make the potential program accessible, CETYS promoted financial aid programs offered by the government and other financial institutions.

The working adult population of the state of Baja California lacked or had very limited opportunities to study a bachelor's degree program. According to statistics by the National Association of Universities and Institutions of Higher Education (ANUIES) | http://www.anuies.mx/servicios/e_educacion/index2.php) for the year 2000, in Mexico only 8% of the students who registered for the first time in an undergraduate program were over 24 years of age. ANUIES also shows that in 1998, the state of Baja California had a college dropout rate of 58%. Between 2000 and 2006, undergraduate programs aimed at working adults were almost non-existent in Baja California. CETYS, through its Continuing Education Department and its over 28 years of experience providing training services to working adults, identified the demand for undergraduate studies aimed at and designed for this population segment. This demand would later be confirmed by a market research which showed that there was a need for such a program among executives who were 24 or older. With solid evidence and aligned with its mission and strategic plan, CETYS decided to be responsive to an emerging market need and provide working adults with a high quality alternative to complete a bachelor's degree program.

In strict compliance with the institutional procedure to open new programs, we describe below the steps that were carried out from the initial phase up to the point of obtaining the Official Recognition Of Studies (RVOE) of the Bachelor's in Business Management.

A start-up meeting was conducted in the year 2005 where the President of CETYS University System, Enrique Blancas, the Vice President for Academic Affairs, Marco Carrillo, the Vice President of Administrative Affairs, Arturo Alvarez, and the Director of Extension and Continuing Education, Samuel Díaz, were present and where it was defined that CETYS University could engage in undergraduate degree programs focused on working adults, and making sure to reach the segment of the population over 24 years of age without a bachelor´s degree.

The College of Business and Management participated in a survey for detecting the general needs of the community in order to enter into educational programs consistent with the present and future of CETYS University.

The Vice President of Academic Affairs and the Faculty of the College of Business and Management proposed a list of possible undergraduate degree programs aimed at the adult population. Some of these degrees were: Industrial Engineering, Computer Engineering, Business Management, Law, and Psychology.

Derived from the results of the marketing research survey conducted in 2006, the program demand, the labor market, the existing competition among local higher education

institutions, and the institutional assessment, it was decided that Management was the most viable academic degree to be implemented under the model for adult education. Likewise, due to the close ties with the industry and experience with this population, the Department of Continuing Education was assigned with operating the program and the College of Business and Administration with curricular planning. The academic program of the Bachelor's in Business Management model for adults evolved from the Bachelor's Degree in Business Administration offered at CETYS University since 1961, which is accredited by CACECA.

A projection for recruitment and student enrollment for the Tijuana and Mexicali Campus was presented to the President's Office. An analysis of the operating results was carried out, and confirmed the viability of the Bachelor's in Business Management (directed to Adults 24 and older) to start first in Mexicali in 2008, and in Tijuana in 2009.

After this, and in coordination with the College of Business and Administration, the Marketing Department and the Directors of the Campuses defined the following:

- **Characteristics of the program.**

- **Definition of the product by following CETYS' profile.**

- **Marketing mixture.**

- **Infrastructure.**

- **Faculty.**

Derived from the previous points, President Enrique Blancas authorized the offering of the Bachelor's in Business Management. A presentation was prepared to introduce this undergraduate program to the Education Committee of IENAC for final approval.

The following full time faculty made the curricular design of the program: Francisco Villalba, Francisco Velez, Paulina Vargas, Victor Mercader, Cecilia Contreras, Luis Oviedo, Josefina Becerra Walls, Saida Pérez, Maciel García, Alfredo Rodriguez, Helia Cantellano. This academic group, in coordination with Samuel Díaz Director of the Department of Continuing Education, worked on the structure of the program for one year. Upon concluding the analysis of all the courses of this program, it was decided that a more executive structure had to be followed for the market on which this program would be focused on.

The syllabi were prepared with their learning outcomes and assessment procedures, and were sent to the Department of Education to obtain Official Recognition of Studies (RVOE), which was granted by the Department of Education and Social Welfare in August of 2007.

In July of 2008, a first cohort started the program at the Mexicali campus, and a year later another cohort started the program in the Tijuana Campus.

2 . Analysis and evidence about the quality and feasibility of the program

2.1 Evidence of the program's quality
2.1.1 Students

Student Profiles: The Bachelor of Business Management is aimed at any person, male or female, over 24, who has completed high school, or has unfinished undergraduate studies who has the following profile:

• Interest in obtaining professional training in Business Management and participate in the economic development of the region.

• Vocation towards administrative, financial, operational and general issues related to the operation of organizations of goods and services.

• Motivation for creating and managing businesses.

• Leadership, organization, taking risks and making decisions skills independently and in consensus.

• People who are currently working and would continue that way for the duration of their bachelor; and that also require professional education to acquire higher levels of responsibility.

The demographics of the students admitted so far are the following:

• Average age: 37 years old.

• 63% of students are male.

• 37% of students are women.

• Most students have a monthly income between $ 17,000 and $ 20,000 Mexican pesos.

• 51% of students are married.

• 49% of students are single.

• 87% of students are currently working.

• Students take on average 2.6 subjects.

In relation to the financial support that some students have to finance their studies in the LAN are as follows:

• 3 students with "Free Application Federal Student Aid (FAFSA)" credit (4%)

• 8 students with educational loans from the Government of BC (11%)

• 3 students with a Business scholarship (4%)

• 4 students with scholarship for employment benefit (5%)

• 9 students with a scholarship of 20% as a Company grant agreement (12%)

• 1 student with special grant of 10% (13%)

• 3 students with graduate Scholarship of 10% (4%)

• 41% of our students study with some kind of financial support

To comply with the admission process, applicants must submit the following requirements:

- Birth certificate
- High school transcripts or equivalent
- Letter of intent (narrative with the reasons to study this undergraduate program degree at CETYS University)
- Letter of recommendation from the employer
- Completed application
- Be over 24 years of age
- Take a Test of Academic Skills (PAA). If the score is less than 900, the applicant does not gain admission, from 900 to 1099 the applicant may be admitted on probationary status, and from 1100 to 1600, the applicant is automatically admitted

Regarding the admission test results, Table 1 is presented and it shows statistics for the period between 2009-2012:

Table 1. - Bachelor entrance exam results statistics.

	R < 900		R 900-000		R 1000-1099		R 1100-1200		R > 1201		TOTAL	
	Average grade	Students	Average grade	Students	Average grade	Students	Average grade	Students	Average grade	Students	Average grade	Students
MEXICALI	674.19	33	940.78	133	1047.93	43	1145.71	33	1288.21	42	1019.36	284
TIJUANA	428.36	12	954.75	39	1058.89	23	1138.58	52	1297.6	37	975.636	163
TOTAL	551.275	45	947.765	172	1053.41	66	1142.15	85	1292.91	79	997.5	447

Mexicali Campus:

• 12% of all applicants get less than 900 points and are not admitted to the program.

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- 62% of all applicants obtained between 900 and 1099 points and are admitted to the program conditionally and subject to close monitoring.
- 26% of the total number of applicants obtained between 1100 and greater than 1201 points and are admitted to the program regularly.

Tijuana Campus:

- 7% of all applicants get less than 900 points and are not admitted to the program.
- 38% of all applicants obtain between 900 and 1099 points and are admitted to the program conditionally and subject to close monitoring.
- 55% of all applicants obtained between 1100 and greater than 1201 points and are admitted to the program regularly.

It can be seen that most of the applicants obtained a result that places them in conditional status. However, the data shows that conditioned students from the program have an overall utilization average of 88, virtually the same in comparison with the average of 85 that students who have been admitted to the program without conditionality show. Given what has been said in the preceding paragraph and that the aspiring students to enter the program have on average nine years without studying, it is considered natural that they do not obtain a high score on the entrance exam to the program, since the entrance exam is designed for young graduates from high school.

In their initial interview, applicants appear nervous of applying an entrance exam, they are also stressed for not knowing if they will obtain the minimum score for admission since they were admitted as conditional, which means that the applicants once registered accumulate more stress since they are conditioned to attend a study skills workshop and obtain an overall average in the first quarter of 80. Considering this situation and the profile of the LAN applicants, we propose the following support actions:

- Offer an exam preparation workshop for aspiring applicants.

- Offer a workshop in Mathematics and Spanish, previous to the admission test.

- Search in the Admissions area of the institution that the score ranges can be adapted to condition or approve applicants, considering a different handling for adult audiences.

2.1.2 The curriculum and learning assessment

The Program Review process is supported by the Learning Outcomes. All subjects include Learning Outcomes, which must be aligned with both the Academic Program Learning Outcomes (APLOs) and with the Institutional Learning Outcomes (RAIs). It is important to stress that RAPAs constitute the main element of this self-study.

Curriculum: The LAN's curriculum consists of 36 subjects including an integrative project, which is required to complete the program. The curricular design of the undergraduate program is based on three axes: core courses, professional courses, and specialization courses.

Before starting with the description of each of the educational axis of the program, it is important to show the following information for better interpretation of the tables shown below:

Abbreviations and meanings:

HC: Class hours per week **under the supervision of a professor**, in the institution's internal spaces such as classrooms, centers, workshops, laboratories, or external spaces.

HI: Hours per week **independently developed**, either on internal or external spaces, outside established class schedules as part of the autonomous processes related to the subject or learning unit.

TH: Total hours devoted to learning activities, either in class or independently.

CREDIT: Unit of measure of the value of a subject, equivalent to 16 hours of learning activity, whether in class or independently (SEP's 279 Agreement).

Below is the description of each of the educational axes of the LAN program:

Core Courses. It is the introductory axis of the academic program that is distributed throughout the program, and is defined as the set of minimum courses that the student must study to acquire specific skills for his/her professional development. The axis has a total of five courses that represent 14% of the syllabus.

Course	Code	HC	HW	TH	Credits
Advanced Communication in Spanish	CST01	3	10	13	8.125
Thinking Skills	CST02	3	10	13	8.125
Globalization and Economic Development	ECT02	3	10	13	8.125
Research Methodology	CST03	3	10	13	8.125
Leadership Lessons	ADT07	3	10	13	8.125

Professional Courses. This axis consists of the set of courses that a Bachelor's in Business Management requires, as the basis for the specialized education of his/her academic degree. These courses make up the minimum knowledge required and the support for the courses of the next group. It represents 36 % of the syllabus.

Course	Code	HC	HW	TH	Credits
Management	ADT01	3	10	13	8.125
Financial Accounting	CBT01	3	10	13	8.125

Course	Code	HC	HW	TH	Credits
Mathematics	AMT03	3	10	13	8.125
Economics	ECT01	3	10	13	8.125
Private Law	DET01	3	10	13	8.125
Managerial Information Systems	SIT01	3	10	13	8.125
Statistics	MAT04	3	10	13	8.125
Labor Law and Social Security	DET02	3	10	13	8.125
Financial Analysis	FZT01	3	10	13	8.125
Administrative Accounting	CBT02	3	10	13	8.125
Legal Framework	IMT01	3	10	13	8.125
Costs	COT01	3	10	13	8.125
Quantitative Models	MAT05	3	10	13	8.125

The subjects from the educational axes provide RAPAs 1, 3 and 4 from the level of reinforcement to later introduce the subjects that achieve to evaluate these RAPAs. Such is the case of the subject of Administration, Financial and Management Accounting, Quantitative models, Statistics and labor law, and Social security to name a few.

Specialization Courses. This axis consists of the set of courses related to the science of Management. These courses are of a practical nature and immediate application.

The advanced focus of the courses requires them to be offered toward the end of the program.

In accordance to the structure of the plan, the percentage of this axis is 50 %. In turn, this axis of specialization includes the concentration courses that the student will be able to choose in his/her academic program.

Course	Code	HC	HW	TH	Credits
Human Behavior in the Organization	ADT02	3	10	13	8.125
Small Business Management & Franchises	ADT03	3	10	13	8.125
Management of Human Resources	RIT01	3	10	13	8.125
Management of Manufacturing Systems	IIT01	3	10	13	8.125

Strategic Management	ADT04	3	10	13	8.125
Development of Entrepreneurs	ADT05	3	10	13	8.125
Marketing Management	MKT01	3	10	13	8.125
Project Management	ADT06	3	10	13	8.125
Investment Management	FZT03	3	10	13	8.125
Market Research Survey Interpretation	MKT02	3	10	13	8.125
Systems Improvement Methodology	IIT02	3	10	13	8.125
Administrative Auditing and Consulting	CBT03	3	10	13	8.125
High Management Seminar	ADT08	3	10	13	8.125
Financial Management	FZT02	3	10	13	8.125

The subjects from the specific educational axes evaluate mostly RAPAs 1, 3 and 4. Such is the case of the subjects of SMEs and franchises Management, Entrepreneurial Development, Interpretation of market research, Project management and investment projects, to name a few.

Concentration Courses

They offer the student courses and activities that are aligned to the new trends and strategic lines that the market has been demanding in Mexico and the world.

Each area of concentration has four courses including the *Capstone course.*

The concentration in Finance is comprised of the following set of courses:

Course	Code	HC	HW	TH	Credits
Analysis & Interpretation of Financial Statements	FZT04	3	10	13	8.125
Advanced Cost Accounting	COT02	3	10	13	8.125
Financial and Bank Services	FZT05	3	10	13	8.125
Capstone	ADT09	5	20	25	15.625

The concentration in Human Resources consists of the following set of courses:

Course	Code	HC	HW	TH	Credits
Wages, Salaries, and Compensations	RIT02	3	10	13	8.125
Training, Competencies,& Labor Productivity	RIT03	3	10	13	8.125
Organizational Development & Change Management	RIT04	3	10	13	8.125
Capstone	ADT09	5	20	25	15.625

The concentration in Marketing is comprised of the following set of courses:

Course	Code	HC	HW	TH	Credits
Consumer Behavior	MKT03	3	10	13	8.125
Retail Marketing	MKT04	3	10	13	8.125
Advertising & Sales Manager	MKT05	3	10	13	8.125
Capstone	ADT09	5	20	25	15.625

The concentration in Family Business Management is comprised of the following set of courses:

Course	Code	HC	HW	TH	Credits
Characteristic of Family Companies: Challenges & Opportunities	ADT10	3	10	13	8.125
Nature of the Conflicts in Family Companies	ADT11	3	10	13	8.125
Professionalization & Continuity of Family Companies	ADT12	3	10	13	8.125
Capstone	ADT09	5	20	25	15.625

The concentration in Logistics and Processes consists of the following set of courses:

Course	Code	HC	HW	TH	Credits
Supply Chain Management	IIT02	3	10	13	8.125
Logistic, Transportation, and Customs	IIT03	3	10	13	8.125
Comparative Legislation on Foreign Trade	DET03	3	10	13	8.125
Capstone	ADT09	5	20	25	15.625

Mapping: In order to identify areas of opportunity in the sequence of subjects and knowledge that need to be reinforced, CETYS uses a scale that clearly identifies subjects whose purpose is to **Introduce, Reinforce or Evaluate** a particular topic.

• Introduce (I): refers to subjects that address issues related to at least one RAPA, but only at a basic level.

• Reinforce (R): refers to subjects that address issues related to at least one RAPA, normally part of knowledge obtained in a previous subject at a (I) level.

• Evaluate (E): refers to subjects that address issues related to at least one RAPA, usually in advanced semesters and after students have passed the subjects identified as (R).

Table 2 presents the LAN's curriculum map and RAPAs, noting the subjects according to their location and level of knowledge they're seeking: I, R, or E.

CURRICULUM MAPPING of the LAN.

1. Liberal Arts: Introductory knowledge level.

2. Core Curricula: Reinforcement knowledge level.

3. Major: Evaluation knowledge level.

Table 2. – Curricular map of the Bachelor of Business Management

CODE	SUBJECT	TRIM.	AXIS	HRS.	LEVEL OF KNOWLEDGE	RAPA 1	RAPA 2	RAPA 3	RAPA 4

Code	Name								
CST 01	ADVANCED COMMUNICATION IN SPANISH	1	1	13	I	I			
ADT 01	ADMINISTRATION	1	2	13	R	R			
CBT 01	FINANCIAL ACCOUNTING	1	2	13	R	R			
DET 01	PRIVATE LAW	2	2	13	R	R			
ECT 01	ECONOMY	2	2	13	R	R		R	R
MAT 03	MATHEMATICS	2	2	13		R		R	R
CST 02	THINKING SKILLS	3	1	13	I	I	I	I	I
SIT0 1	MANAGEMENT INFORMATION SYSTEMS	3	2	13	R	R	R	R	
MAT 04	STATISTICS	3	2	13	R	R	R	R	R
ECT 02	GLOBALIZATION AND ECONOMIC DEVELOPMENT	4	1	13	I	I	I	I	I
DET 02	LABOR LAW AND SOCIAL SECURITY	4	2	13	R	R	R	R	
FZT0 1	FINANCIAL ANALYSIS	4	2	13	R	R		R	R
CBT 02	ADMINISTRATIVE ACCOUNTING	5	2	13	R	R		R	R
ADT 02	HUMAN BEHAVIOR WITHIN ORGANIZATIONS	5	3	13	E	E	E		
IMT0 1	FISCAL FRAMEWORK	5	2	13	R	R			R
COT 01	COSTS	6	2	13	R			R	
MAT 05	QUANTITIVE MODELS	6	2	13	R	R		R	R
ADT 03	SMEs AND FRANCHISES MANAGEMENT	6	3	13	E	E			

Code	Subject	Trim.	Axis	Hrs.	LEVEL OF KNOWLEDGE	RAPA 1	RAPA 2	RAPA 3	RAPA 4
RIT01	HUMAN RESOURCES MANAGEMENT	7	3	13	E	E	E		
FZT02	FINANCIAL MANAGEMENT	7	3	13	E	E		E	E
MKT01	MARKETING MANAGEMENT	7	3	13	E				E
IIT01	PRODUCTION SYSTEMS MANAGEMENT	8	3	13	E			E	
ADT04	STRATEGIC MANAGEMENT	8	3	13	E	E	E		
CST03	RESEARCH METHODOLOGY	8	1	13	I	I	I	I	I
ADT05	ENTREPRENEURIAL DEVELOPMENT	9	3	13	E	E			E
ADT060	PROJECT MANAGEMENT	9	3	13	E	E		E	E
FZT03	INVESTMENT PROJECT	10	3	13	E	E		E	E
MKT02	MARKET STUDY INTERPRETATION	10	3	13	E	E			E
IIT02	METHODOLOGY FOR SYSTEM IMPROVEMENT	11	3	13	E	E			
CBT03	ADMINISTRATIVE AUDIT AND CONSULTANCY	11	3	13	E	E	E		
ADT07	LEADERSHIP LESSONS	12	1	13	I		I		
ADT08	SENIOR MANAGEMENT	12	3	13	E	E			

Code	Subject	SEMINAR						
	SEMINAR							

Below in Table 3 are listed the subjects of the major of the academic program, the learning outcomes where subjects are identified by location and level of knowledge; since these subjects correspond to the major, the level of knowledge they seek is of Evaluation(E).

Table 3.- Curricular map of the subjects per major of the Bachelor in Business Management.

Code	Subject	Trim	Axis	Hrs.	LEVEL OF KNOWLEDGE	RAPA 1	RAPA 2	RAPA 3
	SUBJECTS WITHIN THE FINANCES MAJOR							
FZT04	ANALYSIS AND INTERPRETATION OF FINANCIAL REPORTS	9	3	13	E	E	E	
COT02	ADVANCED COSTS ACCOUNTING	10	3	13	E	E		E
FZT05	BANK SERVICES	11	3	13	E	E		E
ADT09	INTEGRATING PROJECT	12	3	25	E	E	E	E
	SUBJECTS WITHIN THE HUMAN RESOURCES MAJOR							
RIT02	SALARIES, WAGES AND COMPENSATION	9	3	13	E	E		
RIT03	TRAINING, SKILLS AND LABOR PRODUCTIVITY	10	3	13	E	E		E
RIT04	ORGANIZATIONAL DEVELOPMENT AND CHANGE MANAGEMENT	11	3	13	E	E	E	
ADT09	INTEGRATING PROJECT	12	3	25	E	E	E	E
	SUBJECTS WITHIN THE MARKETING MAJOR							
MKT03	CONSUMER BEHAVIOR	9	3	13	E	E		
MKT04	RETAILER MARKETING	10	3	13	E	E	E	E

MKT05	ADVERTISING AND SALES MANAGEMENT	11	3	13	E	E	E	E
ADT09	INTEGRATING PROJECT	12	3	25	E	E	E	E

Alignment of the curriculum with the needs and requirements of employers: The school director and full-time professors of the College of Business Administration helped in the development of the curriculum design of the program and development of course programs of the subjects. The curriculum of the program acknowledged the institutional learning outcomes, the skills that employers are demanding from graduates of the Bachelor in Business Management and the learning outcomes of existing similar programs such as the Bachelor of Business Administration. Some of the skills demanded by employers are leadership, teamwork, analytical skills, planning and organization, creativity and innovation, among others.

See evidence #1: curricular map. (crosslinked)

In regards to that observed in the curriculum design of the program and based on the experience of its operation for five years, the coordination of the Bachelor of Business Management, according to the analysis in conjunction with the academy's suggestions for improvement expressed by professors and students, proposes the following changes:

• With regard to the core courses it is necessary to relocate the subject of Research methodology in the third quarter as it is currently taught in the eighth quarter and is a core subject that provides the student with research and documentation tools they will be required to apply during their studies and from the first quarter.

It is also proposed to include the subject of English as it is part of the curriculum of CETYS University's bachelors to promote internationalization.

• With regard to the **Specialization Courses, the academy considers necessary to include the subject of Negotiation, since it is a necessary competence in the field of management of a company.**

In the sequence of the subjects:

• Costs in the fifth quarter (before Managerial Accounting)

• Managerial Accounting in the sixth quarter

• Financial Accounting in the second quarter

The inclusion of new subjects:

• Negotiation

• English

Regarding majors:

- Eliminate Family Business
- Remove Logistics and processes

> Note: It is suggested to remove them as they are not requested by the students.

Effective learning measures: The teaching methodology for the Bachelor's in Business Management is strongly supported by a learning management system (LMS), in this particular case the Blackboard platform. Structured and specific learning activities were designed under this model inside and outside of the classroom, and with very specific objectives oriented toward the experience of the educational model, the development of qualities, and specific competencies in the generic profile of the program, as well as the specific skills that are typical of the students in the undergraduate programs.

Through the Blackboard system, CETYS University has incorporated multiple educational resources of interaction such as allocation of assignments and exercises, student academic follow-up, clarification of doubts, virtual classrooms, opinion forums, publication of research work, and access to digital content in multimedia, among others.

The faculty uploaded the class materials in advance on the Blackboard platform so the student has it available in an independent way, and within his/her time the student can have access to it and use it accordingly. This helps the student before attending classes to clarify any doubts or asking the professor to elaborate on some specific topic.

Professors spend time not only to the preparation and teaching of their classes, but also to the advice and monitoring of independent activities that students undertake outside of class, in which students will be reporting progress in a coordinated and closely monitored way.

Such monitoring and advice is given in multiple ways, such as: through the Blackboard platform, Institutional Electronic Portfolio and email, in the professor's cubicle, in the professor's personal office off campus, in the classroom in after-hours meetings.

Table 4 explains the support that CETYS provides to ensure that communication between faculty and students flows in an effective manner.

Table 4.- Communication between students-professors

Position	Description and Activities	Responsible
Program Coordinator	The program coordinators of LAN in each campus have a responsibility of advising, supporting and being in constant communication with the students of the program from the moment they begin their bachelor's degree studies in order to help them with their academic development.	Mexicali: Martha Gabriela García Gómez.

		Tijuana: María Eugenia Corella.
Program Coordinator / Library Staff / IT Staff	Welcome and orientation process The following topics are covered in such meeting: Foundation of the institution, mission, and its vision and values, as well as its educational model. Introduction and mission of the undergraduate program and the extracurricular activities such as Internship. The student is also trained to use the Database to access articles and e-books from the Library, and Blackboard.	Mexicali: Martha Gabriela García Gómez. Tijuana: Felipe Sánchez Aguilar.
Development Center	The Center for Student Development (CEDE) is a department geared to provide educational services to CETYS University's community. CEDE is mainly engaged in the attention of undergraduate students and its purpose is to provide comprehensive support in the academic, vocational and psychological area. There is a CEDE in each campus. When a student is academically at risk due to underperformance, the student is detected and reported by the professor coordinating the program. They will subsequently have an interview to determine the causes of the poor performance. The student may be sent with the professor to receive academic counseling or sent to CEDE if the problem is bigger. CEDE offers the following services to students: psychological counseling, comprehensive information projects (workshops), and various educational services. The professor and academic coordination will continue to monitor the performance of students who are academically at-risk until their academic standing is normal. The Study skills workshop is an educational service offered by CEDE regularly at the beginning of each quarter and for all students. It is free and is taught by a Psychologist. The workshop is aimed at anyone requiring reinforcement of his/her study skills, managing his/her time, and setting priorities. The workshop is mandatory for any student who is on probation after the admissions exam. It has duration of 8 hours.	Mexicali: Martha García in coordination with CEDE Academic Operating Director

Faculty	The interaction of the professor is carried out in the classroom, advice/tutoring of individual students or group (outside the class) and through Blackboard where the professor uploads the teaching material of the course, and where he/she can also answer any student questions as well as posting and receiving assignments. E-mail is also one of the means of communication often used between faculty and the student.	Blackboard Platform.
Student-student	This happens in the classroom through group dynamics, team work activities, and events organized by the institution.	Faculty-students

Andragogy used by professors: The work of professors is based on the principles of participation by the student being able to interact and share experiences that contribute to the knowledge and with the student of abilities and commitments that have achievements and learning outcomes, where the work of the latter is to act as learning facilitator allowing increased development of thinking skills, self-management, quality of life and creativity of the adult learner, in order to provide an opportunity to achieve self-realization. It is intended that the professor knows the adult student learning process, achieving with this to design environments and educational experiences conducive for their learning.

The flexibility of the professor regarding time is usually in relation to the delivery of learning activities and the use of information technology, which plays a very important role in the learning process since it is necessary to understand that adults, by having a learning-training load, coupled with family, work, and/or economic loads, need learning periods according with their skills and abilities.

2.1.3 Student's learning and success

Institutional Learning Outcomes (RAIs): in 2007, CETYS University faced the need to start implementing a learning assessment, which led to the development of the Institutional Model of Learning Assessment, from which the RAIs arise at an undergraduate and graduate level. These RAIs are based in: Institutional Mission and Vision, the Strategic Plan 2010, the Educational Model and Values of the institution. The definition of RAI was made by the management personnel of: Academic Vice-Presidency, Colleges and Schools of Business and Administration, Engineering, and Social Sciences and Humanities. The four RAIs that resulted from the development of such Learning Assessment Model are the following:

1. Clear and effective communication in Spanish. At the end of the academic program, students will be able to express their ideas clearly and in appropriate language, in oral, visual and written Spanish.

2. Continuous learning, information literacy skills development (learning to learn, continuous improvement and entrepreneurship). At the end of the academic program, the student will be able to search and analyze information independently and as a team, with the aim of being able to identify opportunities and solve problems.

3. Critical thinking and values (learning to be and to live together). At the end of the academic program, the student will have developed and will demonstrate critical and experiential thinking under CETYS values, which will be reflected in the student and his commitment to social development and the environment.

4. Openness to cultural diversity. At the end of their academic program, students will demonstrate an increase in their awareness and sensitivity to their own culture and that of other groups that are part of their environment.

Academic Program Learning Outcomes (RAPAs):

1. At the end of their academic program, students will be able to formulate a business plan for a business of their interest.

2. At the end of their academic program, students will be able to design and propose strategies to improve the organizational behavior based on the identification of the factors that make up the culture of the company.

3. At the end of their academic program, students will be able to develop measures to reduce costs and optimize production resources, by comparing actual and standard costs.

4. At the end of their academic program, students will be able to interpret market research using the results to identify business opportunities and make decisions.

The learning outcomes of the areas of concentration are:

Finance:

1. Students will access specific knowledge and tools in financial management, including: Analysis and interpretation of financial statements; Advanced cost accounting and Banking and financial services.

2. Analyze, evaluate and interpret financial reports, statements and other financial and accounting reports, necessary to determine the condition and status of the company as well as its performance.

3. Develop financial plans and budgets in accordance with the general goals and objectives of operation and growth of the company.

Human Resources:

1. Students will access knowledge and specific tools in human resource management, such as: salaries, wages and compensation; training, skills and labor productivity and organizational development and change management.

2. Analyze the work environment of an organization, being able to participate and develop procedures and recruitment structures and selection of personnel, supporting the organization in determining the amount and type of personnel required.

3. Develop training plans appropriate to the needs and healthy growth of the organization. Students will assist in determining the most appropriate compensation plans to achieve the best performance of staff.

Marketing:

1. The student will access specific knowledge and tools designed to strengthen their skills in marketing management, such as: Consumer behavior, Retail marketing and Advertising and sales management.

2. Develop marketing plans from specialized information about the market.

3. The student will implement sales and marketing policies, from determining advertising strategies.

Family Business:

1. The students will access specific knowledge and tools designed to strengthen their skills in the management of family businesses, such as: Characteristics of family businesses: Challenges and Opportunities; Nature of conflict in family businesses and family business Professionalization.

2. Students will be agents of change and innovation in the organizations where they participate, focused on improving their business processes and strategic situation.

3. Comprehensively analyze the organization, and consequently develop plans and strategies for the success and growth of the same.

Logistics and Processes:

1. Students will access knowledge and specific tools for the different areas of foreign trade and logistics services, such as: Managing the supply chain; logistics, transportation and customs and Foreign trade Comparative legislatiom.

2. Analyze the supply chain, identifying needs and / or priority problems that are likely to be addressed through optimization projects.

3. Determine logistics service strategies that facilitate the foreign trade activities of the company, in line with the current legislation.

Learning Assessment: The academies exist as support for the learning assessment process. The Bachelor of Business Management has an academy since the month of October 2012.

The following professors are designated as members of the

Academy: <u>Mexicali Campus:</u>

1. Leticia Torres Arteaga (Spokesperson)

2. Yolanda Bastidas Canizales

3. Martha Gabriela García Gómez

<u>Tijuana Campus:</u>

4. María Eugenia Torres Corella

5. María del Socorro Encinas Grijalva

The Academies work under the conditions established in the Periodic Review of Academic Programs Policy (PRPPA for its acronym in Spanish) in force, whose most important guidelines are:

1. The Academy will conduct the curriculum review of the Higher Education programs of the institution.

2. The Academy has two specific tasks, which are:

a. The review of undergraduate and graduate academic programs

b. The completion of the learning assessment activities associated with academic programs from CETYS University System

It is important to ensure the success of the Teaching-Learning process so, CETYS has an institutional model of the learning assessment process, which is described below:

1. Formulation of the Learning Outcomes at an institutional and academic program level.

2. Data and evidence collection of student learning. This will be possible through exams and/or assessment of the professors in the classroom and through final projects.

3. Analysis and evaluation of the evidence on how much learning took place.

4. Making decisions to enhance the learning and pedagogy employed.

It also has an external process to assess the teaching-learning process, which involves the following:

1. Review and analyze the results of the General Test for Degree Exit (EGEL for its acronym in Spanish , corresponding to the International Business Program. The EGEL is designed, implemented and evaluated by the National Center for Superior Education Evaluation (CENEVAL for its acronym in Spanish) .

2. Make the final report showing areas of opportunity in the different areas in the EGEL evaluated according to the results.

3. Make an improvement or enhancement proposal.

Finally, to ensure that the performance of the teaching-learning process is satisfactory, the LAN Academy works on the following learning assessment activities:

1. Review and analyze the results of the General Test for Degree Exit (EGEL), corresponding to the International Business Program . The EGEL is designed, implemented and evaluated by the National Center for Education Evaluation (CENEVAL).

2. Use different forms of assessment to measure the achievement of the learning outcomes in the classroom and provide feedback to students.

3. Select evidence of student learning for assessment by members of the Academy.

Table 5 shows a brief description of the learning assessment methods, also indicating the learning instrument that will be assessed, the evidence it will provide and the period in which it was collected.

Table 5.– Learning assessment methods.

Learning assessment process	Instrument	Description	Evidence	Period
EGEL	Exam	It is a standardized test which all students	CENEVAL Institutional	2011-2012 and 2013

		in the last two quarters must submit.	report.	
Evaluation of the professors in the classroom	Midterm and final exams, projects implementation.	Each subject has Learning Outcomes. Professors determine the most appropriate way to evaluate the performance of these learning outcomes using midterm and final exams, papers assessed with rubric and/or implementation projects.	Student portfolios from 2012-4 and 2013-1.	2012-2013
Analysis done by the Academy	Report	Professors share a sample of the portfolios they received from their students in order to evaluate their compliance with the RAPAs.	Portfolio evaluation reports	2012-2013

Below, you will find a description of each of the methods used in the aforementioned table:

EGEL.

The fact that the LAN students take the EGEL makes the learning assessment more practical. In a way, CETYS University outsources part of its learning measurement to CENEVAL, which is viewed as positive because CENEVAL is a specialized institution in learning measurement and gives greater representation and objectivity to the results.

Advantages of supporting the EGEL:
It allows to:
> • Know the results of their education in relation to a national standard, by applying an exam, reliable and valid, tested nationally.

• Know the results of the assessment in each area of knowledge, so that students can locate those in which they have a good performance and also those in which they present opportunities for improvement.
• Benefit from having an additional useful element to join the labor market.

Higher education institutions are allowed to:

• Incorporate the EGEL in the LAN as a means to evaluate and compare the performance of their graduates on a national standard, and the use of the instrument as a degree obtainment option.

• Have valid and reliable evidence, to support the planning processes and curriculum evaluation and allow them to take action to improve the skills of its graduates, adapting their plans and curricula.

• Provide information to key educational stakeholders (authorities, accreditation bodies and society in general) about the status that individuals and populations keep over knowledge deemed necessary to join the workforce.

It allows employers and society to:

• Know the profile of hiring candidates more precisely through reliable and objective judgments elements, to have professional quality staff, in line with national needs.

Process for taking the EGEL.

1. CETYS asks CENEVAL for a number of requests for examination corresponding to the number of students about to graduate per academic program.

2. During the month of April, the requests arrive at each campus where each student fills in the application with a photo and delivers it at the corresponding School.

3. CETYS delivers the photo applications to CENEVAL along with payment of $785.00 Mexican pesos (about $ 60.00 USD).

4. CENEVAL receives the applications and corresponding payment.

5. Weeks before the date of graduation, CENEVAL sends a team of evaluators to apply the EGEL and students who are completing their undergraduate studies take the test, which takes about eight hours.

6. Approximately two months later, students receive their results. Months later, CENEVAL uploads the Institutional Report to its website.

It should be noted that since CETYS only has one date for the implementation of the EGEL, it is sometimes necessary for the candidates to graduate from the Bachelor of Business Management to request application of the exam at the Autonomous University

of Baja California (UABC). Another important observation to mention is that this self-study will show the EGEL results of the year 2011, when the first generations started to graduate and the year of 2012. The year 2013 is not included since the results were not available at the beginning of this self-study. In the case of Tijuana, it only shows the results for the year 2012 since there were no graduates in 2011.

CENEVAL 2011 measures the performance of graduates in four basic areas:

1. Organizational Management and Quality Management.

2. Finance Management.

3. Marketing Management.

4. Human Resource Management.

Ratings issued by the CENEVAL are expressed in a special scale called CENEVAL index, which ranges from 700 points (lowest) to 1300 points (highest rating). Within this range there are three levels of performance in each of the test areas, which are classified according to the range of scores obtained. Table 6 shows the criteria that grants the CENEVALs performance examination testimony:

Table 6.- Criteria for evidence of test performance

Criteria to determine the performance levels per area	Criteria to provide a testimony of performance on the exam	
Stil unsatisfactory (ANS) 700-999 points		
Satisfactory (DS) 1000-1149 points	Satisfactory performance testimony (TDS)	At least 3 areas with DS or DSS
Outstanding (DSS) 1150-1300 points	Outstanding performance testimony (TDSS)	Of the 4 areas, at least 2 with DSS and the rest with DS

EGEL's description

The areas and sub-areas of knowledge of the new version of the EGEL and results for 2011 and 2012 are presented below in Table 7; they added the RAPA column in order to visualize the learning outcome that impacts each test area:

Table 7.- Areas and sub-areas within the EGEL

Areas		Score	Items	RAPA
Area 1	**Organizational management and quality management**	**31.35%**	**58**	**1 & 2**
	Design of the strategic plan	10.27	19	
	Design of the quality systems	2.70	5	
	Scenario evaluation with support of quantitative and qualitative analysis methods	2.16	4	
	Design of organizational models	4.86	9	
	Leadership Development	5.41	10	
	Establishing control systems	3.24	6	

	Promotion of technological innovation	2.70	5	
Area 2	**Managing Finances**	**12.97%**	**24**	**1 y 3**
	Evaluation of investment projects	2.70	5	
	Analysis of financial statements	2.70	5	
	Evaluation of the structure of funding sources, alternatives and costs	3.24	6	
	Preparation of forecasts and budgets	4.32	8	
Area 3	**Marketing Management**	**36.22%**	**67**	**1 y 4**
	Identification of market structures	7.57	14	
	Product Portfolio Management	5.95	11	
	Establish pricing strategies	4.32	8	
	Development of advertising and promotion strategies	4.32	8	
	Design sales programs	2.70	5	
	Design of distribution channels according to the organization market	3.24	6	
	Creating care plans and customer service	4.86	9	
	Definition of corporate image	3.24	6	
Area 4	**Human resources management**	**19.46%**	**36**	**1 & 2**
	Planning of staff in the organization	4.32	8	
	Development of the recruitment program, selection and hiring	4.32	8	
	Development of an evaluation system of performance in the organization	4.86	9	
	Management of the process of training and performance of the staff in the organization	2.16	4	
	Managing labor relations	2.16	4	
	Promoting a favorable organizational climate	1.62	3	

It is important to note that in order to get a Satisfactory Performance Testimony (DS) for the entire test, the student must achieve a satisfactory performance level or above in at least three of the five areas that make up the test. To receive a testimony for Outstanding Performance, the student must achieve a level of outstanding performance on at least two of the five areas of the test and obtain a satisfactory performance in the other (CENEVAL, 2011). CETYS University, as part of its promise of quality, expects student outcomes to be in a Satisfactory performance level and results are that the results are above national average.

CENEVAL prepares institutional reports that provide universities with relevant information that allows them to compare the results of their graduates, with those achieved by the graduates of other higher education institutions. The results provide a

framework of analysis expressed in three percentiles: 25, 50 and 75. The percentiles represent a normal curve which indicates that most students are in the 50th percentile, the top performers are placed in the 75th percentile, while the ones presenting a lower performance than most are placed in the 25th percentile.

Below is a comparison of the overall results of the EGEL test from the generations of Mexicali graduates and the national average in 2011 and 2012:

Table 1.- Comparison of CETYS University's overall results and national average 2011

Mexicali's 2011 EGEL Results
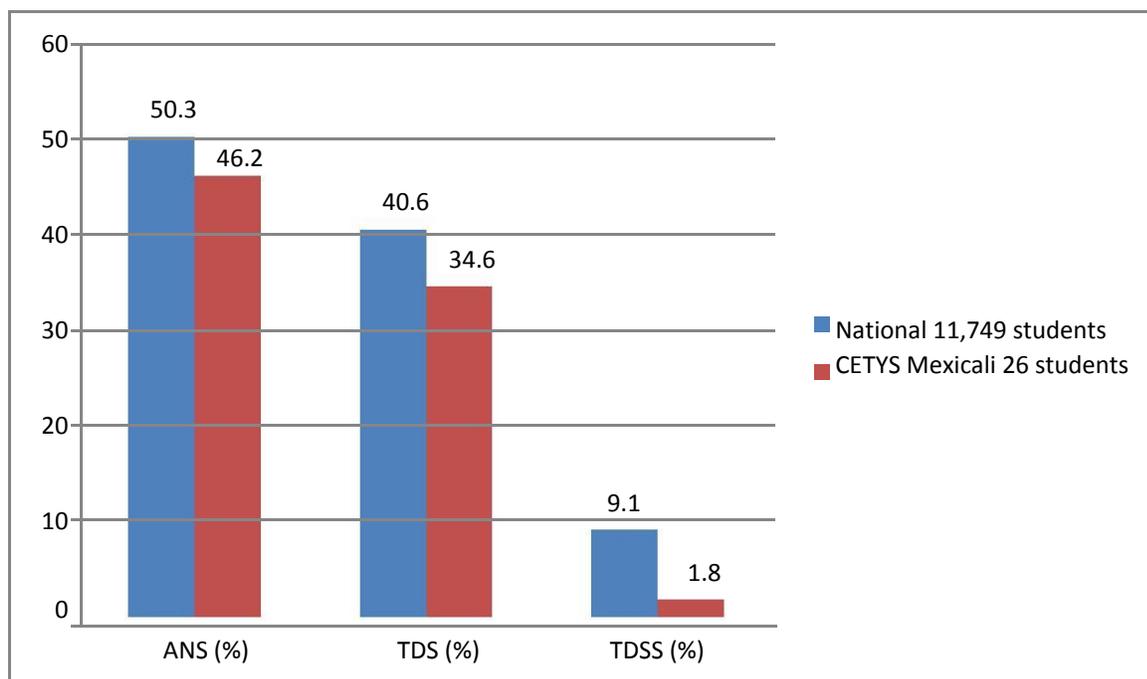
As shown in Figure 1, CETYS University examinees scored better results than the national average in the EGEL examination. 46.2% had a Still unsatisfactory testimony vs. 50.3% of the national average. The 19.2% of Outstanding Performance testimony stands out against the 9.1% of the national average.

The fact that the first generations who graduated from the program represented a percentage of 53.8% distributed between Satisfactory and Outstanding testimonies, against 49.7% of the national average, ie 4.1% above, is considered an achievement.

On the other hand, it is disturbing to know that both of CETYS examinees as other Educational Institutions (HEIs) show a level close to 50% of examinees with testimony Still Unsatisfactory. The root causes of this situation require studies to identify them since the existing information is not enough to prove that the problem is from academic failure, that the programs are not aligned to the content in the EGEL exam, that the test

design is the most appropriate, etc. However, as discussed below, the areas in which examinees obtained the lowest scores have been identified to look for improvement actions to enhance knowledge in these areas and in turn, get better results.

Table 2. - Comparison of CETYS University's overall results and national average 2012

Mexicali's 2012 EGEL Results
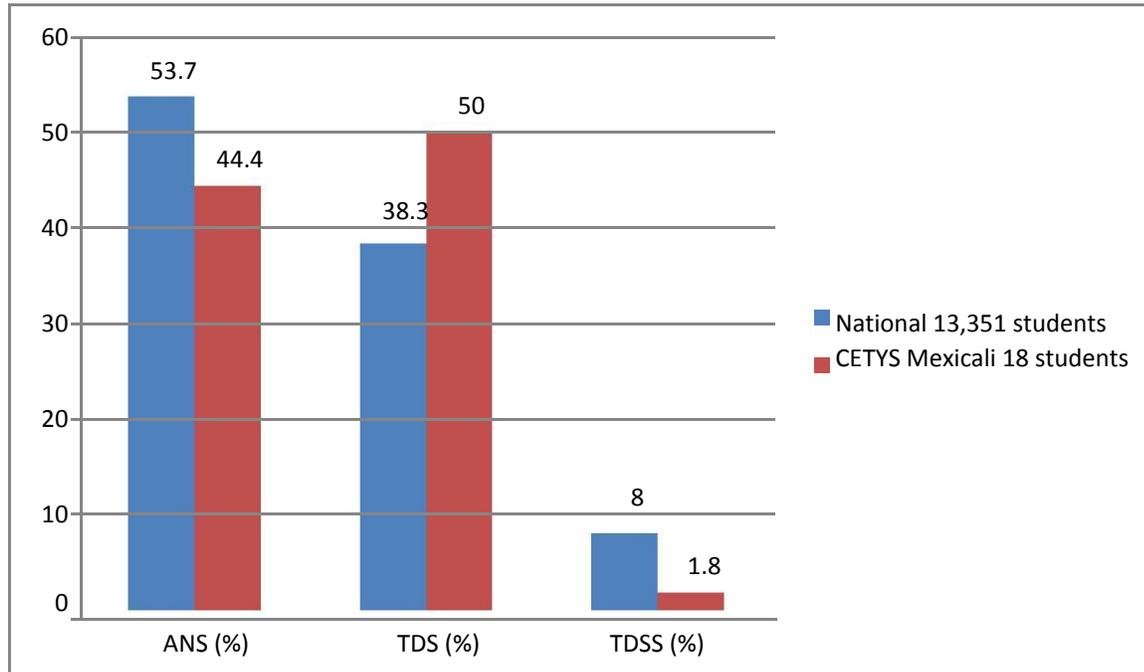
Table 2 shows that, just like in 2011, CETYS University's students performed better than the national average. As for the examinees with Satisfactory and Outstanding testimony, there was a result of 55.6% which represents an increase of 1.8% over 2011 results and of 9.3% compared to the national average. There remains a concern that a percentage close to 50% of the examinees of HEIs in Mexico are obtaining testimony of Still Unsatisfactory, for which we will proceed as explained in the previous paragraph dedicated to the results of 2011.

Table 3 shows the overall results of the EGEL test from generations of graduates from Tijuana campus in 2012:

Table 3. - Comparison of CETYS overall results and national average 2012

Tijuana's 2012 EGEL Results
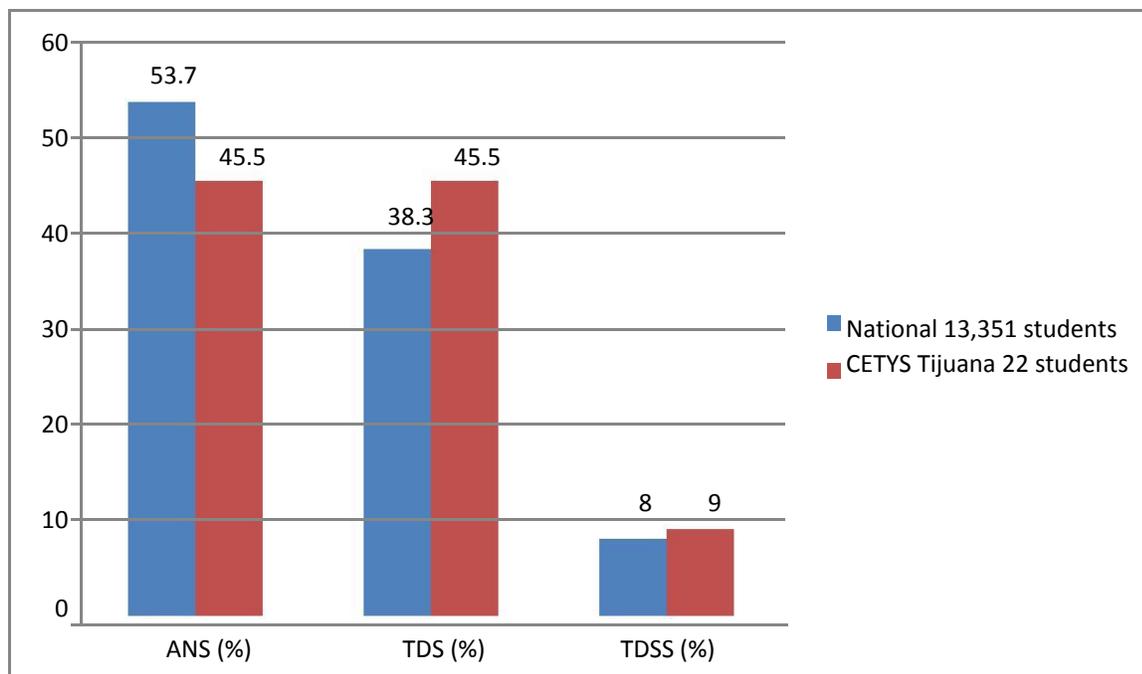
It is noteworthy that the results obtained by the examinees of CETYS University campus Tijuana and Mexicali are very similar, which indicates that there is a consistency in teaching and in the attachment to the contents of the course programs. 54.5% of the examinees obtained Satisfactory and Outstanding testimony, against 46.3% of the national average.

Below is a comparison of the results of the test per majors of the EGEL exam by generations of graduates from Mexicali campus and the national average in 2011 and 2012:

Table 8. - Comparative of the EGEL test's results by major between CETYS University and the 2011 national average.

EGEL 2011			
Areas of the EGEL	**Testimony**	**National (%)**	**CETYS Mexicali (%)**
Organizational and Quality management Area	ANS	43	**38.5**
	DS	**45.2**	38.5
	DSS	11.8	**23.0**
Finance administration area	ANS	**53**	57.7
	DS	41.9	**42.3**
	DSS	**5.1**	0.0
Marketing management area	ANS	43.1	**38.5**

	DS	47.8	**53.8**
	DSS	**9.1**	7.7
Human resources management area	ANS	37.4	**34.6**
	DS	**51.5**	34.6
	DSS	11.1	**30.8**

Table 8 shows that CETYS students outperformed the national average in the areas of Organizational management and Quality management, Marketing and Human resources. Moreover, in the area of financial management the national average yields better results than CETYS University. The percentage of CETYS University examinees with testimony is Still Unsatisfactory is of 57.7% and no examinee received an Outstanding testimony.

With regard to these results, the advisory system in the areas where students have more weakness was strengthened since the year 2012, such as:

• Finance
• Mathematics
• Investment Project

Table 9. - Comparative EGEL test results by major between CETYS University and the 2012 national average.

EGEL 2012			
EGEL areas	**Testimony**	**National (%)**	**CETYS Mexicali (%)**
Organizational and Quality management Area	ANS	43.6	**38.9**
	DS	45.2	**55.6**
	DSS	**11.2**	5.6
Finance administration area	ANS	59.6	**50.0**
	DS	35.8	**50.0**
	DSS	**4.6**	0.0
Marketing management area	ANS	**46.5**	61.1
	DS	**46**	33.3
	DSS	**7.5**	5.6
Human resources management area	ANS	40	**27.8**
	DS	49.2	**61.1**
	DSS	10.7	**11.1**

As seen in Table 9, the area of Finance Management yields better results than the previous year of 2011, with 50% of the examinees with Satisfactory performance and decreasing by 7.7% compared to the examinees with Still unsatisfactory testimony, compared to 2011.

The areas of Organizational Management and Quality Management and Human Resources show better results than the national average as in 2011. However, the Marketing Management area scored lower compared to 2011 and the national average.

Preliminary research indicates that only two of the 11 examinees who obtained not satisfactory results in the Marketing Management area were enrolled in the marketing major, additionally four examinees who completed the same specialty obtained a Satisfactory testimony.

Preliminarily, the above-mentioned data suggests the need to strengthen the knowledge in the area of marketing, especially for those students who do not choose this major, but it is necessary that the academy conducts a further study to determine the causes of the unfavorable results in the Marketing Management area EGEL generation exam 2012.

Table 10. - Comparative EGEL test results by major between CETYS University and the 2012 national average.

EGEL 2012			
EGEL areas	Testimony	National (%)	CETYS Mexicali (%)
Organizational and Quality management Area	ANS	43.6	**36.4**
	DS	45.2	**50.0**
	DSS	**11.2**	13.6
Finance administration area	ANS	59.6	**68.02**
	DS	35.8	**31.8**
	DSS	**4.6**	0.0
Marketing management area	ANS	**46.5**	27.3
	DS	**46**	63.6
	DSS	**7.5**	34.0
Human resources management area	ANS	40	**22.7**
	DS	49.2	**54.5**
	DSS	10.7	**22.7**

In Finance Management, students of CETYS University campus Tijuana have underperformed the national average, so, as an immediate measure, CETYS decided to strengthen the students with advice mainly in finance and mathematics.

Academia needs to conduct an investigation to determine the causes of unfavorable results in the area of Financial Management on 2012 EGEL exam.

Student Portfolios:

Student portfolios are another instrument used for learning assessment. They provide detailed information on student learning.

It is important to mention that the LAN program is relatively new, the learning assessment activities began in the period of October-December 2012.

The LAN academy asks professors to help achieve one or more of the LAN's RAPAs, in the phases of introduction, reinforcement or evaluation.

Below is the methodology:

With the purpose that they used homogeneous criteria in the evaluation, it was determined that portfolios will have the following requirements:

1. Student Information and subject.

2. Learning Outcomes of the subject.

3. Description of the Learning Product (in some subjects it is possible that a single product covers all the learning outcomes of the course).

4. The rubric used to grade the final project.

5. Feedback to the student.

It is noteworthy that all portfolios should be available in the My Campus Portal within the Electronic Portfolio.

For purposes of displaying the learning assessment results in this self-study through portfolios, a cut was made in the assessment so that the results contemplated the trimesters of October-December of 2012 and January to March 2013.

Table 11 shows the five subjects that met 5 criteria and the ones used for the learning assessment:

Table 11. – Subjects that could be assessed

#	Name	Trimester	RAPA	Level	Period
1	Entrepreneur development	9º	1 & 4	Reinforcement	Oct. – Dec. 2012
2	Market research interpretation	11º	1 & 4	Introduction	Oct. – Dec. 2012
3	Integrating project	12º	1, 2, 3 & 4	Evaluation	Oct. – Dec. 2012
4	Financial	1º	1	Reinforcement	Jan. – March

	accounting			t	2013
5	Fiscal framework	5⁰	1 & 4	Reinforcement	Jan. – March 2013
7	Administrative accounting	5⁰	1, 3 & 4	Reinforcement	Jan. – March 2013

Professors from each subject performed the evaluation of portfolios using quantitative and qualitative criteria. To this end we applied an instrument that assessed the degree of compliance of each analyzed subject with the Learning Outcomes, according to a scale consisting of four levels: outstanding, satisfactory, sufficient and insufficient.

MEASUREMENT RESULTS OF RAPA # 4: "At the end of their academic program, the students will be able to interpret market research using the results to identify business opportunities and make decisions".

Trimester	Total students subject to assessment	Without scale	Insufficient	Sufficient	Improvable	Outstanding
October-December 2012 Tijuana	7	0	0	0	3	4
January-March 2013 Mexicali	12	0	0	4	8	0
April-June 2013 Mexicali	23	4	0	4	13	2
Totals	42	4	0	8	24	6
%	100%	9.5%	0	19%	57%	14.5%

RAPA # 1 ASSESSMENT RESULTS "At the end of their academic program, the student will be able to formulate a business plan for a business of interest"

Quarter	Students subject to assessment	Without scale	Insufficient	Sufficient	Improvable	Outstanding
Oct-Dec. 2012 Mexicali-Tijuana	27	2	0	4	14	7
Jan-Mar. 2013	14	0	1	0	2	11

Mexicali					
Apr-Jun. 2013 Mexicali	32	5	0	4	16	7
Totals	73	7	1	8	32	25
%	100%	9.6%	1.4%	11%	44%	34%

According to the results shown in the tables above you can see that no student received failing grade, 19% sufficient, 57% improvable and 14.5% outstanding. This leads to the conclusion that learning for the RAPA 4 "Interpretation of market research" is being achieved mainly in an improvable level. It is noteworthy that the level "improvable" corresponds to grades of 8.00 to 8.99.

In relation to RAPA 1 "Formulate business plan," also concludes that learning is being achieved. In this case the proportion of students with failing grade is 1.4%, second 34% achieved outstanding rating, 44% and 11% improved enough. Noteworthy that a third of students have obtained the highest grades.

It's necessary to identify the causes that led to students learning at this level of RAPA 4, in order to implement the best practices in other RAPA's.

Analysis of retention and program completion rates: for purposes of analyzing student retention and their completion rates, the following criteria were considered:

> • Retention is measured in the first and second year. The years 2008, 2009 and 2010 were considered for the analysis for Mexicali campus. In Tijuana campus, the years considered for analysis were 2009 and 2010.

> • The completion rate is measured on the third, fourth and fifth year. Since the first generation entered in the summer of 2008, the years 2008, 2009 and 2010 were considered for analysis of Mexicali campus. In Tijuana campus the first generation entered in the summer of 2009 so the years 2009 and 2010 were considered for analysis.

The data obtained in regards to retention and completion rates in Mexicali campus are shown in Table 12, while results for Tijuana campus are presented in Table 13.

Table 12.- Retention and completion rates from Mexicali campus

Mexicali Campus	2008-3	%	2008-4	%	2009-1	%	2009-2	%	2009-3	%	2009-4	%	2010-1	%	2010-2	%	2010-3	%	2010-4	%	2008-2010 Averages
NI	19	100%	19	100%	20	100%	9	100%	6	100%	12	100%	9	100%	2	100%	7	100%	14	100%	
1st year retention	11	58%	11	58%	10	50%	4	44%	5	83%	7	58%	5	56%	2	100%	3	43%	4	29%	58%
2nd year retention	10	53%	11	58%	10	50%	0	0%	5	83%	7	58%	3	33%	1	50%	1	14%	2	14%	41%
3rd year Graduates	8	42%	6	32%	9	45%	0	0%	4	67%	4	33%	5	56%	1	50%	0	0%	1	7%	33%
4th year Graduates	0	0%	3	16%	0	0%	1	11%	0	0%	2	17%	0	0%	0	0%	1	25%	0	0%	7%

Table 13.- Retention and Completion rates from Tijuana campus

Tijuana Campus	2009-3	%	2009-4	%	2010-1	%	2010-2	%	2010-3	%	2010 Average		2009-es
NI	16	100%	19	100%	6	100%	10	100%	10	100%	10	100%	
1st year retention	9	56%	13	68%	4	67%	6	60%	7	70%			64%
2nd year retention	7	44%	13	68%	4	67%	4	40%	6	60%			56%
3rd year Graduates	6	38%	9	47%	2	33%	2	20%	5	50%			38%
4th year Graduates	0	0%	1	5%	0	0%	0	0%	0	0%			1%

Regarding to retention it can be seen that Campus Mexicali reported good results as the average retention of students in freshman year (in 2008-2010) was 58 %, while the average retention the second year was 47%. Tijuana shows better results than Mexicali with an average retention rate for the first year of 64%. On average retention for the second year, this Campus was laid up 9 percentage points from Mexicali. The academy considers important to increase retention levels for both campuses placing more emphasis on campus Mexicali. Some actions have been found to increase retention such as:

- Promote Tutoring Programs.
- Adapt the schedules of services provided by psychologists (test application of learning styles and study skills, counseling, etc.) Make available for LAN students CEDE's services and create workshops on flexible schedules for them.
- Promote the creation of voluntary groups of study: by the professor.
- Consider extra class advisory hours that can be enough so that student can improve their knowledge during the quarter.
- Manage financial support to enable the student to continue and to complete their undergraduate studies (Institutional Educational Credit Scholarship for Academic Achievement)
- Offer online subjects: start with subjects that are shared with some traditional professional program. It is important to consider that there are certain subjects that by their nature cannot be studied in this way. Prior to the implementation of the online courses it would be necessary to train the student in the use of TIC's for further pilot testing in order to determine the feasibility of this modality.

As for terminal efficiency can be seen in the Mexicali campus 33% of students graduating in the third year while 7% do so until the fourth year. The Tijuana campus 38% of students graduating in the third year and 1% in the fourth year makes.

Graduates of the program and the analysis of their professional development and employability: CETYS University, through the Office of Institutional Effectiveness, conducts a study once a year of the graduates from the bachelor. It's main objective is to understand and analyze the employment situation of graduates from the various bachelors offered in CETYS University.

The objectives to be achieved in this study are:

- Know general data

- Know the type and level of employment among graduates

- Know the characteristics of employment from graduates after graduation and a year later.

In order to achieve these objectives and to reflect in the best way the employment situation of graduates one year after their graduation, we designed an instrument which consists of the following sections:

- General characteristics of the graduate

- Access to employment

- Work experience

- Characteristics of the company where the student works

- Curricular Details

Another study is conducted upon graduation from the LAN and it has the following objectives:

- Know the job situation in students who are candidates to graduate from the LAN during the semester June / July.

- Characterize the type of employment and business.

- Know the causes of unemployment.

- Know the expectations of further study and future employment prospects.

To achieve this study, CETYS developed an instrument where questions are structured in terms of objectives.

To date, the study of performance and employability applied by the Institutional effectiveness Management has not been performed with graduates of the LAN, however the Academy has asked the head of the Effectiveness Department that the study includes the LAN graduates from the second half of 2013. The study should be adapted to the profile of the graduates of the LAN, which are adults who are already employed and the information that the academy considers important to collect on their performance in working life is different from what is needed for young people graduating from traditional bachelors.

Graduate profile: To date, 8 generations have graduated with a total of 48 graduates. The first generation graduated in the third quarter of 2011, while the latter graduated in June 2013.

To analyze the information of the LANs graduates, the study will consider generations who graduated in 2011, 2012 and the second quarter of 2013.

Table 14 shows the most relevant data for the self-study:

Table 14. - Highlights of graduates from the LAN

ATTRIBUTE	2011	2012	2013	2011-2013
Total graduates	26	14	8	48
Gender				
Male	16	7	3	54%
Female	10	7	5	46%
Age range				
24-29	1	1	1	6%
30-34	6	4	1	23%
35-39	8	2	1	23%
40-44	5	5	3	27%
45-49	4	1	1	13%
Over 50	2	1	1	8%
Grade average in the LAN				
70-79	0	0	0	0%
80-89	7	4	3	29%
90-100	19	10	5	71%
EGEL results				
Without testimony	12	7	1	42%
Satisfactory	9	6	6	43%
Outstanding	5	1	1	15%
Scholarship				
Received a scholarship	15	9	2	54%
Did not receive a scholarship	11	5	6	46%
Work Situation				
Currently working	26	14	8	100%
Does not work	0	0	0	0%

As mentioned in the paragraph at the bottom of Table 13, the Academy has asked the Institutional Effectiveness Department to conduct a study to LAN graduates who graduated one year ago of the Bachelor to ask them about their employment status, if they have improved in their jobs, if having a degree has benefited them, the views of employers, etc.. The Academy will work with the Institutional Effectiveness department so that the survey that is currently used for traditional program graduates is adapted to the profile of the graduates of the LAN.

Results of the survey of student satisfaction: As part of the efforts for continuous improvement each semester the department of Research and evaluation from CETYS University applies a satisfaction survey to its students which measures the following:

- Services

- Facilities

- Attention

Below are the results of the survey conducted during the first half of 2013:

Mexicali Campus

1. Services

The services were evaluated in GOOD in general, they found an opportunity for improvement in the wireless Internet and library service .

2. Facilities

They were evaluated as REGULAR in general, scoring low in the parking, mobile classrooms and cafeteria.

3. LAN coordination

Students evaluated their coordinator overall as EXCELLENT.

4. Qualitative aspects

- 39% of students in the LAN found that there is some deficiency or problem in CETYS; mainly, they mention the facilities (parking, classrooms, library), services (facilities, parking, online payments, Department of English) and attention (LAN coord., English department, credit).

- 94% who say they feel proud to belong to CETYS is mainly due to academic quality, for its prestige, because he thinks he has the best level and care and the opportunities it represents.

- Students find that CETYS gives them, unlike other schools in this evaluation, mainly and in order of importance: academic quality, personal attention from professors, for prestige and for the opportunities it gives you.

5. Satisfaction

- Overall, students rated the campus with an average from 1 to 10 with a 8.7 rating. Showing a 96% of high satisfaction this mainly because they are happy with what they receive, for the attention and service.

- Their dissatisfaction, 4%, is mainly due to the fact that they think should improve student support.

<u>Tijuana Campus:</u>

1. Services

Services were generally evaluated as GOOD, low scores were found in the following service: wi-fi connection, library service, educational credit service, electronic consultation within the Library, Blackboard service and website.

2. Facilities

They are evaluated as EXCELLENT in general; none of the variables was evaluated with a negative factor.

3. LAN Coordinator

Students evaluated their coordinator as GOOD, regarding the service that they provide to students.

4. Qualitative aspects

> • 51% of the LAN students think that there is some lack or problem in CETYS, mainly in services (facilities, parking, online payments, English Department, Library); they require more support and to be taken into account as well as more communication and organization.

> • 4% of students do not feel proud to belong to CETYS; this because they consider pride as a matter of personal achievement.

> • 93% feel proud to belong to the institution primarily for academic quality, prestige, they think CETYS has the best level and attention as they think it is the best or one of the best schools.

> • Students find that CETYS, unlike other schools, gives them in order of importance: increased academic quality, prestige, personal attention from professors, more opportunities and values.

5. Satisfaction

> • Overall, students rated the campus in a range of 1 to 10 with an average of 9. 86% showed high satisfaction, this mainly because they are happy with what they get, they think it's okay and they like the services.

> • Their 14% of dissatisfaction is mainly due to the attention from the professors and the lack of information.

2.1.4 Professors

Faculty that supports this program are members of the College of Business and Management in the Tijuana and Mexicali campuses. Full-time faculty were involved in

the development of the syllabi and are currently, in addition to teaching classes at the Undergraduate Degree Program, offering tutoring to students. In addition, the Bachelor's in Business Management has the support of adjunct faculty who share their work experience with the student in the classroom.

Additional Full-Time faculty for this program will emerge from the 2020 CETYS Plan itself, which will invest more resources in the hiring of new faculty.

Below you will find the distribution of full-time and part-time professors supporting the program:

Type of Faculty	Mexicali	Tijuana
Full-time	3	3
Part-time	3	1
Total	**6**	**4**

There are currently six full-time faculty members who routinely teach courses in this program. These professors have supported this program from the start by collaborating in its curricular design, in selecting bibliography, in determining methods of evaluation, in promoting the program itself, and above all with their humanist profile of personalized service to all students.

In any given quarter about 30% of offered courses are taught by full time faculty and the rest by adjunct professors. This proportion contributes to the quality of education combining the academic part in which the full-time faculty are experts, and the practical application of the expertise that adjunct faculty bring from their working experience in the labor field.

Currently 6 full-time faculty members from the college of business and management teach and provide tutoring for students of this program.

The maximum number of students that a Full-Time professor can manage as a tutor or advisor is 26; given the maturity and professional experience of the students in this undergraduate program, group tutoring/advising is effectively used.

Productivity of full-time professors: Out of the six full-time professors from the LAN, three of them have done research and they have some publications within their curriculum in refereed journals and newspapers.

Dr. Juan Francisco González Bermúdez:

- PhD thesis: Latin America's Poverty
- Publication: Reflections on individualism and collectivism: individual and collective leader.

- Publication: Notes on the neoliberal model: the position of employers and human values.
- Publication: ABC Keynes model-neoliberal monetarism.
- Publication: Around the sale of state enterprises and business profit.

Mtra. María Eugenia Corella:

- Master: Corporate Finance
- Publication: "The Participation of Commercial Banking in Microfinance: Latin America's case."

Dr. Guadalupe Sánchez Vélez:

- Doctoral dissertation: Risks and Opportunities in the Foreign Exchange Market
- Publication "The Participation of Commercial Banking in Microfinance: Latin America's case."

Professors that investigate and expand the knowledge generated in the research topic, help strengthen the research culture in the institution, on the other hand, students have the opportunity to develop and strengthen their research skills by interacting with professors who had investigated.

Through the Business Competitiveness Center, professors, students and community members can work on research projects that contribute to the resolution of problems inherent in Baja California and its region without leaving aside national and global impact research projects.

In the CETYS University System Research Institutional Plan published in fall 2012 presents a number of effectiveness indicators to measure and rate the performance of the Centers of Excellence for research productivity and produce research results. These annual operating indicators consider the following:

• Number of investigations initiated (NII).

• Number of investigations completed (NIC) on schedule.

• Amount of external funds gained to finance research activities (FIE).

• Number of publications (NPI).

• Number of participating students for the research project (NEPI).

• Number of researchers from the National Research System of CONACYT (NSNI).

• An Indicator to evaluate the learning achieved by students in the RAI Information Literacy for Research in reference to an institutional goal (CRAII).

Evaluation of full-time and adjunct professors: Assessment that applies to LAN professors is similar to that applied to the Graduate programs, as students of both programs have a similar profile, are working adults, the class hours are few in proportion to hours of independent work by the student, the professor acts as a facilitator of learning taking into account previous experience of allowing students in the classroom participation generates more enriching collective knowledge.

Moreover, the method of teaching and learning Andrology used in adult learners is different from teaching used with traditional racing youth. Wherefore LAN professors cannot be assessed with the same instrument that evaluates the traditional programs professors.

Instructor performance, including teaching effectiveness, is evaluated by the Program's Coordination at the end of every quarter. The assessment instrument is a 16-item questionnaire which addresses the professor's knowledge of the subject matter, ability to teach, and willingness to motivate students to use library resources such as electronic documents.

100% of instructors are evaluated in every course they teach. The evaluation takes place on week 9 of the quarter. Once the results have been processed, they are discussed with the instructor.

General information regarding the evaluation is shared at the quarterly professors' meeting with the Program's coordination for improvement purposes. On a 1-5 points scale, when the average professor is equal to or greater than 4 points does not apply any corrective action, when the average is 3 to 3.99 points improvement actions are defined and implemented. Follow up is carried out to ensure the required improvement is reached.

Trend of the evaluation of full-time and adjunct professors: Below are the statistics of the results from the professor's assessment for the 2011-2012 period in Mexicali campus:

2011

Subject	
Maximum	5.00
Minimum	3.70
Average	4.55

Adjunct	
Maximum	4.92
Minimum	4.01
Average	4.53

2012

Subject	
Maximum	5.00
Minimum	2.86
Average	4.54

Adjunct	
Maximum	4.90
Minimum	4.46
Average	4.68

Full-time	
Maximum	5.00
Minimum	4.10
Average	4.65

Full-time	
Maximum	4.98
Minimum	4.16
Average	4.63

2011			2012	
Average	4.56954		Average	4.6

Below are statistics of the results from the professor assessment for the 2011-2012 period from Tijuana campus:

2011

2012

Subject	
Maximum	5.00
Minimum	2.95
Average	4.44

Subject	
Maximum	5.00
Minimum	2.86
Average	4.54

Adjunct	
Maximum	4.60
Minimum	4.52
Average	4.56

Adjunct	
Maximum	4.90
Minimum	4.46
Average	4.68

Full-time	
Maximum	5.00
Minimum	4.10
Average	4.65

Full-time	
Maximum	4.91
Minimum	4.49
Average	4.75

Average 2012	4.6

Average 2011	4.58

According to the results of the professor's evaluation, both Mexicali campus and Tijuana campus maintain an average of 4.6 points out of the 5 points maximum from the evaluation.

The full-time faculty shows the highest rating, 4.67 points, while on average the adjunct professors were graded on average with 4.52 points out of 5 points. In both cases the performance level perceived by the student professors is "good" to "excellent", the difference is not significant in professor evaluation.

Training professors: Due to the need to contribute to the operation of the Educational model of CETYS University, the Comprehensive training program for professors started in the period of 2008-2020, which is targeted for higher education full time, part-time and adjunct professors. This program aims to develop skills needed from the professor to comply with CETYS professor profile.

The Program integrates the following areas of training:

A. Professional Development.

B. Professor training.

C. Technological training.

D. Values training.

E. Cultural training and healthy lifestyle.

A. Professional Development

The Professional Development area refers to the group of knowledge and skills that professors from CETYS must acquire and strengthen through graduate studies, specialties or obtaining degrees in the field of knowledge in their professional practice.

B. Professor Training

The Professor Training area focuses on actions that lead a professor to understand, improve and develop skills of the learning-centered model of the institution, through programs and courses that train the professors into a CETYS professor.

C. Technology Training.

The area of Technology Training wants the professor to keep updated and develop skills and abilities in areas related to the use of educational technology and information resources in order to strengthen and improve their practice in the classroom. It provides the professor with the understanding of all the educational possibilities offered by technology (media and platforms) to be incorporated in the design of activities from each course programs.

D. Values Training.

The area of Values Training is in charge of the development and implementation of values as well as the contribution of emotional development from the professor; all in compliance with the institutional educational philosophy, which identifies the person rather than the professional, and the Mission, where they mention moral capacity.

E. Cultural training and healthy lifestyle.

The area of cultural training and healthy lifestyle completes the comprehensive education of the professor, referring to the promotion of body care, health and appreciation of art, beauty and of the word.

CETYS Professor Certification (CDC)

The Professor Certification program from CETYS aims at verifying the proficiency levels of the professor's performance of the five areas described above. The issuance of the professor's certificate involves a prior evaluation process, by which the verification of performance evidence and knowledge of the candidates is done. To achieve the CDC, professors must invest 430 hours in training. Table 15 shows the distribution of hours by area and levels .

Table 15. Hour distribution by areas and levels.

	Hours per area				
	Pedagogy	**Technological**	**Values**	**Cultural**	**Total**
1 Level	70	20	30	20	140
2 Level	100	40	0	0	140
3 Level	30	120	0	0	150
Total Hours	200	180	30	20	430

Information Literacy Program

In regards to the promotion of the information culture of CETYS, the Information Center and the Center for Development and Academic Improvement (CDMA) developed an Information Literacy Program. The first generation of this program graduated in April 2009.

The objective of the program is to promote information literacy within CETYS professors, so that they can acquire the skills to identify, locate, retrieve and analyze information found in different formats such as primary tools in the teaching process.

Table 16 shows the different modules comprising the information literacy program and the hours spent on each module and the mode in which they are taught.

Table 16. Information Literacy Program

Modules	Learning Outcomes	Total Hours	Mode
I. Profiles of the Information Society.	Analysis of the impact of information technology in education.	20	In-person, distance
II. - Conceptualizing Information Literacy	Review ACRL- ALA standards to guide the professor in the implementation of information technologies in academic programs.	10	In-person, distance
III. - Information Organization	Present the professor with the concepts and applications of information through a variety of methods and formats of information storage.	20	In-person, distance
IV. - Search and Retrieval of information	Focus the professor in the process of information retrieval through the use of tools and reliable information that allows an efficient search of information.	20	In-person, distance
V. - Use of Technology	Develop the skills demanded by new technologies.	20	In-person
VI.- Analysis, synthesis and Information communication.	Acquire skills and techniques that enable the development of skills related to the analysis, synthesis, organization and use of information.	30	In-person
	TOTAL DE HORAS	**120**	

This program consists of 6 modules with a total of 120 hours. These hours offer the possibility to be attended in person or distance according to the needs and schedules of the professors.

The program is available for full-time faculty, part -time, adjunct and associates that are currently working on the institution in any of the three Colleges (Business and Administration, Social Sciences and Humanities and Engineering).

Table 17 shows a list of the participation of CETYS professors from the first generation, corresponding to the period of the first half of 2009 to the first half of 2011.

Table 17. Professors by Campus and College

	ENSENADA				MEXICALI				TIJUANA				Total
	B&A	SC&H	ENG	Total	B&A	SC&H	ENG	Total	B&A	SC&H	ENG	Total	
Professors with less than 50% of the modules completed.	12	2	8	**22**	8	6	6	**20**	20	12	14	**46**	**88**
Professors with more than 50% of the modules completed.	11	2	5	**18**	4	1	1	**6**	4	3	3	**10**	**34**
Professors with 100% of the modules completed.	4	0	0	**4**	4	5	3	**12**	3	4	2	**9**	**25**
Total number of professors enrolled in the first generation.	**27**	**4**	**13**	**44**	**16**	**12**	**10**	**38**	**27**	**19**	**19**	**65**	**147**

B&A = Management and Business

SC&H= Social Sciences and Humanities

ENG = Engineering

The first generation had 147 professors who were enrolled, divided as follows:

    a. College of Business & Administration: **70**

    b. College of Social Sciences & Humanities: **35**

    c. College of Engineering: **42**

Comparing the total number of professors enrolled (147) with the number of professors who have completed the program (25), an efficiency of 17% is obtained at the system level. It is noteworthy that 11 participants in the program, 44% of the total, belong to the

College of Business & Administration, which is part of the Business & Administration Program.

2.2 The evidence of the viability and sustainability of the program

2.2.1 Demand of the program

Trend of the incoming student population (5-8 year period):

Year	2013	2014	2015	2016	2017	2018	2019	2020
Mexicali Campus	46	73	76	79	82	85	89	92
Tijuana Campus	50	73	77	81	84	86	92	99
Total student enrollment	96	146	153	160	166	171	181	191

We can see that both Tijuana's and Mexicali's campus has projected an increase in the new enrollment of 4%. In the case of campus Mexicali as part of the improvement actions, has hired an exclusive sponsor of the program, this with the intention of increasing the enrollment of new entrants. On Tijuana campus there is already the figure of the promoter which significantly boosted results in the registration of new entrants.
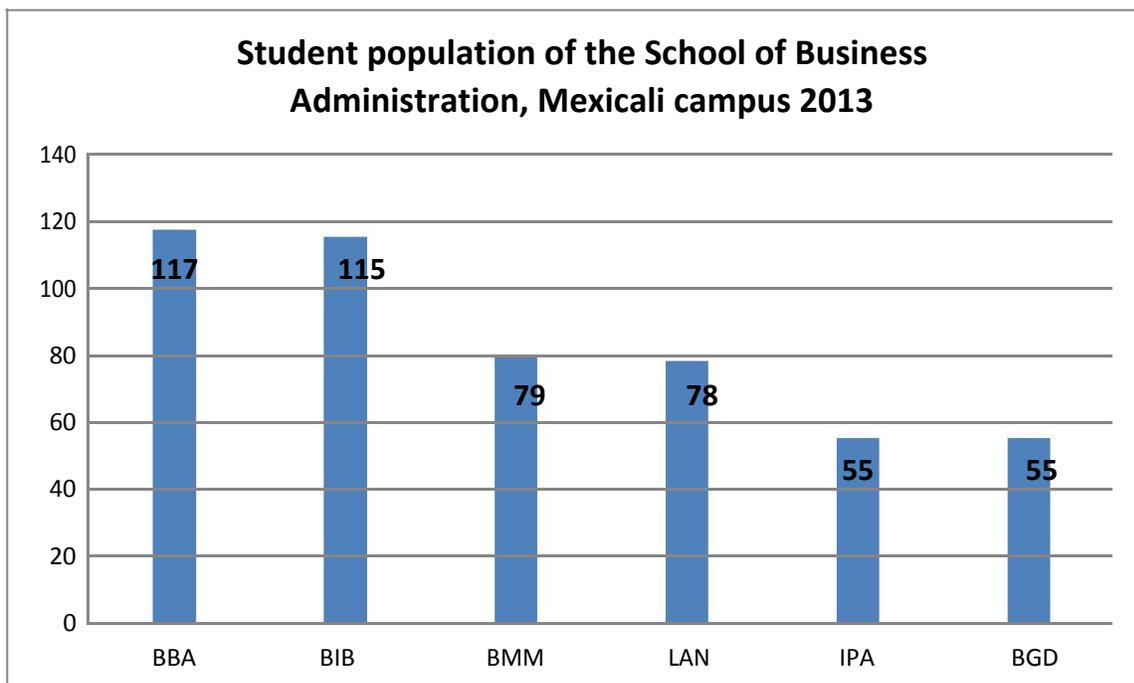

Below is the comparative of the current student population of new entrants and re-enrollment programs of the School of Business and Management (Mexicali campus)

Below is the comparative of the current student population of new enrollment re-enrollment programs of the School of Business and Management (Tijuana campus):

Student population of the School of Business Administration, Tijuana campus 2013

BBA: 66
BIB: 205
BMM: 69
LAN: 112
IPA: 56
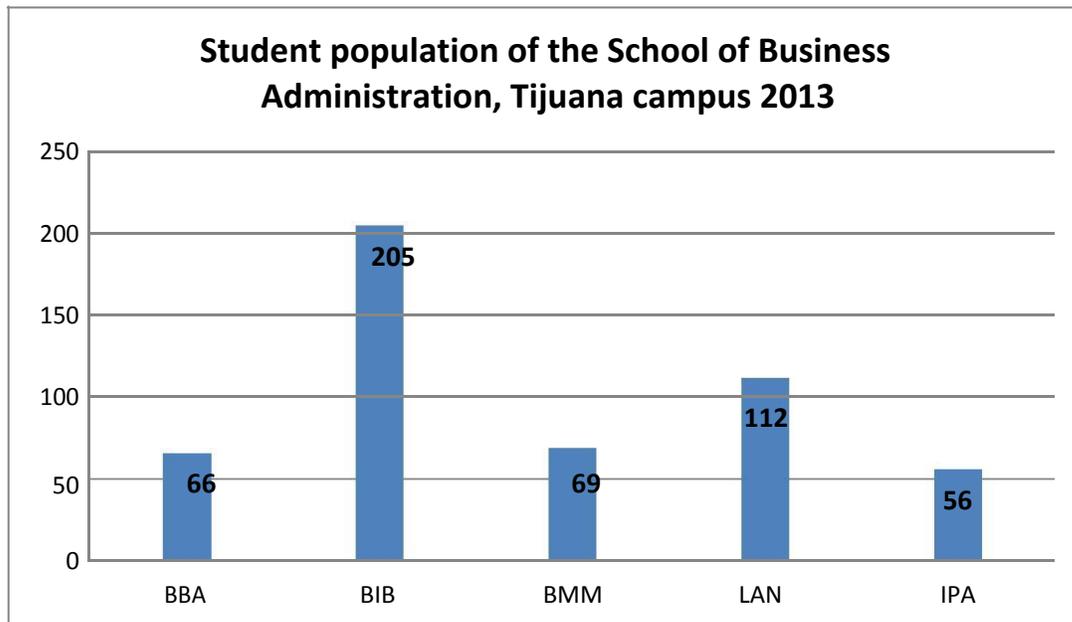
Below is the trend of the incoming student population and re-enrollment programs in the School of Business Management (Mexicali campus):

Student Population Projection 2014-2020, Mexicali campus.

Legend: IPA, BBA, BMM, BIB, BGD, LAN

X-axis: 2014-2, 2015-2, 2016-2, 2017-2, 2018-2, 2019-2
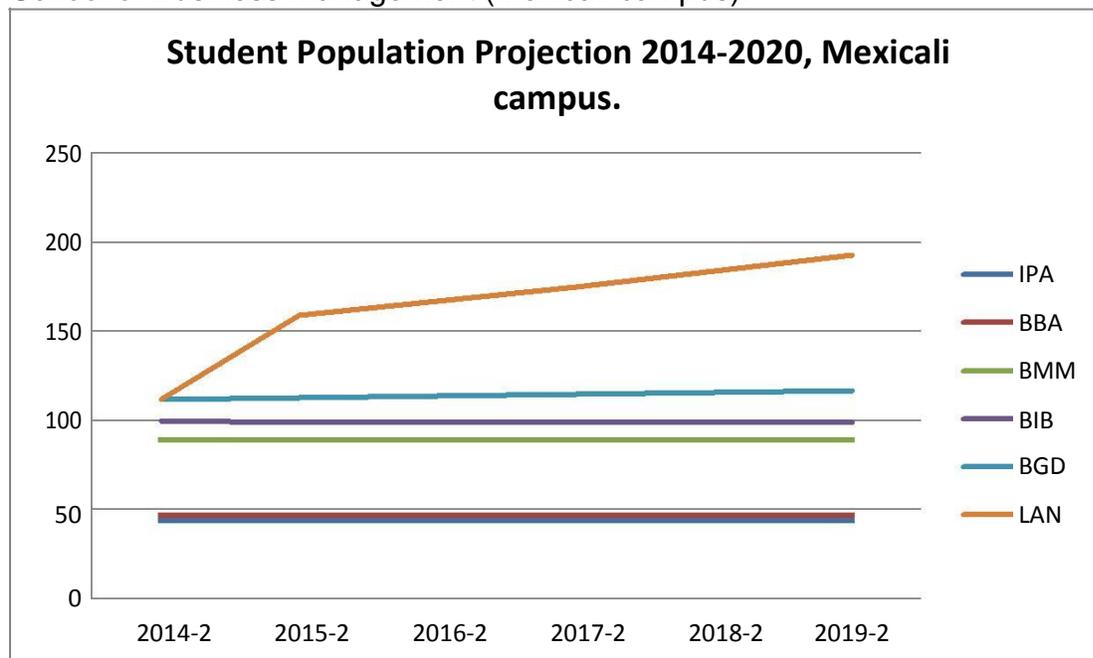
Below is the tendency of the incoming student population and re-entry programs of the School of Business and Management Tijuana campus:

Student Population Projection 2014-2020, Tijuana campus.
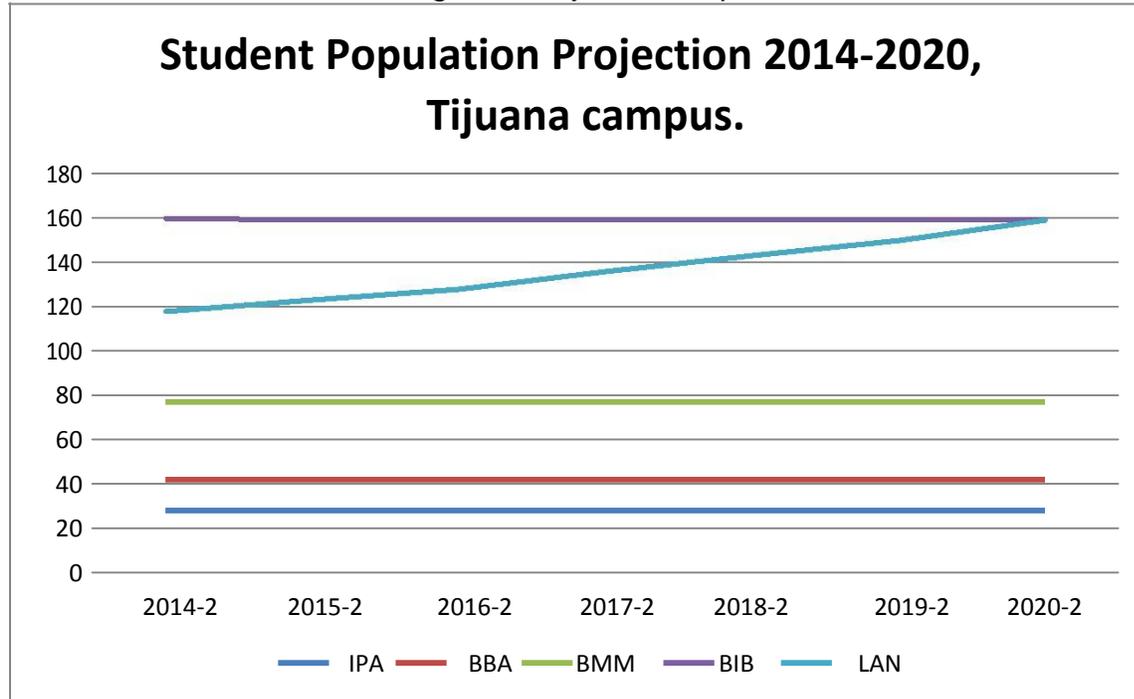
The LAN strategic value for the College of Business and Management is that it is the first CETYS program that caters adults over age 24 who wish to study for a degree, thereby reaching a segment of the population that had not been addressed and thus contribute to the mission of CETYS University.

The success of this program will replicate the model in other degrees. To date, 50 professionals have graduated from this program which are engaged in productive activities in business, industry and government in the region.

2.2.2 Allocation of resources

Full-time faculty: age, sex, academic degree, workload and curriculum coverage: for purposes of analyzing the corresponding information for the profile of a LAN professor, only the years 2011-2012 are considered. Here are the details:

Average age of the faculty:

Año	Mexicali	Tijuana
2008	45	N/A*
2009	40	37
2010	42	41
2011	42	43
2012	40	47

• The Bachelor was offered in Tijuana until July of 2009.

Average years of experience:

Year	Mexicali	Tijuana
2008	3	N/A**
2009	6	9
2010	6	9
2011	6	8
2012	5	9

• The Bachelor was offered in Tijuana until July of 2009.

Academic Degree of the Professors:

	Mexicali		Tijuana	
	2011	**2012**	**2011**	**2012**
Master	83%	86%	60%	74%
Bachelor	9%	8%	27%	14%
Doctorate	9%	5%	3%	6%

Professors Classification:

	Mexicali		Tijuana	
	2011	**2012**	**2011**	**2012**
Subject	57%	65%	76%	77%
Adjunct	14%	14%	6%	7%
Full-time	17%	22%	18%	16%

Professors Curriculum coverage:

	Mexicali		Tijuana	
	2011	**2012**	**2011**	**2012**
Master	80%	88%	32%	74%
Bachelor	7%	9%	66%	21%
Doctorate	13%	3%	2%	6%

	Mexicali		Tijuana	
	2011	**2012**	**2011**	**2012**
Subject	51%	65%	76%	77%
Adjunct	16%	17%	6%	7%
Full-	33%	18%	18%	16%

time					

According to the data shown in the tables above, it can be concluded that on average, in Mexicali campus, 80% of the courses were covered by professors with Master's degree, while 8 % were covered by professors with Doctorate. Regarding Tijuana campus, on average, 50% of the courses were covered by professors with a Master, while 42 % were covered by professors with a BA. Following the strategic objective 1 of CETYS 2020 Plan, will seek to promote a high-level academic staff training by increasing the number of professors with master's and doctorate. They seek to reduce the percentage of groups covered by professors with Bachelor and thereby increase the percentage of courses covered by professors with Masters and /or PhD.

In relation to the academic degree achieved by professors, it can be assumed that in Mexicali campus about 90% of the professors have Master's degree and about 7% have a PhD.

In the case of Tijuana campus about 75% of professors have a Master's degree, while 4% have a PhD.

One area of opportunity that is noticeable is the low percentage of full-time professors that the LAN has, in the case of Mexicali on average 20% of these are full-time while the rest is distributed among subject and adjunct professors.

In regards to Tijuana campus, on average 17% of these are full-time while the rest is distributed among subject and adjunct professors.

Research areas of the program and its relationship to the formation lines of the program: To strengthen its educational offering in the field of Management, Engineering, Humanities and Social Sciences, both at the undergraduate and graduate levels, the institution has incorporated actions to strengthen its research function: identification of institutional research lines , hiring more full-time faculty with doctoral degrees (94% of the equivalent full-time faculty has a master's degrees and /or PhD), formulation of a corporate budget for research (with an emphasis on applied), integration of a commission responsible for issuing calls for research , reviewing research proposals, recruiting staff with ability to manage public funds for research, establishment of a program for doctoral training, implementation of various centers and institutes for research (Economic Development Center, Center for Humanism and Values, Center for Aid and Psychology Counseling), having presence and participation in the Joint Funds of Baja California for research projects and keep track of the research projects (RENIECYT

CETYS' research is aimed at generating and gaining knowledge through theoretical , methodological , technical and practical tools to explore real and objective phenomena, starting from those that occur locally, along with nationals, but without forgetting those

whose impact is global, transforming them into solutions to specific issues in the institution, locally and regionally.

For a better ordering, a more current and complete regulation, as well as a better organizational structure that encourages and promotes the development of research and strengthen their culture, the CETYS Institutional Research Plan was elaborated which aims to guide the research actions, in its various forms (institutional and academic) that the institution performs as part of its CETYS 2020 Plan and its Mission. This plan covers the experiences and best practices from the 2005-2010 fiscal years. In addition to aligning the current strategic plan, this plan is consistent with the statute and the regulations of the institution.

CETYS 2020 Plan indicated the creation of three centers of excellence, one for each of the three colleges that make up the academic structure of the institution:

• Center for Business Competitiveness (College of Business and Administration [Cayn]).

• Center for Design and Innovation (College of Engineering [CING]).

• Center for Human and Social Development (College of Humanities and Social Sciences [CCSYH]).

Research activities of the institution will be organized through these three centers. Its conceptualization, regulations, and strategic management are under the responsibility of the Academic Vice President and College Dean. The centers are responsibilities of the Campus, through the Departments of Schools and Academic Directors.

Research areas from the Business Competitiveness Center.

The learning community associated with this center, reviewed the development trends of the various business sectors of the 5 municipalities of the state of Baja California, the behavior of business interactions with the neighboring states of Mexico and the United States of America, as well as strengths, weaknesses, threats and opportunities in these sectors. It reached the conclusion that the research lines that are congruent with the mission of the center and that can influence the development of these sectors are:

a. Entrepreneur Development and family business development. (The student education in this area is through the subjects of Entrepreneur development, SMEs and franchises Management)

b. Business intelligence and logistics. (The student education in this area is through the subjects of Investment Project, Consumer behavior, fiscal framework, production systems management, banking and financial services)

c. Economic growth and competitiveness. (The student education in this area is through the subjects of Globalization and Economic Development, Economics, Organizational development and change management, Human behavior in the organization)

These lines of research are consistent with the missions of the graduate and undergraduate academic programs of the College of Business & Administration and the aspirations and goals of CETYS 2020Plan.

Student-Professor ratio: The ratio is 26 students per faculty. There is no requirement set by CACECA (the Mexican accrediting agency that accredits this type of programs) related to this type of ratio.

Student services and support: Available services for students in this program are provided and or managed by the program coordinators. Their work is to assist students and refer them to the areas that can help them with specific needs (advising, information literacy, financial aid, counseling, etc.). Once the need of the student is identified, he/she is referred to the appropriate department.

The student service and support is given by the coordination of the program, in the case of LAN the institution decided that the operation of the program must be done by Continuing Education department because of their experience in working with adults. Satisfaction surveys administered to students the following results on the question of the care provided by coordination; for Mexicali campus: 71% excellent and 20% good, Tijuana: 30% excellent and 38% good.

Student support services of this program are the same that are available for all bachelor's degree academic programs.

Academic counseling program: Currently 6 full-time faculty members from the college of business and management teach and provide tutoring for students of this program on both campuses.

The maximum number of students that a Full-Time professor can manage as a tutor or advisor is 26; given the maturity and professional experience of the students in this undergraduate program, group tutoring/advising is effectively used.

Tutoring: As in other undergraduate degree programs that CETYS University offers, academic tutoring and advising are provided on a continuous and on as-needed basis for all students.

Support from faculty is available in a personalized way and via technology (Blackboard). Full time faculty and staff provide a level of service comparable to that of the other degree programs of the College of Business and Management in both the Mexicali and Tijuana campuses. In addition, the CETYS 2020 development plan contemplates hiring professors with doctoral degrees. This will increase student -faculty ratio and will provide faculty more time to dedicate for tutoring services students.

Student orientation: Orientation and study skills workshops are carried out by the program coordinators.
Welcome and orientation process

The following topics are covered in such meeting: Foundation of the institution, mission, and its vision and values, as well as its educational model. Introduction and mission of the undergraduate program and the extracurricular activities such as Internship.

The student is also trained to use the Database to access articles and e-books from the Library, and Blackboard.

Financial support: Guidance and information on options for financial support for this program is provided by the corresponding coordinators in each campus.

CETYS University accepts the following financial support available for students at the undergraduate program level:

1. Student loans from the government of Baja California.
2. Student loans from Banco Santander.
3. 20% discount to employees who work in companies that have agreements with the institution. This also includes state government employees.
4. Beca del 10% de descuento a egresados de algún programa escolarizado de CETYS Universidad.
5. Beca laboral de 100% a empleados de CETYS Universidad.
6. Crédito Free Application Federal Student Aid (FAFSA).

CETYS University promotes and supports business scholarships. A total of 31 students are currently receiving a scholarship or financial aid by their employers, this number represents 41% of current enrollment.

Student life: Services and support provided by the student affairs department are:

The formation and development of an inter-institutional space that displays a set of actions which contribute to the holistic education and the strengthening of the socio-cultural, sports, and community environment, by acting in close coordination with the academic bodies for the achievement of the objectives and the institutional learning outcomes, as well as a sense of belonging to CETYS.
A list of departments that provide services to students and promote co-curricular activities, follows:

I. Foster representative sports, cultural, social, and academic groups.

1.1 Support to Representative Artistic groups of CETYS:
  • Contratiempo (Off-beat) Orchestra,

  • Jazz Dance "Entere la "C,"

  • Theater "Aristófanes"

  • Rondalla (musical group).

1.2 Actions in support of the community.

• Campaign in favor of Annual Collection of the Red Cross.

• UNIRED Program, support for natural disasters.
• Fund raisings to support NGO's, orphanages, nursing homes, etc.

II. Promote internal sports and cultural activities where students can participate

2.1 Cultural Workshops Offered:
• Singing and Vocalization

• Painting

• Plastic Arts

• Chess

• Jazz Dance

• Digital Photography

• Film Appreciation.

1.2 Cultural exhibits of art created by students, faculty, and local artists.
• Musical concerts by students and faculty

• Literary Presentations

• Painting and photography exhibits.

1.3 Organization of internal sports tournaments:
• Soccer
• Softball
• Football 7
• Basketball
• Baseball
•Individual sports

II.   Foster student leisure activities.

2.1. Celebration of students´ day (event called "Time Out").
2.2 CETYS' Queen election campaign.

III. Promote healthy lifestyles

3.1 Offer physical fitness classes each semester.

3.2 100% assistance for students requesting first-aid service.

3.3 Maintain the campus free of traffic and consumption of legal and illegal drugs, preventive program, workshops and lectures of responsible lifestyles, and the application of doping tests.

Community Service: Community service is a means by which the student volunteers work with target population as part of his/her professional development; it is a way of thanking the society for the benefit received through one´s educational experience.

In 1945, the federal government established this service as a requirement for obtaining an undergraduate degree in accordance to the provisions of the Regulatory Law from the 5th Constitutional Article concerning the exercise of the Professions in Mexico, and by giving the educational institutions the power to create their own internal rules and regulations without contravening the above mentioned rules and regulations.

CETYS University has its own internal rules and regulations (art. 6) which deal with community service and its requirements.

See evidence #2- CETYS University's Community Service Rules and Regulations.

Information technology and resources

Library: The Library has a working schedule from Monday to Friday from 7 am to 10 pm, and on Saturdays from 9 am to 2 pm. In terms of available personnel it has 6 people for check out, and return of printed materials divided in two shifts to cover the whole day with a person that they report to; 1 person in charge of magazines, newspapers, and electronic resources with a mixed schedule from 8 am to 1 pm and from 3 pm to 6 pm to provide service for both shifts. There are also 3 people in charge of the technical process of material requested by the faculty in a schedule from 7 am to 3 pm; 2 people in charge of the Resource Center for Learning and Research (CRAI), and 1 person for the historical archive; all of them report to the Library Director.

A library induction is provided to new admission students and faculty where they are given instruction in the proper use of the catalog and electronic resources, as well as an explanation of how to locate books on the shelves, policies for checking out materials, and the use of individual and group learning spaces: group study cubicles, individual cubicles, and reading halls.

In addition to the above, one hour classes are given on the specific use of databases specialized in a particular discipline, the use of APA type quotes, as well as in the use of printed resources available in the library; all of this at the request of the professor, and for this we have a Training Hall with a capacity of 30 persons, and the Electronic Hall. No additional library and information resources are deemed necessary for this program.

The Library at CETYS University has 56,277 printed volumes, including 3,031 audiovisual materials (videos and compact discs), as well as 220 titles of newspapers

and printed magazines; these can be verified through the online catalog, which can be accessed via the main home page of CETYS (http://www.cetys.mx/) and the library page (http://www.cetys.mx/?page=351).

To facilitate the teaching and learning process, the library has an available service of 24 hours 7 days a week through different electronic resources in full text. There are 168,172 e-books, in both English and Spanish, as well as 20 databases from different disciplines that include thousands of academic journals, all of them accessible through the Library web page (http://bibliotecadigital.cetys.mx/); its access outside CETYS is through an account and a password that is provided to our students once they are registered.

In addition, there is an automated system called Altair (http://altair.cetys.mx) through which the user, either student or faculty, can consult the available materials on the library from any computer with Internet access; likewise, he/she can find out about the books and audiovisual materials that he/she has checked out, and to make renewals of the books from his/her home or office without the need of going to the library or handing in the materials.

Each semester the library's responsible sends to the program coordinator a request for the new library materials needed to be purchased according to the requests of professors to keep the bibliography and the number of copies required for the number of students.

The library has an Electronic Hall with 40 computers so students and faculty can query the Altair (catalog) system such as the Digital Library (e-books and databases). All articles found can be printed from any computer; written papers or presentations can be prepared with the Office software.

Training in information systems: The information literacy competencies are summarized in the institutional learning outcome 2 which refers to continuous learning. It is established that upon graduation of the academic program, the student will be able to search for and analyze information independently and in a team. The student will also be able to identify opportunities and solve problems with this information. The library staff continually reinforces the acquisition of these competencies through their training services.

The library staff offers new students training for the development of information skills where they are taught to use the library information systems such as databases, catalog of materials, etc. Additional to this training, students reinforce what has been acquired in such training in all the courses the student searches for and obtains information, to have him/her evaluate it, and to have him/her use it in the solution of problems. These information skills can be evaluated through research work produced by students throughout their undergraduate program studies.

Available technology to support learning and research: Recently, the bandwidth was increased to 200 Mbps at the CETYS University Mexicali campus, which means an increase of approximately 500% in Internet connection speed; in addition, the wireless

network has been replaced with new technology equipment. This benefits directly the student community and all those Internet users within the institution. These increased connection speed allows for greater density of users, i.e. more devices connected to the network. Occasionally, a person brings various devices such as a laptop, iPad or Smart-Phone and they connect to the wireless network saturating the access to the service; however, this new equipment will allow a greater number of students to be able to connect to the Internet.

Students have a fast and effective service to download the multimedia academic content that may be required, either within classes or to carry out an assignment.

See evidence #3: Inventory of technology resources facilities

There is no need for additional physical resources for this program.
Below is the inventory of the physical resources needed to support the program:

Campus	Classroom	Labs/ Workshops	Computer centers	Offices
Mexicali	91	21	13	98
Tijuana	61	10	6	48
Total system	152	31	19	146

Staff

Administrative staff supporting the program:

Area	Service	Personnel	Telephone
CETYS System Continuing Education	Workshops for orientation of new admission students and the operation of the undergraduate program. Accompanying the student in the process of their academic development.	Samuel Díaz Hermosillo	(686)567-3765
Registrar	Service in the enrollment process, development of procedures for equivalent credits and /or transfer of credits, data updating, internship, student drop-outs, study, etc.	Mexicali Campus: Sergio Jiménez Molinares	(686)567-3747
		Tijuana Campus: Juan Manuel Peña Herrera	(664) 903-1861

Library	Provide a space available for learning, library orientation, access to bibliographic, physical, and electronic material, reserve books, interlibrary loan, loan of technological equipment, newspaper library, computer room, historical archive, wireless Internet, various databases, photocopying, etc.	Mexicali Campus: Armando Robles Reyes	(686)567-3715
		Tijuana Campus: Rubén Martínez Rocha	(664)903-1871
Information & Technology	Operation of the videoconferencing system, Blackboard administration (creation of courses, student registration), operation of closed circuit in the campus, filming of academic events, transferring or digitalization of information (VCR to CD or DVD), technological tutoring and training in Blackboard, creation of video tutorials	Mexicali Campus: Marco Peña Luna	(686)567-3768
	videoconferencing system and web conference, video editing, Microsoft Office, and other multimedia edition systems. Computer labs with technical support, acquisition of software licenses, and training and consulting in the use of technology.	Tijuana Campus: Daniel Moctezuma Canchola	(664) 903-1810
Stationary	Photocopying services, procurement of teaching materials, etc.	Mexicali Campus: María Elena Preciado Moreno	(686) 567-3776
		Tijuana Campus: Alejandra Guerrero Amaro	(664) 903-1840
Collection and Credit Department	Information and guidance on options for financial support.	Mexicali Campus: Mercedes Soo Michel	(686)567-3858
		Tijuana Campus: Cecilia De La	(664) 903-1842

		Torre Galván	
Student Development Center	Personal support, educational guidance, psychological guidance, holistic development projects.	Mexicali Campus: Francisco Chávez López	(686)567-3804
		Tijuana Campus: Gustavo Gil González Fernández	9664)-903-1820
Entrepreneurial Center	Advice on the preparation of the business plan, training in various areas of management and business, training courses, personalized specialized consulting, preparing market research surveys, corporate image design for new companies, equipped offices and meeting rooms, visits to companies and their logistics, and linking with financial aid.	Mexicali Campos: Lisette Salgado Patiño	(686)567-3898
		Tijuana Campus: Lisette Salgado Patiño	(664) 903-1860
Student Affairs Department	Promote sports, cultural, social and academic teams, promote internal sports and cultural activities where students can participate, promote student leisure activities, and foster healthy life styles.	Mexicali Campus: Jorge Barraza Avitia	(686) 567-3756
		Tijuana Campus: Yvonne Valenzuela Arballo	(664) 903-1869

Financial Resources

Operating Budget:

See Evidence 4: Operating Budget

3. Review of the educational effectiveness of the program

3.1 Accreditations of the program and recommendations made by the accrediting bodies:

So far, the program has no accreditations. Currently, it is seeking approval by the Accreditation Council for Business Schools and Programs (ACBSP).

In June of 2012, the LAN obtained the approval by WASC. WASC committee conducted a comprehensive review of the program and its operation through a document (Sub-change), both on Mexicali campus and on Tijuana campus. Following such review a teleconference was held to clear any doubts from WASC committee.

Finally, the Substantive change action report (see Annex 5) by WASC was received to notify the approval of the program, make some recommendations and acknowledge those aspects of satisfactory performance.

See Evidence 5: Substantive change action report

4. Summary of final thoughts:

4.1 Educational capacity.
This section answers the following questions:
What does the program need to achieve its goals and objectives?
What is the program still lacking?

4.1.1. Mission, Vision

4.1.1.1 Comparative analysis of the mission, vision and values

Observation:

The Academy believes that although the three missions and visions are aligned, the academic processes are not experiencing the humanist concept, value system and culture that CETYS promotes.

Recommendation:

Thus, the academy recommends reinforcing these concepts through actions that lead to practice the promotion that CETYS makes of these concepts.

Improvement action:

1. Organize academic and extracurricular activities which develop attitudes and values that form part of the institutional culture.

2. Include activities that lead to experiencing and transmitting these values and attitudes in the institution, which are present in student and professors life and in the behavior of all the people working in the institution in the program's biannual planning.

3. Form a committee to organize activities involving all the schools that make up the institution so that the value system is experiential.

4. That there is a value institutionally to practice in each of the months of the school year through corresponding activities.

4.1.2 Goals and Strategies:

Observation:

There is no strategic plan from the LAN program aligned to the institutional development plan.

Recommendation:

Identify the goals that must be contained in a short , medium and long term plan that allows the program to achieve its effectiveness.

Improvement action:

Design a development plan that establishes strategies to consolidate further integration with the context where the program belongs, making the development of new models of education possible, modernization of teaching and learning as well as the redesign of the curriculum.

4.2 Academic processes facilities/information systems and regulations.
4.2.1 Academic processes:

Regarding the academic processes, we can make the following observations, recommendations and actions for improvement.

4.2.1.1. Professor evaluation

Observation:

The Academy believes that the professor evaluation should not rest solely on the assessment of students since objectivity can be lost.

The Academy believes that professor evaluation should not be excluded from the Institutional Professors Evaluating System.

The professor evaluation instrument only assesses aspects related to the effectiveness and attention of the professor.

Recommendations:

1. It is recommended that professor evaluation is tripartite.

2. It is not recommended to use the same professor evaluation instrument currently used by the institution for traditional bachelors because in the opinion of the Academy, it must be revised and amended.

3. The professor evaluation should join the Institutional Professors Evaluation System and be operated by the Human Resources department.

4. The evaluation instrument should include academic aspects and curricular effectiveness.

Improvement action:

That 100% of the professor's evaluation is distributed by 40% the student's opinion, 20% of the observation of professor performance by the timing of the bachelor's coordination and 20% as a professor's self-assessment using a questionnaire that answers the questions the coordination deems appropriate for the purpose.

That a professor evaluation instrument is designed according to what is essential to assess (academic, curricular and professor effectiveness aspects) and regarding the design of it, be clearer, more objective, etc..

4.2.1.2 Monitoring Alumni.

4.2.1.2.1 Employment and Employability:

Observation:

The LAN program is not included in the list of programs to which they apply, through the department of Institutional Effectiveness, the employment survey to candidates for graduation. Thus there is not a survey adapted to the profile of the LAN's student that can provide significant results for the employment of graduates.

Once you know the type and level of employment of graduates, as well as the characteristics of their jobs, a follow-up should be given to this information.

Recommendation:

That the LAN is included in the list of programs to which they apply, through the department of Institutional Effectiveness, the employment survey to candidates for graduation.

The academy recommends that you use this information to identify the factors to review in the curriculum that will guide the necessary changes for the student to obtain the updated profile to meet the requirements of employers.

Improvement action:

That a meeting with employers , students, professors and administrators of the institution is held to apply a tool to determine the needs of employers and identify relevant improvements or changes to the bachelor program so that the graduate meets the graduate profile that the business demands.

Held a meeting with the person responsible for Institutional Effectiveness department to present the LAN student's profile; this in order to work on the development of an employment survey by this department.

4.2.1.2.2 Graduate satisfaction.
Observation:

Currently there is no instrument or means to know the satisfaction level of the LAN graduate.

During the first half of 2013 the first meeting with graduates from the institution was held.

Recommendation:

That an instrument is designed and applied to determine the level of satisfaction that our graduates have upon graduation.

Further promotion of the relationship from the Alumni with the institution.

Improvement action:

That through the Graduate department, an instrument is designed and implemented to determine the level of satisfaction that our students have upon graduation.

Further promotion through events organized by the Association of Professional Alumni, of the Alumni relationship with the institution.

4.2.1.3 Student learning assessment.

4.2.1.3.1 EGEL review (external assessment)

Observation:

The EGEL test results by knowledge area and by generation show that the performance scale with the highest percentage is the **Still Unsatisfactory.**

CETYS only has one date to implement the EGEL exam from CENEVAL.

Recommendation:

Establish measures to raise the rates on the performance scales to a SATISFACTORY and OUTSTANDING level.

Improvement action:

1. Include within the requirements for certification, that in addition to the presentation of the EGEL exam, this is credited with at least a scale of satisfactory performance.

2. During the bachelor, promote student interest to prepare for the presentation of the exam, highlighting the importance of achieving a satisfactory and/or outstanding level, thus showing consistency between the quality of the program, the graduate profile and institutional assessment that appears in the school department.

3. That a confrontation between the topics of examination from the EGEL is done in order to confront them and align them so that the student has the necessary knowledge at the time of the exam.

4. Teaching an EGEL workshop as exam preparation or regular counseling sessions for each of the areas of the review.

5. That professors of different courses prepare their exams similarly to the EGEL questions (critical thinking). This in order that the student is familiar with this type of questions when they have the EGEL exam.

4.2.1.3.2 Program Learning Outcomes.

(Internal Measurement)

Observation:

The results shown on the learning assessment that appear in the SICU (CETYS Information System) show a deficiency in the assessment process.

Recommendation:

Ensure that the measurement process was performed properly in order to gather the data generated by the institutional reports as reliable sources of information to support the analysis and interpretation of numerical data and show the levels of learning assessment achieved by the student.

Improvement action:

1. Empower the coordination to enlist in the PEI (Institutional Electronic Portfolio) the projects that will be assessed.

2. Designing assessment tools consistent with the criteria under which the student's work will be evaluated.

3. Create a folder that contains the assessment tools used for each RAPA, so that professors who are to perform the assessment process have these available to apply them consistently.

4. That a training on learning assessment is included in the induction program for professors where they provide the information and dates of the plan they belong to.

4.2.1.4 Certification Process.
Observation:

1. One of the requirements for graduation is to take the EGEL exam, not to pass it.

2. The student's social service disregards the reality of students in terms of time and financial resources available.

3. The institution does not offer a graduation ceremony for students who graduate in the September and December quarters.

Recommendation:

1. Add the passing of the EGEL exam as a requirement for graduation.

2. Search for real and practical ways for the realization of the social service.

3. Implement a final graduation ceremony for those students who graduate in September and December.

Improvement action:

1. Include a satisfactory result on the EGEL exam as a requirement in the student regulations.

2. Conduct a student survey to identify viable options for the social service, consistent with the characteristics and needs of students in managerial programs .

4.2.2 Facilities, information systems and management personnel holding the program.

Observation:

1. Regarding facilities, the LAN does not have its own infrastructure.

2. The information systems are institutional and shared with other bachelors, high school, graduate studies and continuing education.

3. With regard to administrative staff supporting the program, it shows that it does not have the same administrative structure.

Recommendation:

1. Find alternatives so that the LAN students are not so scattered.

2. Assign a private space for the exclusive use of the LAN that has the information technologies that students require.

3. Standardize Tijuana Campus with the operational and administrative structure of the LAN.

Improvement action:

1. Assign a physical space with classrooms and computing areas.

2. That Tijuana Campus has an assigned coordinator with the same functions as the one in Mexicali Campus.

3. Design an administrative scheme to include functions and job descriptions from the staff, enough to provide adequate care and program administration.

4.2.3 Regulations

Observation:

There are cases not covered by the regulation of students.

Recommendation:

To review the students manual.

Improvement action:

1. Integrating an article in the regulation making it mandatory for students to acquire the health insurance offered by the institution or demonstrate that they have other equivalent insurance in force. In case the student does not have insurance and does not wish to get it, he shall sign a letter where the student expresses their refusal to purchase it, gives his motives and declare the institution free from any liability in case of accident.

2. Integrating an article in the regulation stating that new students must submit with the admission test, a diagnostic test of English; the result will define whether the student has or not the level of English proficiency required. In case it does not meet the standards, the student must comply with the recommendations of the coordination of the program in order to meet this requirement.

3. Integrating an article in the regulation establishing the possibility that students can take subjects in between quarters as permitted, either because they have not passed these subjects or because they wish to take them in advance.

4. Establish disciplinary sanctions applicable to Article 42 which speaks of the offenses and for those that are not indicated.

5. Establish the validity of the regulation.

4.3 Curriculum and professors:
4.3.1 Curriculum.

Observation:

1. Regarding the curriculum, the Academy believes that the sequence of some subjects can be improved.

2. As for the criteria for evaluating the subjects, the academy believes that the minimum value to be given to the final written evaluations should be increased since they believe 35% is very low.

3. Some students do not have the basic knowledge and skills of the TIC'S.

4. As for the viability of the program, 11% of the candidates to enter the Bachelor of Business Management are not accredited, 53% are conditioned and 36% are approved.

5. Regarding the renewal and / or equivalence of study, it shows that the percentage of matching the content of at least 60% is not enough, especially since there is the factor of the time that has passed since the student had the subject at the time, until the date of going to the LAN.

6. The LAN program does not considers internationalization.

7. The LAN calendar has some space in between quarters to open summer courses.

8. The subject of Research methodology is considered as basic and of support for other subjects so it should not be located until the 8th quarter.

Recommendation:

1. Divide the Financial accounting subject in two quarters.

2. Relocate the subject of Costs.

3. Relocate the subject of Research methodology.

4. Increase the percentage value of the final evaluation.

5. Provide basic training in the use of ICT 'S.

6. Considering that conditioned students represent over 50% of tuition, leveling is recommended in the necessary aspects to comply with the profile of the bachelor degree.

7. To increase the percentage of comparison and establish a maximum period of time since the student studied the subjects previously.

8. The subject of Costs must precede the Administrative accounting subject.

9. Find alternatives for students of the LAN to have the same opportunities of internationalization than the rest of the other bachelors. Or adapt some activities so that the hue of internationalization is an option for students.

10. Consider the possibility of offering summer courses in between quarters.

Improvement action:

1. Create the Financial accounting I subject that includes basic theoretical introduction, which allow the student to acquire the basic knowledge to get the input profile for the second quarter in which it is necessary to create the Financial accounting II subject. In this way the freshmen have time to adjust to their return to school and get the skills required in the second quarter.

2 . Locate on the curricular map the costs subject in the fifth quarter and the Administrative accounting in the sixth.

3 . It is necessary to update the thematic content at least every two years.

4 . That the percentage value of the final evaluations is at least 50%.

5 . Include adequate training in the induction program of ICT 'S.

6 . Provide courses for specific areas of knowledge in which students were conditioned in the admission test.

7 . Increase to 75% the percentage of comparison and that the deadline of having studied the subject does not exceed 5 years.

8 . Teach subjects in English, academic exchange, summer visitors, double diplomas, among others.

9. Making it obligatory to accredit the English language..

10 . Conduct a survey to determine the interest and demand for quarterly summer courses.

4.3.2 Professors

Observation:

1. Full-time and part-time professors from traditional bachelor degrees are also considered to support the LAN program.

2 . The benefits and financial rewards of the LAN professors are not aligned with the policies of the traditional degree.

3 . Not all the LAN professors apply the same criteria to group.

4 . There is integration from the LAN professors to the institutional professor training programs.

5 . The LAN is not considered as a program with which professors from the School of Business Management can complete their class hours workload.

Recommendation:

1. That the LAN has its own professors.

2 . Improve professor compensation.

3 . Define and standardize criteria to preserve the quality of education that distinguishes the institution.

4 . Consider the LAN professors in the professor training programs.

Improvement action:

1. Hire full-time professors who are trained and have experience both professionally and in Andragogy.

2 . Award bonuses based on professor performance as evaluated by the student, LAN's coordination and the professors self-assessment.

3 . Holding a meeting prior to the start of each quarter with the aim of unifying criteria and work policies, regulations, classroom behavior and other guidelines that professors should observe in students to ensure educational quality.

4 . Integrate in the LAN's budget an allocation for the institutional professor training programs and activities of the College of business and administration.

4.4. Educational effectiveness
What does effectiveness depends on?

What is missing to make it work?

 4.4.1 Learning

In this sense it is necessary to analyze the learning outcomes through the reports appearing in the electronic portfolio which show the extent to which students achieved an outstanding scale, improvable, sufficient or insufficient scale.

RAPA # 1 ASSESSMENT RESULTS "At the end of their academic program, the student will be able to formulate a business plan for a business of interest"

Quarter	Students subject to assessment	Without scale	Insufficient	Sufficient	Improvable	Outstanding

Oct-Dec. 2012 Mexicali-Tijuana	27	2	0	4	14	7
Jan-Mar. 2013 Mexicali	14	0	1	0	2	11
Apr-Jun. 2013 Mexicali	32	5	0	4	16	7
Totals	73	7	1	8	32	25
%	100%	9.6%	1.4%	11%	44%	34%

Based on the above-mentioned numerical results we conclude that 57% of the projects presented by the students meet a Sufficient level, as the professor expects the student to display a viable business plan, otherwise the Professor grades the student with Insufficient. These results prove that the topics of the programs allow the student to acquire the expected learning through the theory and practice at the classroom.

RAPA # 4 ASSESSMENT RESULTS "At the end of their academic program, the students will be able to interpret a market research using the results to identify business opportunities and make decisions"

Quarter	Students subject to assessment	Without scale	Insufficient	Sufficient	Improvable	Outstanding
Oct-Dec. 2012 Mexicali-Tijuana	7	0	0	0	3	4
Jan-Mar. 2013 Mexicali	12	0	0	4	8	0
Apr-Jun. 2013 Mexicali	23	4	0	4	13	2
Totals	42	4	0	8	24	6
%	100%	9.5%	0	19%	57%	14.5%

Based on previous numerical results it is concluded that 71.5 % of the projects presented by the students meet with a sufficient level, as the professor expects the student to show a market study applicable to a company, otherwise the professor grades the student development as insufficient. With the above it is found that the topics of the program allow the student to acquire the expected learning through the theory and practice at the classroom.

Observation:

1. There are RAPA 'S measured correctly but with errors present in the PEI (Institutional Electronic Portfolio)

2 . Some professors do not finish on time their learning assessment process.

3 . There is no institutional survey to assess the perception that the students have of their own learning.

Recommendation:

1. That the institution is responsible for training the professors who are making an assessment for the first time.

2 . Educate the full-time faculty member about the importance and compliance in a timely manner and the assessment of learning activities.

3 . Monitor the professor.

4 . Facilitate the student's perception of their learning.

Improvement Action:

1. Empower the bachelor coordinator so that he/she can access the professor's PEI and terminates or correct their assessment processes by supporting the professor.

2 . The institution should develop a learning assessment training program where days , hours , responsible , involved, etc. are established.

3 . Develop a tool that allows students to locate their own learning level.

4.4.2 Retention and terminal efficiency

With regard to the retention and completion rates both Mexicali and Tijuana Campus statistical data show the following:

In Mexicali it is observed that the retention rate trend is significantly decreased by 42% for the first year, by 59 % for the second, and 68 % for the third year.

Tijuana shows the same tendency to decreased retention; in the first year it decreased by 36 % , second 44% and third year of 62%.

Observation:

There is a need to increase retention and completion rates among students.

Recommendation:

1. Enhance the training in the use of the Blackboard platform both in students and professors.

2 . Strengthen the design of activities using Blackboard including evaluations. 3 .

Strengthen the development of the competency-based model.

4 . Promote greater use of library resources.

5 . Make CEDE services available to LAN students.

6 . Promote formation voluntary group studies.

7 . Contemplate extra-class hours, enough for the student to increase their knowledge during the quarter.

8 . Manage financial support to enable the student to continue to complete their undergraduate studies.

9. Offer some online subjects.

Improvement action:

1. Reinforce the use of the Blackboard platform in students through the professor through activities on the platform.

2 . Strengthen the development of activities that compliment learning through classroom performance, reducing with this the independent workload for the student.

3 . Promote with the student the option to take subjects under the competency-based model.

4 . Promote greater use of library resources by the activities requested by professors.

5 . Make CEDE services available to students: Extend hours of services provided by psychologists (test application of learning styles and study skills, counseling, etc.) and scheduling workshops to support students.

6 . Promote the formation of voluntary groups of study: through the professor and in the frame of the course. Another option is through the induction workshop to university life.

7 . Contemplate Extra class hours, enough for the student to improve their knowledge during the quarter.

8 . Manage financial support to enable the student to continue to complete their undergraduate studies (institutional educational Credit, scholarship for academic achievement).

9. Offer some subjects online: start with subjects that are shared with some traditional professional bachelor. It is important to consider that there are certain subjects that by nature cannot be studied in this manner. Prior to the implementation of the online mode,

it would be necessary to train the student in the use of TICs for further pilot testing in order to determine the feasibility of this modality.

4.5 Goals of population
4.5.1 Trend and population projection.

Trend of the student population at the end of each period.

STUDENTS	2008	2009	2010	2011	2012
Mexicali	35	52	55	79	60
Tijuana	0	31	73	93	87
Total	35	83	128	172	147
increase		48	45	44	(25)

NEW STUDENTS PROJECTION

Year	2013	2014	2015	2016	2017	2018	2019	2020
Mexicali Campus	46	73	76	79	82	85	89	92
Tijuana Campus	50	73	77	81	84	86	92	99
Total student enrollment	96	146	153	160	166	171	181	191
increase		50	7	7	6	5	10	10

Observation:

The first table shows how the student population has been sustained without showing a significant increase, while the second table shows the new entrants and we can see how the projection for 2014 represents a challenge to sustain in the coming years, which show a steady and proportional increase.

Recommendation:

1. Check feasible increase in new revenue by 2014.

2 . Review strategies to promote the bachelor.

Improvement action:

1. Locate the LAN on CETYS webpage within the professional educational offerings.

2 . Create possible partnerships with feeder companies.

3 . Hire enough developers that have expertise in adult bachelor degrees.

4 . Offer the double diploma from CITY U as an attractive bonus for the LAN.

5 . Include the assistance to distinguished professorships in the program's subjects.

6 . Have a manager obtain financing and grants to facilitate the interested student to know the different options to enter the bachelor degree. The work of this promoter must be coordinated with the developer of the degree as a way to offer the entire process.

4.6 Student satisfaction
Observation:

There is a dissatisfaction from students, which is due in part to the lack of information regarding:

1. Facilities in general.

2 . Services and schedules (CEDE , payments, school

). 3 . Content of the subjects and their corresponding

time. 4 . Wi-Fi.

5 . Library service, electronic library consultation, Blackboard, website.

6 . Credit and Collection Service.

7 . Sense of belonging and pride in the institution.

Recommendation:

Respond to requests and feedback that the students present in the satisfaction survey applied each semester by the department of research and evaluation of CETYS University .

Improvement action:

1. Classrooms: That 100 % of groups take their subjects in executive classrooms, not classrooms where high school classes are taught.

2 . Furniture: To have tables instead of Desks.

3 . A/C: Classrooms with temperature control system.

4 . Equipment: to have projectors, speakers and screens working properly.

5 . Parking: To have available and accessible parking lot spaces for the LAN students.

6 . Services and hours: Have an extended schedule at the cash register at least until 8 pm. That the School and Credit Department has an extended schedule through an appointment system.

7 . Content of the subjects: adapt the content according to what employers and the economic sector is in need in the field of Business Administration. Update program content according to the processes, techniques or trends that are occurring in the economic sector.

8 . Library service, electronic library consultation, Blackboard, website: That the library staff has more availability to support students when doubts arise regarding the electronic consultation or printed book search. Regarding the website, it is important to include the LAN within educational offering in the area of Business and Administration or having its own page such as Graduate studies.

9. Sense of belonging and pride to the institution: Including the new students in the welcome event that is offered to traditional bachelors students. Involve LAN students in activities that the student societies perform for traditional bachelor students of the School of Business and Administration. Have a meeting with representatives from all departments of the institution to inform them about the existence of the LAN so that they in turn communicate to their employees and thus have everyone on campus informed about the LAN and the schedules that students attend our school.

4.7 Professors.
4.7.1 Promotion and development

Observation:

1. Professors with knowledge of Andragogy are required.

2. There is a lack of a promotion mechanism for the LANs professors.

Recommendation:

1. That the professor knows about adult student learning.

2. Design a promotion plan for the LAN professors.

Improvement action:

1. Provide training through courses and workshops that allow the professors to design educational environments conducive to adult learning.

2. Offering a life and program plan for LAN professors.

4.7.2 Faculty productivity

Observation:

1. Currently in the LAN, professor productivity is limited mostly to the teaching of their classes.

2. The LAN faculty is made up on average by 80% of subject or adjunct professors.

3. Overall the LAN professors reach a higher average of 4.5 points of the total 5 points from the evaluation.

4. Only professors from Tijuana campus have publications (2 of 6).

5. The LAN does not have any research lines directly. However, the program is in compliance with the research lines pursued by the Center for Business Competitiveness of the institution, this through certain ongoing programs.

6. The LAN does not have a budget for conducting research.

Recommendation:

1. That the LAN has its own full-time faculty.

2. Take into account the performance and trajectory of the adjunct professors to choose from those who will make up the LAN faculty.

3. Encourage the professors for high performance.

4. Introduce the students and professors to the Center for Business Competitiveness of the institution.

5. Encourage Mexicali campus professors to participate in research.

Improvement action:

1. Hiring full-time professors who have experience in the educational model of managerial programs, giving preference to adjunct professors with high performance that currently teach in the LAN.

2 . That the full-time professors contemplate research and publication hours in their activities.

3 . Assign a starting point for research and publications for the LAN.

4 . Define specific lines of research that can be capitalized in resources for the LAN.

5 . Include both full-time and adjunct professors from the LAN in both the recognition ceremony for their antiquity and performance.

6 . Provide an economic incentive for high performing professors.

4.7.3 Research and publications

Observation:

1. Currently there are no research lines for the LAN.

2 . Currently there is no budget for research lines focused on the LAN.

3 . Tijuana campus is the only one where professors have publications.

4 . There is congruence between the education lines from the program and the research lines of the Center for Business Competitivenes.

5 . There doesn't exist an incentive program for professors to perform research.

6 . Institutional Research Plan from CETYS aims to guide the research actions, in its various forms (institutional and academic) that the institution performs.

Recommendation:

1. Include the LAN in the organizational structure that encourages and promotes the development of research and strengthen its culture.

2 . Promote publications.

3 . Having research funding.

4 . Promoting the Institutional Research Plan from CETYS University with the LAN professors.

Improvement action:

1. That the institution has a financial fund for research.

2 . Develop a program to financially incentivize professors that do research that meets the institutional requirements.

3 . Manage public funds for research.

4 . Having presence and participate in the mixed funds of Baja California.

5 . Conduct a meeting with LAN professors who know the Institutional Research Plan from CETYS and invite them to participate.

4.7.4. Teaching goals

Observation:

The goals of the LAN professors must be aligned with the institutional strategic plan.

Recommendation:

Include the LANs adjunct professors within institutional goals.

Improvement action:

Promote a high-level academic staff including doctors to strengthen professor experience, allowing research and linkages with the economic and social development of the community.

4.8 Accreditation.
(CACECA, ACBSP, WASC, FIMPES)

Observation:

The LAN has the approval from WASC (Western Association of Schools and Colleges).

Recommendation:

Having other institutional

accreditations. Improvement action:

Get accreditation for the LAN from the institutional accreditation institutions that don't grant institutional accreditation, but accredit academic programs, such is the case of CACECA.

5. Program review by external experts.
The LAN's self-study was reviewed by Dr. Vipin Gupta, professor and co -director of the Global Management Center at California State University, San Bernardino.

The review process was as follows:

1. First approach of the academy with Dr. Gupta in order to:

- ✓ Introduce ourselves.
- ✓ Present him with the general aspects of the program.
- ✓ Define logistics and participants for interviews.
- ✓ Know the relevant points in which Dr. Vupta will put more emphasis on his review.

2. Send Dr. Gupta the self-study for his review.

3. Dr. Gupta visits Mexicali campus for interviews with the following audience:

- ✓ Academic Coordinator and representatives of full-time and adjunct professors.
- ✓ Students (first, second and third year).

4. Videoconference with Tijuana campus for interviews with the following audience:

- ✓ Coordinators (academic and operational) and representatives of full-time and adjunct professors.
- ✓ Students (first, second and third year).

5.1 Academic Profile of the external reviewers.
See Evidence # 6 External Reviewer's CV.

5.2 Recommendations of the external reviewer.
See Evidence # 7 Report and recommendations of the external reviewer on the revision of the LAN's self-study.