

CETYS University

Bachelor in Graphic Design

2013 Program Review

October 24, 2013 Version

1. - Introduction

The Bachelor degree in Graphic Design (LDG for its acronym in Spanish) belongs to the School of Business and Administration, led by the College of Business and Administration. The degree awarded is the Bachelor in Graphic Design, and it is offered in Mexicali and Ensenada campuses.

CETYS University has helped to publicize the work of graphic designers, in a way that this bachelor, which is still considered new by many, is now appreciated; the work of designers is now known and required due to its usefulness. Baja California is a rapidly developing region and LDG (Bachelor in Graphic Design) students continue linking, through their work, with the various sectors of the community. This activity has become popular and will continue through academic projects that respond to needs identified in their environment.

While scholars have made improvement observations through the years, this is the first self-study process that the Academy of LDG performs and it aims to analyze the academic offerings, student learning and generate the evidence needed to allow proposing and implementing, on a firm basis, measures aimed at improving the quality of education. The academics involved in this process were:

Mexicali Campus

Joaquin Castillo, full-time professor. Secretary of the Academy of LDG.

Ensenada Campus

Ada Gomez, subject professor

Claudia Durazo, subject professor

Diana Robinson, subject professor

Margarita Rubio, full-time professor

Roberto Gutierrez, subject professor

Salia Mellink, full-time professor. A spokeswoman for the Academy of LDG.

Structure of the self-study

In the present study, a reflection is made on the educational processes involved in the academic program of LDG to identify areas of opportunity and propose strategies for improvement. The document contains information about:

- Mission, vision and curriculum structure.
- Learning outcomes and their assessment.
- Students and graduates.
- Quality of the professors.
- External review.
- Action Plan.

As a result of the analysis of the academic program review process, the Academy of LDG generated a series of recommendations to be submitted for consideration by the Dean of the College of Business and Administration with the goal of improving the teaching-learning process. It should be noted that these recommendations are in the section of the Action Plan.

2. - Mission, Vision, Curricular Structure

2.1. - Background in the Bachelor in Graphic Design in Mexico.

Although there is plenty of evidence from visual communication existing in Mexico since pre-Hispanic times, university education is relatively new among graphic designers. Cosío (sf, section The origins of the bachelor, paragraph. 1) mentions that the XIX Olympics in Mexico 1968 "triggered a widespread frenzy at the practice of graphic design, a new language was generated: new forms, styles, typography, systems graphics". Kloss (2006, p. 24) calls this event as "history passed down from professor to student, with misunderstandings, innuendos, myths and local heroes" had great relevance to the thrust of the profession, it cannot be considered as the only trigger.

Since 1955, the Iberoamericana University (UIA) had a technical degree in industrial design, in conjunction with Art and Architecture (Kloss , 2006) but in 1963 the Bachelor in industrial design became one of the bachelor degree programs in the UIA (Design dpt., UIA, s.f.) and by 1967 the design school 1967 collaborated with the department of design from the Organizing Committee of the XIX Olympic Games and in 1968 the curricula was revised and the Bachelor degree in Graphic Design began (Dept. of design , UIA , s.f.).

The interest in the bachelor was evident; the following table shows the study by the Association of Design Schools regarding the Growth in the offering of graphic design programs (Cosio , s.f.):

1991-2001

Growth in the offering of Graphic Design programs.

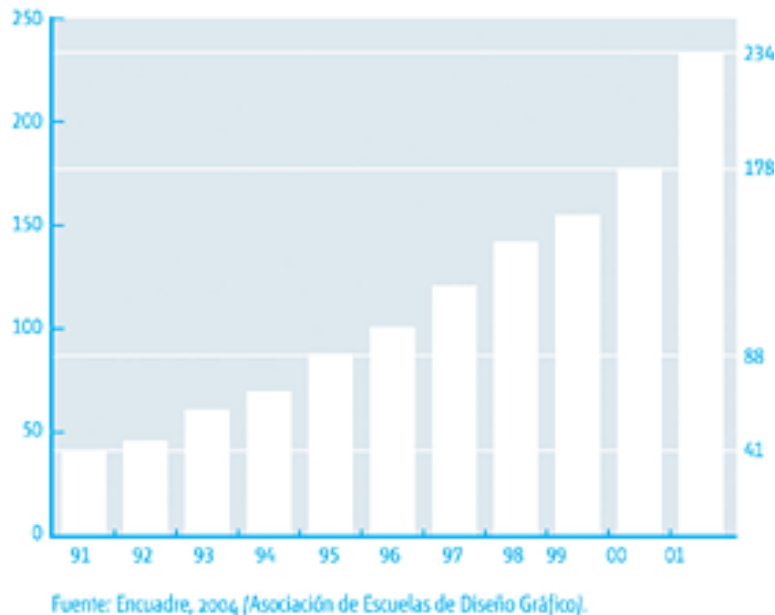


Fig. 1. Cosio (s.f.). ENCUADRE: Growth in the Graphic Design programs between 1991-2001.

245 programs can be identified in the 2007 ANUIES catalog directly related to graphic design, it is taught with different approaches and names, and here are some to exemplify (ANUIES, 2007 and Kloss, 2006):

UNAM: Visual Communication Design

UDG: Graphic Communication Design

UDLA: Information Design

PUASP: Considered calling it Visual speech Design

2.2 . - Background of the Bachelor in Graphic Design in Baja California.

Studies of Salinas and Martinez (s.f.) talk about the first existing design programs in Tijuana and Ensenada, Baja California. They say that in 1981, immigration of interior designers began from all over Mexico to Tijuana, but it wasn't until 1987 that the first generation of students from the Bachelor in Graphic Design graduated from the Iberoamericana University.

In 1990, the Comprehensive Center for Design Technician opened and it offered a technical degree in Graphic Design, same that merges with UNIVER and offers in 1995, with a BA in Graphic Design. In Ensenada, Xochicalco University offers the option of Integral Design in 1990 and in 1995 opened its campus in Tijuana offering the same program.

CETYS started offering design programs in 2000, offering the Digital Graphic Design Engineering in Tijuana campus and a BA in Graphic Design in Ensenada and Mexicali campus.

2.3 . - Requirements and governmental policies.

2.3.1 . - RVOE: Recognition of Official Validity of Studies.

"The Recognition of Official Validity of Studies (RVOE) is the act of the education authority under which it is determined to incorporate a plan and curriculum that an individual teaches, or intends to teach, the national education system." (Department of Education higher SES , s.f., section What is a RVOE? , paragraph 1).

The fact that a program has official recognition allows its students to earn a degree and professional certificate. It also ensures that the studies are equivalent at other institutions. The RVOE can be interpreted as meeting the minimum requirements established by the General Law of Education and Secretarial Agreement 279 "to run in terms of: faculty, facilities and plans and curricula". (SES, s.f., section What is a RVOE?, parag. 12) In order to preserve the RVOE, the institution is supervised by federal and state educational authorities.

2.3.2.- RVOE: CETYS University

The agreements on which CETYS relies on are:

Agreement 21414. Issued by the Secretariat of Public Education (SEP), published in the Official Gazette on December 26, 1974. The agreement authorizes the institution to offer any technical program, high school, undergraduate and graduate program "anywhere in the country and in any form".

Agreement without number. Issued by the Secretariat of Education and Welfare (SEBS) of the State Government, published in the official newspaper of the State of Baja California on October 10, 1983. It gives the institution the same possibilities as the Agreement 21414 of the Federation, but statewide.

CETYS has a particular award for each bachelor, program and curriculum offered at each campus and some programs are recognized by the SEBS and others by the SEP (CETYS, 2011).

2.3.3. - 279 Secretarial Agreement.

This agreement recognizes the Education Act as a basis and in its 2nd Article describes what is the plan and program of study, which are linked with the RVOE:

VII. Curriculum, synthetic, schematic and structured reference of the subjects or other learning units, including an evaluation proposal to maintain its relevance and validity, and

VIII. Curriculum, the synthesized description of the contents of the subjects or learning units, sorted by sequence with essential didactic and bibliographic resources, with which they regulate the teaching-learning process.

Article 12 establishes the criteria to be considered in curriculum development of a curriculum:

I. General objectives of the curriculum, consisting of a brief description of the achievements or purposes that will be pursued, considering the needs identified;

II. Graduate profile: must contain the knowledge, skills, and attitudes to be acquired by the student;

III. Where appropriate, methods and activities to achieve the objectives and the profile mentioned in the two preceding fractions, and

IV. Criteria and procedures for evaluation and accreditation of each subject or learning unit. The designation of the curriculum should be consistent with the objectives and profile provided in this article, as well as in the proposed curricula.

Article 13, II determines for the Bachelor degree the fundamental objective of "developing knowledge, attitudes, skills, abilities and working methods for the exercise of a profession." For the Bachelor degree level the following criteria are specified as a minimum:

Art. 13	300 credits
Art. 14	Equivalence per hour: .0625 credits
Art. 15	2400 hours for learning activities

Table 1. Credits for the Bachelor degree level.

Burillo (2005, section: Conclusion, paragraph 1) concludes that the agreement marks "the pattern to create curriculum development with emphasis on constructivism and significance" placing the professor in the role of facilitator of learning.

2.4. - Requirements and institutional policies.

2.4.1. - General Statute of CETYS University System.

The General Statute articles from CETYS University's System that directly affect the curriculum are listed below (CETYS, 2011, p. 16):

Article 45. The study plans and programs should be based on objectives consistent with the mission and educational model of CETYS University and meet the provisions of the guidelines for the design and reform of the plans and study programs. The designation of the curriculum will be consistent with the objectives, profiles and relevant curriculum.

Article 46. The study plans and programs should be designed based on credits. The number of credits required in the plans and study programs must meet the standards set by the corresponding educational authorities.

Article 48. The general objectives of the curriculum of the technical, high school, undergraduate, and graduate levels will observe the guidelines lay down by the relevant official agreements issued by the corresponding authorities and always framed in CETYS University's Mission.

Article 49. The technical career, high school, undergraduate and graduate studies plans and curricula will be subject to a process of ongoing and systematic evaluation to be held with the participation of the academic authorities, academics, professional groups, private and public sectors and the opinion of CETYS University alumni.

Article 50. The review of the study plans and curriculum mentioned in the previous article, will include curriculum evaluation, the performance of academic staff and existing physical facilities as well as the available academic support.

Article 51. The changes and updating of plans and programs resulting from the evaluation, must be approved at least two months before the date they are intended to be implemented.

2.5. - Institutional Policy for Academic Program Review (PRPPA, CETYS, 2009).

This policy relates to the institutional nuance of continuous improvement and has been approved by the President, Academic Vice-President (VA) and by the Deans of the Colleges. Its first version was created in September 2008 and has been improved thanks to the experience of other higher education institutions (HEIs) in the United States, given that they are accustomed to regular and systematic review of the curriculum.

The PRPPA arises from a recommendation of the Commission of the Western Association of Schools and Colleges (WASC), institution from where CETYS obtained accreditation in September 2012. However, the Academy of CETYS is familiar with the review of programs, through its program of Curricular Redesign or Curricular Review which also served as a basis for the PRPPA. This is based on the articles of the First and Second Sections of the existing Institutional Statute, "as well as what the modernity of today's world

requires from a graduate from a Higher Education level" (CETYS, 2009, p. 3) and Agreement 279 of the SEP.

The guidelines of the PRPPA seek to establish a standardized structure for undergraduate and graduate programs, hoping that they are consistent with the requirements of corresponding government agencies, accrediting associations and the Institutional Education Model (MEDI). They also state that the Bachelor degree of Graphic Design must:

- Have a flexible curriculum,
- Allow economies of scale in the use of installed capacity (facilities and staff),
- Consider the needs of the market,
- Assess the competitiveness of the academic programs,
- Organize an academy and have external experts perform the work of the PRPPA,
- Make a self-study of each academic program,
- Define the academic programs that will be subject to review.

The following describes other considerations from the PRPPA:

2.5.1. - Length of school term and the class sessions consistent with the current official regulations (16 weeks, 80 working days).

The main issues to consider at this point are:

- All Bachelor degree programs can be open for regular or mixed mode, because the institution "has started using Online Education in some of its degree courses, thus, it is very important for RPPA to consider that the current academic programs could create new programs under a Mixed mode." (CETYS, 2009, p. 5)
- The duration of the regular programs is of 8 semesters and the same number of credits, the minimum being equal to 300 or 4800 hours of effective learning activity. In the case of the mixed mode, duration will be flexible according to the Agreement 279.
- For regular school programs, the academy shall decide, after evaluating what is best for the success of students, what will be the number of class hours per week (3, 4 or a combination of both) for each course. In the case of the mixed mode, its duration will be flexible according to the Agreement 279.
- The semesters will have a duration of 15 or 16 weeks, whatever is better for generating the space of at least 2 weeks required in the summer.

- The academy will define how many hours of independent work per week should a student make to contribute to its success.

- Agreement 279 of the SEP is the basis for determining the number of credits for the academic programs (regular and mixed) and the credits for each subject, both in the undergraduate and graduate academic programs.

2.5.2.- Structure and scale of the academic programs to meet and operate the MEDI optimally.

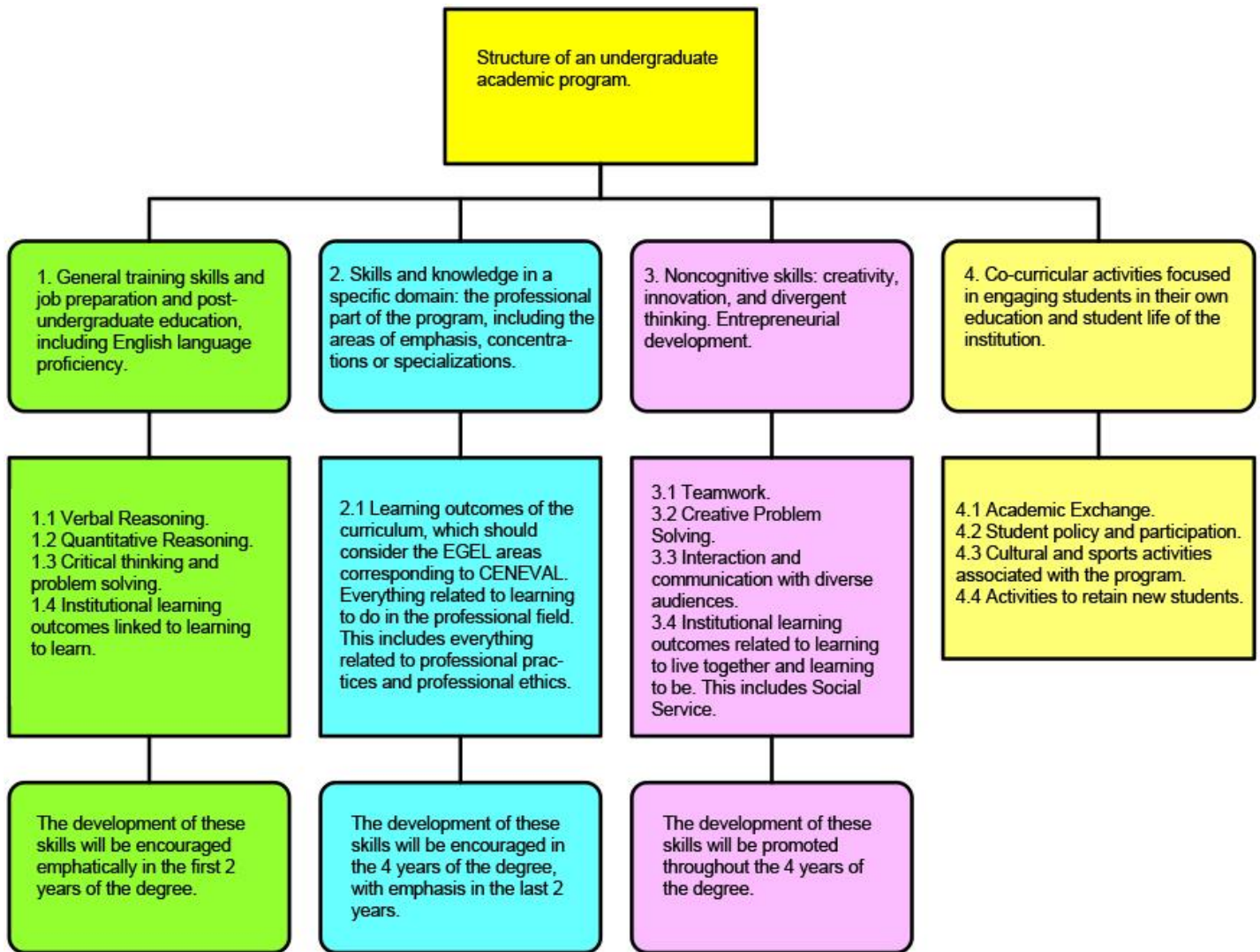


Figure 2. CETYS (2009). Structure of an undergraduate academic program.

The curricular astructure must provide consistency with the MEDI, particularly in the following relationship:

- Comprehensive education skills and preparation for work and further education after the bachelor degree: learn to learn from MEDI.
- Skills and knowledge in a specific domain: learning to do and be the MEDI.
- Non-cognitive skills: learning to live with the MEDI.
- Co-curricular activities of the curriculum: learning to be and learning to live with the MEDI.

2.5.3. - Structure and scale of Higher Education academic programs to respond to market needs and the institutional strategy.

In this sense the PRPPA suggests that as part of the review process of the undergraduate academic programs, they should "be subject to a benchmarking analysis to compare them with the best programs of its kind in the United States and Mexico ... The reason for doing this comparison is to identify how to increase the competitiveness of the academic program being reviewed and see the possibility of incorporating the best business practices and performance metrics that contribute to strengthening the competitiveness of the program under analysis." (CETYS, 2009, p . 9-10)

2.5.4 . – Organization, program review process and involvement of external experts.

The review of academic programs falls directly on professors, being determined by the Academic vice-president and the Deans of the Colleges to work with Academies, having the following two main functions that directly impact the curriculum: 1) conduct the periodic review of the academics programs and 2) perform the learning assessment activities related to the academic programs from CETYS University System (PO01, 2009).

Other activities affecting the curriculum and that are linked to the work of the Academy are:

- Review the PRPPA and internal and external regulations applying to the program under review.
- Review the Program Mission and its congruence with CETYS University System's Mission.
- Review the Program's Vision and its consistency with the Vision of the 2020 Plan.
- Review the success of the graduates and students of the program based on the Educational Effectiveness Indicators.
- Review the Educational Objectives and Program Learning Outcomes, including Institutional Learning Outcomes.
- Review and evaluate the structure of the academic program: Duration in semesters, number of subjects.
- Make Benchmarking and analyze the competitiveness of the program.
- Develop academic programs that show the pedagogical sequence of all the courses in it.

- Conduct consultation with external experts and incorporate relevant comments. (CETYS University, 2009, p . 12)

2.5.5. - Mission, Vision and CETYS University's 2020 Plan.

CETYS Mission

It is the purpose of CETYS to contribute to the education of people with the necessary intellectual and moral capacity to significantly participate in the **economic, social and cultural development of the country**. CETYS University tries, therefore, to create an indestructible awareness in the conscience of their students about the values that have traditionally been considered as basic for men to live in a peaceful society and meet the needs that its laborious capacity allows. (CETYS , 2011 , section: Mission and Vision, para . 1)

CETYS Vision

The 2020 Plan seeks to have as graduates the citizens that "increase human capital, improve living standards and promote economic development" (CETYS , 2010 , p . 3), it also further validates the institutional mission to promote "comprehensive education through an educational model that is learner-centered" (CETYS , 2010 , p . 7). The 2020 Vision includes the following aspects:

CETYS 2020 PLAN



Figure 3 . CETYS (2011). Figure showing the 4 pillars of the vision of the institution.

2.6.- Centered Educational Model that Learns (MECA).

The institution defines its educational model as the "set of ideas, strategies and actions that have as a beginning and end, the person and its process of humanization", meaning, it focuses on the learner. (CETYS , 2011 , section: Educational Model, paragraph 1). The pedagogical principles that govern it are stipulated in Article 7 of the General Statute from CETYS University System (2011 , p . 9) and they reflect the concerns of Delors (UNESCO, 1994) in *Education contains a Treasure*:

Learning to learn. In Article 7, III it is expressed as attitudes, habits and development of creativity that must state the student to "identify and manage cognitive strategies and goals that lead the student to learn new knowledge, skills and competencies autonomously, independently and self-regulated".

Learning to Do. Behavior presented by the student to "acquire and develop functional competencies based on the application and abstraction of the gained knowledge, for the formulation and solution of problems of any kind, either individually or in groups." Article 7, I mentions it as the knowledge, and in Article 7, II as the development of skills.

Learning to get along. "Observable and permanent conduct in the student in a group setting or community ... to achieve goals through joint projects in which interdependence should be a key characteristic range". Article 7, IV establishes that through this learning, the values governing the philosophical principles of the Institution: Freedom, Justice, Truth, Beauty, Good, and Spirituality, must be dimensioned.

Learning to Be and Well-being. Interaction of the students with the environment to develop their "autonomy through reflection and identification of their values" which must be in harmony with the world around them.

2.6.1 . - Distinctive elements of the Educational Model.

The distinctive elements that the institution encourages refer to the institutional philosophy and pedagogical principles (CETYS , 2011. The main ones are:

- Culture of information.
- Entrepreneurial culture and innovation.
- Internationalization.
- Sustainability.
- Linking and social responsibility.

Other distinctive elements expressed in Article 8 of the General Statute of CETYS System are humanism and values; development of skills and abilities; research culture; continuous improvement. These elements should be considered in the curriculum design as required by CETYS (2011, section: Nuances of the Educational Model, paragraph 1) "more than any other, the nuances must be clearly reflected in the design of the curriculum."

2.7 . - Institutional Learning Outcomes (RAIs)

In 2004 CETYS University held its curricular reform, where the RAIs were created at the undergraduate and graduate level. These RAIs are based on the mission and educational model found in the General Statute from CETYS University System (2005, Chapter 1, Section: 1st, Articles 3-8, which are reflected in relevant documents of the institution such as the 2020 Strategic Plan.

The definition of RAIs was created by the Academic Vice President, Colleges and Schools of Business and Administration, Engineering, and Social Sciences and Humanities. The five RAIs resulting of the curricular reform are:

RAI # 1. Clear and effective communication "At the end of the academic program, students can express their ideas clearly and in appropriate language, in oral, visual and written Spanish."

RAI # 2. Continuous learning (learning to learn, continuous improvement and entrepreneurship)." At the end of the academic program, students 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."

RAI # 3. Critical thinking and values (learning to be and to get along). "At the end of the academic program, the student will have developed and demonstrated critical and experiential thinking under CETYS values, which will be reflected in the student and his commitment to social development and the environment."

RAI # 4. Openness to cultural diversity (learning to get along and internationalization)." At the end of the academic program, the student will demonstrate knowledge and tolerance of other cultures and apply those skills to establish relationships, demonstrating respect for diversity."

RAI # 5. Clear and effective communication in English (exclusive for bachelor programs). "At the end of the academic program, students can express their ideas clearly and in appropriate language, in oral, visual and written English."

Although each of the RAIs can impact positively on the distinctive elements of the Institutional Educational Model, the following table shows the relationship more directly:

Educational Model's Distinctive Element	RAI 1	RAI 2	RAI 3	RAI 4	RAI 5
Culture of Information	X				
Entrepreneurial and Innovation Culture		X			
Internationalization					X
Viability			X		
Linking and Social responsibility			X	X	

Table 2. Relationship between the distinctive elements and the institutional learning outcomes.

2.8 . - CETYS University's guidelines for curricular redesign.

CETYS System (2010) promotes the standardization of its bachelor degree programs offered under the following considerations:

For the organization, the existence of three blocks is suggested:

Common Subjects (9 subjects that respond directly to the graduate generic skills and institutional nuances from CETYS)

Core Curricula (responding to an economy of scales, CETYS suggests 18 core subjects for each school)

Major (Specific for the bachelor degree)

Regarding the structure:

42 subjects in 8 semesters,

20 subjects of 3 hours per week (several are already determined by the institution) and 22 subjects of 4 hours per week.

2.9. - Competencies.

The SEP (s.f., p.1) defines competence as "a set of skills that include knowledge, attitudes, and skills that a person achieves through the learning processes that show in their performance in situations and different contexts" and Zabalaza believes that the competencies put "emphasis on learning outcomes, in what the student is able to do on completion of the educational process and procedures that allow them to continue learning independently throughout life".

Houston, cited by Zabalaza (2007, p . 11-12) states that competency-based training comes from the following understandings:

- The training program is defined from actual professional practice.
- The objectives or goals of the program are defined as the domain of the selected competencies. .
- The whole process of teaching and student counseling is focused on skills or addressed to their domain.
- The progress of students and the improvement of the modules is determined by its effective domain of the mentioned skills.

Tuning Latin America (2007 , p . 15-16) agrees with studies from Tuning Europe with regard to the types of skills:

General competencies. "Shared competencies, which can be generated in any bachelor degree, and that are considered important by certain social groups. In a changing society, where demands are constantly reformulating these generic skills become very important."

Specific competencies. "Those that relate to the topic areas ... related to a discipline and are those that confer identity and consistency to a specific program ... differ from discipline to discipline."

For tuning , it is necessary to develop more transparent and comparable programs throughout Latin America, so as to ensure the learning outcomes and competencies equivalent to each bachelor degree ... By defining competencies and learning outcomes, agreed benchmarks are developed, which provide a

foundation for guaranteed quality and contribute to the process of national and international assessment. (Tuning Latin America, 2007 , p 16.)

2.9.1 . – Undergraduate competencies.

Gutiérrez (2003) believes that to achieve a better preparation for the students, you must start from the knowledge the student has and promote skills that foster cognitive processes and the metacognitive and strategic knowledge. This will be possible through the development of the following abilities:

- Setting goals and planning of the sequence, timing and form of activities related to the objectives.
- Self-assessment, from both the learning progress and its quality.
- Organization and transforming content and materials to enhance learning.
- Search for information from various sources and data recording and control.
- Structuring the learning environment.
- Systematic review of various materials related to achieving learning.
- Management of the effort and stress (self-control).
- Ability to active listening.
- Knowledge of the student's own habits and study skills.
- Selection of learning strategies appropriate for certain study tasks.
- Ability to verify the results of one's personal study behavior.
- Use of compensatory or alternatives strategies when the outcome is not successful. (Gutierrez, 2003, p . 18-19)

2.10. - Skills and Generic Learning Outcomes of the academic programs offered at CETYS University.

The competencies set out in the generic profile for CETYS University students (s.f., p. 1-2) meet the demands made by the SEP for obtaining the RVOE of the academic programs offered by the institution and they are:

- CG1 .** Apply the knowledge, skills and attitudes of their profession, in research, projects and initiatives with companies and social organizations linked to CETYS University.

CG2 . Acknowledge their own responsibility in the current environmental problems of their environment, engaging in concrete and evident actions that impact on the transformation, sustainable development and its social, economic or cultural improvement.

CG3 . Apply the information literacy standards in higher education in conducting documentary research that addresses a topic of their field of education.

CG4 . Internalize the fundamental contents of ethics to apply them to moral problem solving related to the professional life.

CG5 . Apply the basic rules of logic and the principles of innovation in solving and evaluating both academic and everyday life problems.

CG6 . Understand their environment by participating in specific and obvious actions which impact on the transformation, sustainable development and its social, economic or cultural improvement.

CG7 . Demonstrate an increased awareness and sensitivity to their culture and humanistic identity from the recognition and / or experience of other geographical, cultural and disciplinary contexts other than their own, which will contribute to the academic and personal education of the students for them to professionally develop in a dynamic setting and a regional and global time.

CG8 . Explain the development process of significant civilizations, geographical areas and localities exemplary as a set of practices, values and products that have influenced the generation of certain paradigms of cultural diversity in the world, and the student will be able to compare them from their own identity features.

CG9 . Students will communicate clearly and effectively in Spanish, orally, written and visually, through written products and presentations to diverse audiences being responsible for what they says.

These skills are directly related to the Institutional Learning Outcomes (RAIs), previously described:

RAI # 1: Clear and effective communication.

RAI # 2: Continuous Learning.

RAI # 3: Critical Thinking.

RAI # 4: Openness to cultural diversity.

2.11. - Graphic designer skills.

The American Institute of Graphic Arts (AIGA) and Adobe (2007) assembled a group of experts in the field of graphic design to establish the desirable competencies from graphic designers in 2015. According to their own appreciation of the association, this list serves as a guide for curriculum development generated by educational institutions, and in the recruitment phase of the study or graphic design departments. The AIGA created an online survey to rank by order of importance the competencies provided by the experts and this is how they are presented:

- 1) Ability to create and develop visual responses to communication problems, including understanding of the hierarchy, typography, aesthetics, composition and construction of meaningful images.
- 2) Ability to solve communication problems, including problem identification, research, analysis, generating solutions, prototyping, user testing and evaluation results.
- 3) Extensive knowledge of issues related to cognitive development, socio-cultural, technological and economic design.
- 4) Ability to respond to the social, cultural, technological and economic context of the audience.
- 5) Understanding and ability to use the tools and technology.
- 6) Ability to be flexible and dynamic in practice.
- 7) Management and communication skills necessary to function productively in large interdisciplinary teams and flat organizational structures.
- 8) Understanding of how systems behave and the aspects that contribute to practices, strategies and sustainable products.
- 9) Ability to construct verbal arguments for solutions aimed at various audiences and / or users, application areas and business and organizations operations.
- 10) Ability to work in a global environment comprising cultural preservation.
- 11) Ability to work productively in large interdisciplinary teams.
- 12) Understanding ethical issues in practice.
- 13) Ability to identify causes and effects, and to develop criteria for evaluation of projects representing the audience and its context.

2.12. – Bachelor degree in Graphic Design from CETYS University.

Graphic design does research, analyzes the composition thoroughly, provides a hierarchy for graphic elements to create concepts and new and authentic expressions that meet the visual communication needs of their customers (CETYS , 2011).

The mission of the graphic design program is:

Develop critical and ethical graphic designers, committed to detecting and solving visual communication problems in business and social fields.

The vision of the graphic design program is:

To be the best option in Mexico for the development of professionals in the Bachelor of Graphic Design, based on humanism and values, committed to social welfare within a framework of sustainable development that includes a perspective and global competitiveness (CETYS, 2007, Evidence 35 from WASC).

2.13.– Bachelor degree curricula:

The Bachelor of Graphic Design began in 2000 in Mexicali and Ensenada Campus operating with the Plan 2000; updates were made subsequently developing the 2005 and 2007 plans. Currently, Mexicali is operating with Plan 2005 and Ensenada with Plan 2005 and 2007.

2000 Plan. Its curriculum was a linear plan consisting of 53 subjects (9 semesters), with 10 subjects that are common for all CETYS students.

2.13.1. - Plan 2005. Its curriculum is a linear plan consisting of 42 subjects.

The curriculum of CETYS university's bachelor degrees is based on the identification of three specific axes: the liberal arts, the core curricula and the major. The following describes each:

a) Liberal arts. It is the introductory axis of each of the academic programs. It is defined as the set of subjects that all students must take which generate knowledge, abilities and skills that the graduate of any profession should have and know how to use. Four subjects remain in this phase: Human being and the Environment, Globalization and Economic Development, Advanced Communication in English and Research Methodology. The other common subjects for all bachelor degrees do not appear because their content is reviewed in other subjects in a deeper way, which is explained by the nature of this program, which corresponds to a different field of knowledge. With that change, the spirit of the institutional philosophy of providing a comprehensive education is perfectly preserved.

b) Core curricula. CETYS has three colleges: the Engineering, Business and Administration, and Social sciences and humanities. The organization is based on the type of academic programs offered. This phase comprises all the subjects that are specific to a field of knowledge. The percentage representing a curriculum varies according to the academic program. The subjects approach allows them to be offered in the middle of the bachelor degree.

c) Major. It is geared towards the unique subjects of an academic program, therefore, the largest volume of subjects is located towards the end of the curriculum. Such courses are those that give identity to an accountant, a manager, an engineer, or a psychologist. According to the nature of the Graphic design program, this phase is identified with the former, since there is no similar program within the Institution.

Analysis of the program’s modifications.

Currently, in the social field, the graphic designer plays an important role because their proposals generate an impact on social behavior and culture as an identity element. On the other hand, in the context of globalization, the graphic designer is a fundamental part of the business, as an element intervening to improve the image against the competition according to market preferences.

Given this reality, CETYS is still trying to provide programs that are tailored to the needs of the times. The new program from CETYS University differs from the previous program, as well as the other institutions, by integrating theory and practice in the development of management and administrative skills to mobilize the graphic designer to work, in many cases, on technical features or as an art director, communication and image consultant, and other places through which the graphic designer truly has the potential to optimally contribute to the development of the commercial and cultural potential of the country.

The LDG curriculum consists of 42 subjects spread over eight semesters and three phases described below:

(a) Liberal Arts This part of the curriculum consists of 10 subjects that are general for all the bachelor degrees in CETYS University. Their goal is that the student develops a global vision of the world; to learn to communicate effectively in an oral, written and graphic way; learn to make decisions individually and in group; develop an ethical awareness of the profession and a commitment to sustainable development and environmental conservation.

(b) Core curricula. This part of the curriculum includes theoretical training, development of visual elements, manual skills and finally, digital parcel. 60% of all curriculum subjects, 25 subjects, are dedicated to this particular phase making it the most important. Its curriculum aim is that students acquire the necessary knowledge and skills to the understanding and development of visual communication elements, function and aesthetic principles and methods of reproduction for the production of integrated applications to a visual communication strategy aimed at solving different problems.

(c) Major. This phase has the subjects in which the student will acquire the knowledge and skills related to administration, management, marketing, advertising and branding through a total of 7 subjects that define 16% of the curriculum. Its curriculum aim is that students acquire the necessary knowledge and skills so that the graduate of LDG is able to implement management as a strategic element in the development of visual communication projects.

Here is a comparison chart of the changes between both plans:

Concept	LDG Plan 2005	LDG Plan 2000	
Phase	There are 3:	None	The previous plan had a sequenced structure of the

	Liberal Arts Core Curricula Major		subjects according to the requirements of a graduate profile.
Subjects and duration in the semesters	42 subjects distributed within the 3 phases over the 8 semesters.	53 subjects distributed within the 9 semesters	The new plan has 11 subjects and one semester less compared to the previous plan.
Hours and total credits	164 weekly hours and 328 total credits on the bachelor degree	182 weekly hours and 326 total credits on the bachelor degree	The new plan has 18 hours less and 2 more credits than the previous plan.
Management of the Lab hours	They are assigned as part of the independent work of the student, but they are still supervised by the professors or the lab assistants	They were a part of the total hours supervised by the professor	The new plan requires only the hours under the supervision of a professor and hours of independent student work. The lab hours are included within the independent hours.

Table 3. Comparison between the Plans from 2000 and 2005.

Below is the curriculum from the 2005 Plan approved by the SEP. The meaning of the abbreviations that appear in the curriculum are:

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

HI: Hours per week **developed independently**, either in internal or external spaces, outside established class schedules and 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.

(CETYS, 2005)

DEPARTMENT OF EDUCATION AND WELFARE
STATE EDUCATION SYSTEM (SEBS-ISEP)
HIGHER EDUCATION AND RESEARCH MANAGEMENT

CETYS UNIVERSITY

Name of Institution

Bachelor in Graphic Design

Name the Bachelor degree

Code: LDG05

From August 2005

High School

Validity

Required academic level

Code	Name of the subject	HC	HI	TH	Credits
Semester1					
DG401	Introduction to Design	4	4	8	8
DG402	Color theory	4	4	8	8
DG403	Drawing I	4	4	8	8
CS401	Thinking Skills	4	4	8	8
DG404	Copywriting	4	4	8	8
<i>Subtotal 1</i>		20	20	40	40
<i>Semester 2</i>					
DG405	Visual Communication Theory	4	4	8	8
DG406	Photography	4	4	8	8

DG407	Typography I	4	4	8	8
DG408	Drawing II	4	4	8	8
CS400	Advanced Communication in Spanish	4	4	8	8
DG409	History of Graphic Arts I	2	2	4	4
<i>Subtotal 2</i>		22	22	44	44
<i>Semester 3</i>					
MK400	Marketing Management	4	4	8	8
DG410	Typography II	4	4	8	8
DG411	Human Figure Drawing	4	4	8	8
DG412	Graphic Design	4	4	8	8
ID400	Advanced Communication in English	4	4	8	8
DG413	History of Graphic Arts II	2	2	4	4
Subtotal 3		22	22	44	44
Semester 4					
MK405	Consumer Behavior	4	4	8	8
CS402	Research Methodology	4	4	8	8
DG414	Introduction to Computer Aided Design	4	4	8	8
DG415	Technical Drawing	4	4	8	8
DG416	Signage	4	4	8	8
Subtotal 4		20	20	40	40
Code	Name of the subject	HC	HI	TH	Credits
Semester 5					
DG429	Visual Communication Business Management.	4	4	8	8
DG417	Photography and Digital Studio	4	4	8	8
DG418	illustration	4	4	8	8

DG419	Corporate Identity	4	4	8	8
EC400	Globalization and Economic Development	4	4	8	8
Subtotal 5		20	20	40	40
Semester 6					
DG420	Branding	4	4	8	8
DG421	Printing Systems	4	4	8	8
DG422	Editorial Design	4	4	8	8
DG423	Packaging, Label and Display	4	4	8	8
HU400	Human being and the Environment	4	4	8	8
Subtotal 6		20	20	40	40
Semester 7					
PU400	Advertising	4	4	8	8
DG424	Digital Pre Press	4	4	8	8
DG425	Internet design	4	4	8	8
DG426	Audiovisual aids	4	4	8	8
HU401	Human being, History and Society	4	4	8	8
Subtotal 7		20	20	40	40
Semester 8					
DG430	Visual Project Management	4	4	8	8
DG427	Professional Portfolio	4	4	8	8
DG428	Multimedia	4	4	8	8
HU402	Human being and Ethics	4	4	8	8
OP400	Elective I	4	4	8	8
Subtotal 8		20	20	40	40
TOTAL		164	164	328	328

Table 4. Credits of the subjects from the 2005 curriculum.

2.13.2 . - Plan 2007. This plan could be considered, conceptually, as a mixed plan because its curriculum is comprised of the same academic proposal of the Plan 2005 but four optional specialty areas were added: Space design, Web design projects, Multimedia, Advertising. These areas consist of 4 subjects each, so this plan is made up by 46 subjects.

This plan is only offered in Ensenada campus, and when students are studying in the 4th semester, they choose their area of specialty or change to the 2005 plan if any of these areas is of interest.

Sub-axis of additional education. From the curriculum that began operation in August 2007, a sub-axis of additional education was added within the education axis of the academic program.

This sub - axis offers students specialized courses and additional activities that make up a package of academic activities which in total are 32 additional credits to the existing credits from the 2005 curriculum.

The 32 credits represent 512 hours of work in the additional education that students can choose to complete their career. These topics are aligned with emerging trends and strategies that the market has been demanding in Mexico and the world. The student must consider each package as an optional complement for their education, which he should select according to his professional affinities. In turn, he should see it as a component of high-value and high-impact for their education since it will focus on the learning skills and technical knowledge required for his successful job performance in current and strategic issues in graphic design in Mexico and the world.

The learning strategies to be used during the courses will be varied and in different contexts, from formal lectures on specialized topics, to workshops and / or projects in companies where the student performs a job under real life conditions.

It is noteworthy that the additional specialty topics are an added value for the students of the degree in graphic design from CETYS in order to put them in better conditions of competition, and in turn strongly support the development of the region and country.

The changes presented by the graduate program in Graphic Design with additional training options have their foundation in internal and external aspects to CETYS. The need to provide educational services more competitive in its delivery to the market of higher education and with a greater potential to respond to the diverse needs of local labor markets, national and global, as well as incorporate modern trends of education, the use technology and the promotion of values, are in short the main sources that have guided the changes in this program.

The curriculum objectives of the Bachelor degree in Graphic Design with additional education options include both the cognitive and attitudes and values areas. The first area has three levels of learning:

a) Acquire specific knowledge in the area of graphic design, and one of the following areas of additional training:

- (1) Web Project Design
- (2) Multimedia Design
- (3) Spaces Design
- (4) Advertising

Analysis of the differences with the previous plan. The most notable differences between this curriculum with additional education options and the previous version are concentrated in the following table:

Concept	New plan- 2007	Previous plan- 2005	Observations
Phases	Three, called: Liberal Arts, Core curricula in Graphic Design, Major in Design Management, within which there is a sub-axis of additional education.	Three, called: Liberal Arts, Core curricula in Graphic Design, Major in Design Management.	The previous plan did not include a sub-axis of additional education.
Subjects and duration in semesters	46 subjects divided into three areas of education, where one includes a sub-axis of additional education of 4 subjects, over 8 semesters.	42 subjects divided into three areas of education over 8 semesters.	The previous plan has fewer subjects compared to the new plan.
Hours and total credits	5760 hours and 360 credits.	5248 hours and 328 credits.	The previous plan has less hours and less credits than the new plan.

Table 5. Comparison of the curricula from 2005 and 2007.

Below is the curriculum of the current plans. The meaning of the abbreviations that appear in the curriculum are:

HC: Class hours per week under the guidance of an academic in the institution's internal spaces such as classrooms, centers, workshops, laboratories, or external spaces.

HI: Hours per week developed independently, either in internal or external spaces, outside established class schedules and 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.

(CETYS, 2007).

CETYS UNIVERSITY

Bachelor in Graphic Design

With major in:

Web Project Design

Multimedia Design

Space Design

Advertising

Code: LDG 2007

Since August 2007

High School

Valid

Academic requirement

Code	Name of the subject	HC	HI	TH	Credits
Semester 1					
DG401	Introduction to Design	4	4	8	8
DG402	Color theory	4	4	8	8
DG403	Drawing I	4	4	8	8
CS401	Thinking Skills	4	4	8	8

DG404	Copywriting	4	4	8	8
<i>Subtotal 1</i>		20	20	40	40
Semester 2					
DG405	Visual Communication Theory	4	4	8	8
DG406	Photography	4	4	8	8
DG407	Typography I	4	4	8	8
DG408	Drawing II	4	4	8	8
CS400	Advanced Communication in Spanish	4	4	8	8
DG409	History of Graphic Arts I	2	2	4	4
<i>Subtotal 2</i>		22	22	44	44
Semester 3					
MK400	Marketing Management	4	4	8	8
DG410	Typography II	4	4	8	8
DG411	Human Figure Drawing	4	4	8	8
DG412	Graphic Design	4	4	8	8
ID400	Advanced Communication in English	4	4	8	8
DG413	History of Graphic Arts II	2	2	4	4
Subtotal 3		22	22	44	44

Code	Name of the subject	HC	HI	TH	Credits
Semester 4					
MK405	Consumer Behavior	4	4	8	8
CS402	Research Methodology	4	4	8	8
DG414	Introduction to Computer Aided Design	4	4	8	8
DG415	Technical Drawing	4	4	8	8

DG416	Signage	4	4	8	8
Subtotal 4		20	20	40	40
Semester 5					
DG429	Visual Communication Business Management.	4	4	8	8
DG417	Photography and Digital Studio	4	4	8	8
DG418	Illustration	4	4	8	8
DG419	Corporate Identity	4	4	8	8
EC400	Globalization and Economic Development	4	4	8	8
	Additional Specialization I	3	5	8	8
Subtotal 5		23	25	48	48
Semester 6					
DG420	Branding	4	4	8	8
DG421	Printing Systems	4	4	8	8
DG422	Editorial Design	4	4	8	8
DG423	Packaging, Label and Display	4	4	8	8
HU400	Human being and the Environment	4	4	8	8
	Additional Specialization II	3	5	8	8
Subtotal 6		23	25	48	48
Semester 7					
PU400	Advertising	4	4	8	8
DG424	Digital Pre Press	4	4	8	8
DG425	Internet design	4	4	8	8
DG426	Audiovisual aids	4	4	8	8
HU401	Human being, History and Society	4	4	8	8
	Additional Specialization III	3	5	8	8

Subtotal 7		23	25	48	48
Semester 8					
DG430	Visual Project Management	4	4	8	8
DG427	Professional Portfolio	4	4	8	8
DG428	Multimedia	4	4	8	8
HU402	Human being and Ethics	4	4	8	8
OP400	Elective I	4	4	8	8
	Additional Specialization IV	3	5	8	8
Subtotal 8		23	25	48	48
TOTAL		176	184	360	360

Table 6.- Credits of the curricula from the Plan 2007.

The Bachelor of Graphic Design with major in Web Project Design applies when the subjects called Additional Specialty are the following:

Code	Subjects for the option in Web Project Design	HC	HI	TH	Credits
DG443	Analysis of digital media and communication on the Web.	3	5	8	8
DG444	The GUI on the Internet	3	5	8	8
AD444	Business: Intranet, e-commerce	3	5	8	8
DG445	Entertainment: Online Video streaming, podcast with audiovisual content.	3	5	8	8

The Bachelor of Graphic Design with major in Multimedia Design applies when the subjects called Additional Specialty are the following:

Code	Subjects for the option in	HC	HI	TH	Credits
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Multimedia Design					
DG446	Multimedia Fundamentals: Audiovisual Narrative	3	5	8	8
DG447	3D Modeling and Animation	3	5	8	8
DG448	Multimedia programming	3	5	8	8
DG449	Post multimedia production	3	5	8	8

Table 8. Credits of the subjects of the Multimedia Design major.

The Bachelor of Graphic Design with major in Space Design applies when the subjects called Additional Specialty are the following:

Code	Subjects for the option in Space Design	HC	HI	TH	Credits
DG450	Interior design	3	5	8	8
DG451	Design for public spaces	3	5	8	8
DG452	Landscaping	3	5	8	8
DG453	Lighting Design	3	5	8	8

The Bachelor of Graphic Design with major in Advertising applies when the subjects called Additional Specialty are the following:

Code	Subjects for the option in Space Design	HC	HI	TH	Credits
PU401	Communication for persuasion theory	3	5	8	8
PU402	Art direction	3	5	8	8
PU403	copywriting	3	5	8	8
PU404	Creative techniques	3	5	8	8

Table 10. Credits from the subjects in the Advertising major.

2.13.3 Certification Requirements for the 2005 and 2007 Plans

These requirements are the same for the 2005 and 2007 plans.

The degree attainment should be understood as a fundamental element in the educational process, their goal is to integrate the knowledge, skills and attitudes acquired by students throughout their education; the requirements for obtaining the bachelor's degree are:

- Have completed and passed all the subjects of the curriculum, with a minimum score of 70 (on a scale of 100).
- Perform 400 hours of internship in a maximum of 2 companies, having as an immediate supervisor an expert in visual communication.
- Perform 500 hours of community social service.
- Present the EGEL by the CENEVAL for the corresponding bachelor degree, or one designed especially by CETYS, if none exists.

CENEVAL is creating the exit exam for the bachelor degree, hoping it can be applied in 2014. CETYS University has been active in the generation process of this exam. This participation is described in Section 4.7 of this self-study.

All students present their professional portfolio to experts and special guests. During June of 2013, an interesting exercise took place in Ensenada campus for the presentation of professional portfolios: the head professor was connected from Canada, an Irish designer was connected from Ecuador and the students and 3 designer/professors were attending in Ensenada. Mexicali invited freelance designers, agencies and offices in the region.

2.14. - **Occupational field.** The occupational field described by CETYS (2011) for graduates from the LDG included as main positions:

- Creative Director.
- Head of Graphic Design.
- Independent Designer.
- Independent Consultant.
- Businessman.
- Director of Communications.
- Design Manager. (CETYS, 2011 , BA in Graphic Design section , parag. 3)

2.15. - Learning outcomes of the bachelor degree in Graphic Design CETYS University: Plans 2005 and 2007 .

Given the importance of monitoring, analysis and improvement of the learning process of the students, the LDG Academy has established four Program Learning Outcomes (Rapas) that both the 2005 and 2007 plans share. (CETYS , 2004 , p . 1)

RAPA # 1. "By the end of the academic program, students will be able to express their ideas clearly and with appropriate language in oral, visual and written English."

RAPA # 2. " At the end of the academic program, students will be able to communicate visual messages, written or in audio in an objective, clear and functional way."

RAPA # 3. " At the end of the academic program, students will be able to create graphic images compositions and electronic applications in accordance with the principles of perception and interpretation . "

RAPA # 4. " At the end of the academic program , students will be able to plan and coordinate projects of design and visual communication to promote products and services. "

Exclusive Learning outcomes for the 2007 plan majors are:

Design of Web projects.

RAPA # 5. "The student will apply knowledge and skills to the design of communication projects and image in an internet platform. "

Multimedia Design.

RAPA # 6. " The student will apply the knowledge and skills to design communication projects and interactive images through multimedia technology."

Design of spaces.

RAPA # 7. " The student will implement the knowledge and skills in regards to design to the specialized area of outdoor and indoor spaces."

Advertising.

RAPA # 8. "The student will apply knowledge and skills in project generation and advertising strategies."

2.15.1 . - List of the RAPAs related to all LDG students with the skills of the designer proposed by AIGA and Adobe :

COMPETENCE	RAPA # 1	RAPA # 2	RAPA # 3	RAPA # 4
Ability to create and develop visual responses to			X	

communication problems, including the understanding of the hierarchy, typography, aesthetics, composition and construction of meaningful images.				
Ability to solve communication problems, including problem identification, research, analysis, solution generating, prototyping, user testing and evaluation results.				X
Extensive knowledge of issues related to the cognitive, socio-cultural, technological and economic contexts for design.	This competence although not related to our Rapas it does slightly relate with the institutional outcomes: RAI 3 and RAI 4			
Ability to respond to the social, cultural, technological and economic context of the audience.	This competence although not related to our Rapas it does slightly relate with the institutional outcome: RAI 4			
Understanding and ability to use the tools and technology.			X	
Ability to be flexible and dynamic in practice.				X
Management and communication skills necessary to function productively in large interdisciplinary teams and flat organizational structures.				X
Understanding how systems behave and aspects that contribute to practices, strategies and sustainable products.	This competence although not related to our Rapas it does slightly relate with the institutional outcome: RAI 3			
Ability to construct verbal arguments for solutions to various audiences and / or users, application areas and business operations and organizations.				X
Ability to work in a global environment comprising cultural preservation.	This competence although not related to our Rapas it does slightly relate with the institutional outcome: RAI 3			
Ability to work productively in large interdisciplinary teams.				X
Understanding ethical issues in practice.				
Ability to identify the causes and effects, and to develop criteria for evaluation of projects representing the audience and context.				X

Table 11. Relationship between the learning outcomes of the program and comments suggested made by ADOBE and AIGA for the graphic design degree.

2.15. - Awards of the Program in Mexicali.

2.15.1 . - Relevant information about events and achievements of the bachelor degree - Mexicali.

Two or three events are made each year in which the work and student projects are disclosed to the community.

It highlights the publication of printed books and digital as well as students and alumni Daniel Torres and Francisco Guerrero. They were finalists for two consecutive years in the national design competition from the A diseño magazine, the most important design magazine in Mexico.

In 2004 SINAPSIS was created, " Communication Back and Forth " event which shows the outstanding work of students of different semesters of the LDG.

For 2005 it was Synapse Tekhné, an exhibition of visual design projects with traditional and digital tools.

2006 Publication of the first book of the bachelor "Digital Illustration, Catalog Project" this book shows the extent of applying digital illustration to promotional graphics solutions.

2006 Tekhné Event at Slow Down. In addition to several conferences the following were presented: Café Slow down, yellow submarine, installation, drawing, performance, mural, sculpture, poster, print, postcard , book, digital design , animation , video , bazar , gallery .

2007 "LOGIN". It presents the work that students do in CETYS, Mexicali has 4 events:

- A) Interactive Virtual Rally.
- b) Retrospective exhibition of the work of the bachelor degree.
- c) Conferences and workshops.
- D) Body paint.

2009- Foundation of the electronic magazine from CETYS students, DOZ.

2.15.2 . - Agencies, offices and companies where graduates work- Mexicali.

Several graduates of the BA have worked at major agencies and offices in Mexicali, some of them are listed below:

- 360 degrees. - Advertising campaigns - advertising design
- Bunker . - Founding entrepreneur - advertising design - publishing - Web - Corporate Identity - Mexicali - San Luis . Daniel Valtierra - Professor LDG.
- Flow Media Graphics. - Head of Design - advertising campaigns - advertising design - illustration.
- Creative ID . - Design and printing.
- Ideas que Venden - advertising campaigns - advertising design
- Ivemsa . - Design promotional items - web design - corporate design and corporate communication.
- La Cronica . - Supplements editorial design: space, weddings, etc.

- Lapislazuli Studio. - Entrepreneur, founder, partner, animation studio - design and illustration of characters and environments.
- Lincome - advertising campaigns - advertising design
- Newell Rubbermaid Mexicali , Paper Mate . - Printing responsible for everything.
- Skyworks . - Design of elements of internal and external communication - editorial design .
- Creative Society . - Partners - creative director - head of design - advertising campaigns - advertising design .
- Studio the M. - Entrepreneur - owner - creative director.
- Tafoya and partners. - Audits of image and marketing - chief designer - advertising campaigns - advertising design - corporate identity.
- Visual creative of the desert. - Advertising campaigns - corporate image design - editorial design.
- Zahori . - Web design.

2.15.3 . - Memberships and conferences - Mexicali.

We belong to ENCUADRE, <http://www.encuadre.org/>

Attendance to conferences:

Esquina Norte , Tijuana .

Creativo , Hermosillo .

Design Fest , Guadalajara .

Assemblies and Meetings of Design ENCUADRE, Mexico D. F. , Villa Hermosa, Tabasco, Ensenada , B.C.

2.16. - Program Achievements in Ensenada.

Publication of two books and a digital print as well as a 10th commemorative magazine . Anniversary of the bachelor degree. In addition a couple students have obtained consecutively, the first places, of the National Competition of Ecological Packaging Design "Carlos Celorio" organized by the UAM - Xochimilco.

2.16.1 . - Relevant information about events and achievements of the LDG -Ensenada .

2001-2010 Organization in Ensenada for 9 consecutive years of "Muestra gráfica" forum exhibition of work by students to employers and the community and space for speakers and workshop leaders foreign and domestic, thereby broadening the vision of students on the design world.

2005 Affiliation of CETYS Ensenada to ENCUADRE. Having the regional representation of the North-West during the period 2007-2009 and the student mobility from 2009-2013.

2007 Publication of the catalog Ilustrarte 2007. Compendium of artwork by students in the semester from August to December.

2008-2013 - Participation of graduate and associate professor, Ana Maria Mejia, giving illumination workshops and as a speaker and lecturer at various universities in the country and international galleries.

2009 - CETYS Ensenada hosted the XVIII General Assembly Meeting of ENCUADRE, with the assistance of more than 40 representatives of its affiliated colleges, it contributed to strengthen partnerships between attendees and promote the achievement of the objectives of the Association.

2009 - Undergraduate students participating in the organization of Congress CIAN "Creativity and Innovation", School of Business and Administration, so that, several conferences were presented in conferences focused on the interests of students in the LDG.

In 2010 on the occasion of the 10th. Anniversary of the program, further outreach activities were conducted including the presentation of professional portfolios from graduates, conferences and workshops open to the community as well as the publication of a printed magazine.

2011 - Esther A. Gamez, professor in the drawing of the Human figure class; wins 1st place at the XVIII Biennial Plastic of Baja California, Selection 2011, organized by the Cultural Institute of Baja California, in coordination with CONACULTA.

2012-2013 - Professors participate in the Technical and Academic Committee exit exam for the LDG from CENEVAL.

2013 - Students organized the event "Focus 2013: Strategic Design" having events for an entire week of April to commemorate the day of the designer.

2013 - International Exhibition "Poster for Tomorrow 2012: Gender Equality" in the Palacio Municipal de Ensenada.

2013 - During the August-December, they programmed several weekly reunions with visual communication experts.

Student Awards -Ensenada.

2008 Gustavo Cota "Encartelaa a la inseguridad. Universia Mexico . - Finalist for popular selection .

2011 Daniel Niebla, Paulina Bueno and Josue Vargas were winners in the poster contest from the Electoral Institute and Citizen Participation from BC., see their work published in the 2011 calendar of the Institute.

2011 Erick S. Vazquez: 1st place in the Biennial Plastic in BC in the photography category.

2011 Ernesto Monzon: 1st place in the First National Ecological Packaging Design " Carlos Celorio " organized by the UAM - Xochimilco. Denisse and Nancy Eugenia Rojas Muñoz Arellano : 2do. place in the category label design in the same contest.

2013 - Lucia Lafuente and Jose Ortiz : tied for 1st place in the Second National Contest of Ecological Packaging Design "Carlos Celorio ", organized by the UAM - Xochimilco.

2013 The graduate Ernesto Monsoon is a finalist in the poster category in the awards ! Design .

2.16.2 . - Agencies, offices and companies where graduates work. -Ensenada .

Several graduates of the BA have worked at major agencies and offices of Ensenada, some of them are listed below and and work they do:

- AUGEN . - Graphic design - advertising - house publications .
- CEARTE . - Dissemination and promotion - distance education.
- CETYS . - Marketing -Graphic design- teaching.
- CREATE . - junior designer - marketing - advertising.
- Don Brandon . - Graphic design , advertising.
- Ensenada International Terminal. - Internal publications .

- EXGRAF . - Prepress , graphic design , project management.
- GO PRINT. - Founder - owner - print graphic - design .
- IKEN . - Graphic designer - corporate identity, advertising.
- GINGER design. - Founder - art - direction - packaging corporate identity .
- Kaunaz . - Commissioned graphic design area .
- POINT. - Graphic design, product applications.
- PRONATURA . - Disseminating protected species and natural areas - materials.
- SPORT BAR . - Advertising , graphic design.
- Ciruela Workshop . - Graphic design.
- Vinilica . - Founder - of product design.
- ZIGZAG : design market . - Founding members - graphic design - interior design.

2.16.3. - Ensenada Campus Memberships and conferences.

We belong to ENCUADRE since 2005, <http://www.encuadre.org/>

The program was signed to a! Design in 2013, <http://www.a.com.mx/>

Conferences:

Esquina Norte, Tijuana.

Assemblies and Meetings of ENCUADRE. Aguascalientes , Aguascalientes , Ciudad Juarez, Chihuahua , Ensenada , BC ; Juriquilla , Queretaro, Merida, Yucatan, Mexico DF , Monterrey , Monterrey , Pachuca , Hidalgo , San Luis Potosi , SLP , Tampico , Tamaulipas Tijuana , BC , Villa Hermosa, Tabasco.

3. - Review of the Program Capacity.

3.1 . - Full time and part time professors. This self-study used the period of analysis of 2012.

Full-time (TC) . Is the professor that agrees to be contracted exclusively with CETYS to offer their professional services in academic activities working 40 hours a week.

Part Time (MT). Is the professor that agrees to be contracted exclusively with CETYS to offer their professional services in academic activities working 20 hours a week. (CETYS , 2013)

Full-time professors who taught in the LDG in Mexicali during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Jorge A. Ortega	41	M	Doctorate	Adv. Communication in Spanish
Joaquín E. Castillo	50	M	Master	Typography II, Visual communication theory, Visual project management
Luis E. Linares	50	M	Master	Human being and the Environment, People and ethics
Paulina Vargas	32	F	Master	Consumer Behavior
Francisco Villalba	69	M	Master	Marketing management

Table 12. Full-time professors, campus Mexicali (Jan-June 2012).

Full-time professors who taught in the LDG in Mexicali during August to December 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Joaquín E. Castillo	50	M	Master	Copywriting, Introduction to Design, Technical Drawing
Teresita Higashi	52	F	Master	Research Methodology
Paulina Vargas	32	F	Master	Consumer Behavior
Francisco Villalba	69	M	Master	Marketing Management

Table 13. Full-time professors, campus Mexicali (Aug-December 2012).

Full-time professors who taught in Ensenada in the LDG during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Cecilia Osuna	49	M	Doctorate	Human and ethics
Margarita Rubio	53	F	Master	Marketing Management
Dámaso Ruiz	36	M	Master	Globalization and Economic Development
Sialia K. Mellink	32	F	Master	Theory of visual communication, creative techniques

Table 14. Full-time professors, campus Ensenada (Jan-June 2012).

Professors who taught full time in Ensenada in the LDG during August-December 2012

NAME	AGE	SEX	GRADE	WORKLOAD
Cecilia Osuna	49	M	Doctorate	Human and ethics
Margarita Rubio	53	F	Master	Graphic Design, Corporate Identity
Sialia K. Mellink	32	F	Master	Color Theory, History of Graphic Arts II

Table 15. Full-time professors, campus Ensenada (Aug-December 2012).

Part-time professors who taught in the LDG in Ensenada during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Francisco Melo	35	M	Maestría	Art direction

Table 16. Part-time professors, campus Ensenada (Jan-June 2012)

With this the BGF had a 26.42% of classes taught by full-time professors in Mexicali Campus and 22.64% in Ensenada campus in 2012. Mexicali did not had part-time professors but Ensenada had classes taught by these of 1.88%. Both in Mexicali and Ensenada the 2nd. source of professors are full-time.

3.2.- Adjunct, Associate and Subject Professors.

Adjunct (AD). It is the professor who agrees with the CETYS to offer their services for a specified time, according to a contract for professional services in academic activities.

Associate (AS). They are non-academic employees, who work full-time in CETYS, involved in teaching classes and the learning assessment. This class includes administrative managers and those professors commissioned as directors (Directors of Schools, Deans of the Colleges, Etc.)

Subject (A). It is the professor, who agrees with CETYS to offer their services for a definite time, under a contract of professional services. (CETYS, 2013)

Professors who taught classes in the LDG in Mexicali during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Odette Barajas	49	F	Major	Photography and Digital Studio, Photography
Daniel Torres	30	M	Bachelor degree	Introduction to Computer Aided Design, Graphic Design, Branding, Digital Prepress

Table 17. Teachers accompanying Mexicali campus (Jan-June 2012).

Teachers who taught attachments in LDG Mexicali during August to December 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Odette Barajas	49	F	Major	History of Graphic Arts I, History of Graphic Arts II
Daniel Torres	30	M	Bachelor degree	Introduction to Computer Aided Design, Graphic Design, Branding

Table 18. Adjunct professors, Mexicali campus (Aug-December 2012).

Adjunct professors, LDG in Ensenada during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Claudia Durazo	31	F	Bachelor degree	Typography I
Diana Robinson	42	F	Bachelor degree	Package, label and display

Table 19. Adjunct professors, Ensenada campus (Jan-June 2012).

Adjunct professors, LDG in Ensenada during August-December 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Claudia Durazo	31	F	Bachelor Degree	Printing systems
Diana Robinson	42	F	Bachelor Degree	Printing systems

Table 20. Adjunct professors, Ensenada campus (Aug-December 2012).

Associate professors in the LDG in Mexicali during January-June 2012.

NAME	AGE	SEX	GRADE	WORKLOAD
Ernesto Romero	29	M	Bachelor Degree	Globalization and Economic development

Table 21. Associate professors, Mexicali campus (Jan-June 2012).

Associate professors who taught in the LDG in Mexicali during August-December 2012.

NAME	AGE	SEX	GRADE	WORKLOAD
Carmen Echeverria	61	F	Doctorate	Human being and ethics

Miguel Urriza	34	M	Bachelor Degree	Advanced communication in English
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Table 22. Associate professors, Mexicali campus (Aug-December 2012).

This means a 20.75% of classes taught by adjunct professors in Mexicali campus and 7.55% in campus Ensenada during 2012. Ensenada did not have available classes taught by associate professors but Mexicali these type of professors taught 5.7% of the classes.

Subject professors who taught in the LDG in Mexicali during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Adriana Eguia	30	F	Master	Advanced Communication in English
Laura López	52	F	Master	Human being, History and Society
Maricela Alvarado	61	F	Bachelor Degree	Drawing I
Josué Pizano	28	M	Bachelor Degree	Image scanning, Web Layout
Bernardo Olmedo	40	M	Bachelor Degree	Drawing II
Paloma Rodríguez	30	F	Bachelor Degree	Management of companies dedicated to visual communication
Marcos Romero	29	M	Bachelor Degree	Typography I, Corporate Identity
Daniel Valtierra	35	M	Bachelor Degree	Illustration
Jorge Vázquez	57	M	Bachelor Degree	Editorial design

Table 23. Subject professors, Mexicali campus (Jan-June 2012).

Subject professors who taught in the LDG in Mexicali during August-December 2012.

NAME	AGE	SEX	GRADE	WORKLOAD
Aída Hurtado	30	F	Master	Printing systems
Maricela Alvarado	61	F	Bachelor degree	Drawing I, Drawing II
Adriana Guzmán	39	F	Bachelor degree	Advertising
Bernardo Olmedo	40	M	Bachelor degree	Human figure drawing, color theory
Miguel Osuna	37	M	Bachelor degree	Human Being, History and Society
Josué Pizano	28	M	Bachelor degree	Multimedia, Web Layout, Professional Portfolios

Paloma Rodríguez	30	F	Bachelor degree	Typography II
Marcos Romero	29	M	Bachelor degree	Corporate Identity
Daniel Valtierra	35	M	Bachelor degree	Illustration
Jorge Vázquez	57	M	Bachelor degree	Package, label and display

Table 24. Subject teachers, campus Mexicali (Aug-December 2012).

Subject teachers who taught in the LDG in Ensenada during January-June 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Martha Guerrero	35	F	Master	Human being, History and Society
Michelle McCunney	50	F	Master	Drawing II
Denny Armenta	45	M	Bachelor degree	Technical Drawing
Luis Ariza	41	M	Bachelor degree	Visual Project Management
Susana Ávila	48	F	Bachelor degree	Advanced Communication in English
Cecilia Castro	32	F	Bachelor degree	History of Graphic Arts I
Fernando de la Rosa	27	M	Bachelor degree	Audiovisual aids
Ada Gómez	43	F	Bachelor degree	Management of companies dedicated to visual communication
Roberto Gutiérrez	32	M	Bachelor degree	Editorial design
Maribel Fisher	50	F	Bachelor degree	Signage
Mauricio Fernández	30	M	Bachelor degree	Professional Portfolio
Edwin Lara	26	M	Bachelor degree	Multimedia programming, Multimedia post production
Ramiro Magaña	41	M	Bachelor degree	Digital Prepress
Ana Mejía	28	F	Bachelor degree	Photography and digital studio
Fernando Parra	36	M	Bachelor degree	Analysis of digital media and communication on the web
Rodolfo Ramírez	43	M	Bachelor degree	Photography
Rogelio Vázquez	29	M	Bachelor	Copywriting

			degree	
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Table 25. Subject teachers, campus Ensenada (Jan-June 2012).

Subject teachers who taught in the LDG in Ensenada during August to December 2012:

NAME	AGE	SEX	GRADE	WORKLOAD
Concepción Ramírez	48	F	Doctorate	Human being, History and Society
Martha Guerrero	35	F	Master	Thinking Skills
Francisco Melo	35	M	Master	Advertising
Alejandro Pacheco	50	M	Master	Branding
Lucía Villegas	51	F	Master	Research Methodology, Human being and the Environment
Susana Ávila	48	F	Bachelor degree	Advanced Communication in English
Denny Armenta	45	M	Bachelor degree	3D Modeling and Animation
Cecilia Castro	32	F	Bachelor degree	Typography II
Daniela Camargo	37	F	Bachelor degree	Consumer Behavior
Fernando de la Rosa	27	M	Bachelor degree	Communication theory of persuasion
Esther Gámez	33	F	Bachelor degree	Human figure drawing
Roberto Gutiérrez	32	M	Bachelor degree	Introduction to Design, Introduction to Computer Aided Design
Rodolfo Gutiérrez	28	M	Bachelor degree	Multimedia
Ana Mejía	28	F	Bachelor degree	Illustration
Fernando Parra	36	M	Bachelor degree	Web Layout
Teresa Zinzer	50	F	Bachelor degree	Drawing I

Table 26. Subject professors, Ensenada campus (Aug - December 2012) .

Classes taught by subject professors are equivalent to 47.17 % for Mexicali and 67.93% being the main source in both cases.

3.3 . - Research lines of the program and its relationship to the education lines of the program.

3.3.1 . - Institutional Research Plan.

The Institutional Research Plan is intended to guide the research actions, in its various forms (institutional and academic), as part of its 2020 CETYS Plan and its Mission (CETYS , 2012).

The research expectations from CETYS University System are synthesized in CETYS 2020 Plan, indicating the creation of three centers of excellence, one for each of the three colleges that make up the academic structure of the institution:

- Business Competitiveness Centre (College of Business Administration [Cayn]).
- Design and Innovation Centre (College of Engineering [CING]).
- Centre for Human and Social Development (College of Humanities and Social Sciences [CCSYH]).

Development trends of Baja California and vocations of each of its municipalities (Mexicali , Tijuana , Ensenada , Tecate and Rosarito) were additional benchmarks considered for the definition of the research lines of each Center of Excellence. The state's economy has been organized in economic groups and each of them shows strengths, weaknesses, opportunities and threats to their development and sustainability. CETYS University System has identified on which can it influence and this is reflected in everything established.

Within the Institutional Research Plan (CETYS , 2012) are the following research lines in which professors and students from the LDG could get involved:

- In the line of Information Technology and Multimedia Systems (Design and Innovation Center of CING): Design of digital content, multimedia systems, software development, modeling and 2D and 3D animation.
- In line of Renewable Energy (Design and Innovation Center of CING) : Design of products and processes based on clean energy.
- In the Line of Entrepreneur Development and Family Business development (Business Competitiveness Center of Cayn): Studies of organizational identity.
- In the line of educational research (Center for Human and Social Development, CCSyH): Citizenship and social responsibility, teaching-learning processes.

3.3.2 . – Training Professors in Research.

Research is a process slightly practiced by some professors in our program. There are institutional efforts which, through courses of Comprehensive Professor Training (FIP), encourage teachers to participate more actively in research. In addition to these efforts, during April 2013, the LDG program organized a workshop on Qualitative Research in Higher Education with a focus on design programs, led by Silvia Oropeza, Academic Secretary of the Division of Sciences and Arts for Design from the Autonomous Metropolitan University of Xochimilco. It observed how the process followed in this

institution collects information from academic work, so as to generate a publication. As a result of the workshop, they detected that an area of opportunity for publication in CETYS were the linkage projects with businesses and real clients consistently performed. Mrs. Oropeza commented that this could be a line of research with which other agencies could label the research of the LDG program from CETYS.

3.4. - Program archive, laboratories and facilities.

CETYS University has physical facilities and equipment needed to carry out its educational mission and which ensure the development of all its academic programs in optimum safety and functionality.

The infrastructure resources, information and technology that students and professors from the LDG program have access to are described below:

All three campuses have a library, cafeteria, bank with basic financial services, nursing office and stationery with copy service. Also, each campus has sports areas where they train and play football games, basketball, volleyball , flag , soccer and baseball. Regarding individual disciplines, the following are practiced: athletics, fencing, karate, judo, table tennis and archery, among others.

The technological and information resources shared by the three Campuses are:

- Information Centers.

CETYS University System has three information centers, which are: the library Norberto Corella Gil Samaniego, Luis Fimbres Moreno Library and the Community Library located on the campuses of Mexicali , Tijuana and Ensenada, respectively, which are used both by those undergoing a school program within the institution, or the community in general. These Centers have more than 100 000 books, both printed and electronic, about 300 titles of magazines, about a 1,500 videos and 800 CDs.

For the particular case of the LDG in the Information Centers of Mexicali and Ensenada campuses, they have the books needed for the support of each of the subjects as well as print magazines published in our country and in the USA about design, communication, photography and art in general.

The Centers offer advice for students and professors of the institution on using the catalog of books, loans or renew books or online audiovisual materials, as well as the following services:

- Guided tours. – They show every area from the Information Center and are intended for students in any semester.
- Inductions for the library. – They are offered to students and newly hired professors in the first days of each semester.
- Internal loan. - Students, professors and the community in general can use the various materials that have the centers within the facilities.

- External Loan. - The books and videos are provided exclusively for professors, students and administrative staff from CETYS University System.
- Books on reserve. - Professors can leave books on reserve at the Circulation area for students to consult them on the premises or for copies.
- Interlibrary book loan. - Through this service you can request materials from another campus from CETYS System, as well as other libraries in the region, country and the world if they are within the participating institutions.
- Newspaper. - Area designated for consulting newspapers and magazines.
- University Historical Archive. - This area aims to rescue, preserve and manage all materials (graphics , text and audio-visual) about CETYS history. Access is restricted and operates solely in Tijuana Campus.
- Loan of audiovisual and computer equipment.
- Loan of study rooms.
- Internet. - Wireless internet service is available in all the areas that make the Information Centers.

- **Databases.**

The Information Centers also have a digital library, where students and teachers have access to various databases and different alternatives to see ebooks such as: e -book, e- ebrary, Knovel and Safari.

Databases:

- EBSCO : it gathers several databases in both English and Spanish, in disciplines such as business, education, engineering and communication, among others.
- OECD Library: information about economy, education, environment, public administration, commerce, finance, development, innovation, sustainability and society.
- IQOM : analytical journal and electronic library of Mexico's foreign trade . Information on all trade measures that Mexico and its partners apply, and their implications for companies established in Mexico.
- EMIS : Contains national information on industries, macroeconomics, financial markets, legal aspects and market analysis.
- vLex : legal research mega-site that provides thousands of sources of primary and secondary law of dozens of publishers around the world.

- **Videoconferencing rooms.**

Long-distance classes are held in these rooms from the three campuses; as well as courses, conferences and meetings with other educational institutions nationally and internationally. The rooms have a team of multipoint connection that allows users to have up to 4 institutions simultaneously linked. The system allows users to upload PowerPoint presentations as well as video.

- **Blackboard.**

This platform supports students and professors of the three campuses. In recent years the percentage of courses that are handled through Blackboard have significantly increased; for the first half of 2011 on the Tijuana campus 84% of the courses used this technological tool while in Mexicali it was 83% and in Ensenada 72%.

- **My Campus Portal.**

This portal consists basically of two areas: an administrative area where personal information from both the professors and students, and an academic area where faculty and student have access to various educational technology resources , including Blackboard and Electronic Portfolio.

- **Electronic Portfolio.**

The Electronic Portfolio is a web resource where professors and students can interact for the following activities:

- The teacher assigns projects, evaluates and provides feedback to students.
- The student uploads information, exhibitions and projects, whether they are products of work done in class or personal.

- **Center for Educational Improvement Technology (CETEME).**

CETEME is a department within the Department of Informatics and Telecommunications that was designed do that professors have the opportunity to be updated on issues related to the use of educational technology to improve their practice in the classroom. The main functions and services provided by the CETEME are aimed at:

1. Videoconference System Operation.
2. Blackboard Management (course-building, enrolling students).
3. Closed Circuit Operation within Campus.
4. Filming of academic events.

5. Inspection and maintenance of audiovisual equipment installed in classrooms.
6. Digitization service or information transfer (VCR to CD or DVD).

• **Audiovisual and computer equipment.**

Availability of audiovisual and computer equipment.

Mexicali :

- 32 projectors in undergraduate classrooms.
- 14 projectors in special rooms.
- 21 projectors in the Language Center.
- 7 projectors for loan.
- 7 laptops for loan.
- 27 computers in the Library Lab.
- 24 computers in the lab A CAT .
- 16 computers in laboratory B inside the CAT.
- 20 Macs in the Graphic Design lab.
- 10 computers in Industrial Engineering Laboratory.
- 20 computers in advanced computer lab .
- 12 CEDICOM computers.
- 20 CETEA computers.
- 20 computers in Strategic Planning lab.
- 28 computers for Language Classes.
- 6 computers for Mechatronic Practice.
- 4 computers for Automation and Control. (CETYS , S. F.)

Ensenada

- 13 projectors in special rooms.

6 computers in special rooms.

5 TV in special rooms.

4 projectors for loan.

16 computers in the general laboratory.

32 computers in the general laboratory.

12 computers in the Universia laboratory.

20 Mac computers in the Graphic Design lab.

8 computers in the Networks lab.

8 computers in Library.

6 computers in the laboratory of Control. (CETYS , S. F.)

• Online courses.

In the second half of 2005, the online education project began in CETYS University from the following bases:

1. Keep a humanistic education vocation.
2. Keep the classroom education scheme as the primary educational model.
3. Incorporate new technologies in the educational process.

• Wireless Internet Service.

A vital support for the development of learning activities is the wireless Internet service CETYS provides on all its campuses for all students and professors; in the case of LDG this allows working with CETYS Digital Library, Blackboard platforms, My campus Portal, electronic Portfolios, plus general search engines like Google and social networks, promoting and developing the culture of information, among other advantages.

• Classrooms, workshops and laboratories for the BA in Graphic Design.

The LDG will have a workshop equipped to print on substrates of paper, paperboard and textiles on the two campuses respectively.

In addition, the LDG has an analogous photography workshop in Mexicali campus and a digital photography studio in Ensenada campus.

Mexicali has three workshops and Ensenada has one used for subjects related to design and drawing.

- **Laboratory Program for Graphic Design School**

CETYS, Ensenada campus

In October 2005 CETYS designed the Laboratories for Graphic Design School Program in CETYS Ensenada campus, where they define the vision of development for Graphic Design labs :

"Support CETYS mission of promoting the theoretical and practical educational development of their students by teaching them the technologies that allow them to develop comprehensive design projects that respond to the real needs of today."

Digital photography Studio: Photo and studio equipment.

Computer design workshop: Knowledge of computer technology for the different areas of graphic design. Both in software as in hardware.

Print Workshop: Knowledge of different printing systems.

Drawing Workshop: Knowledge of drawing, perspective, color management.

- **Computer design workshop.**

Licenses of the following installed programs:

Microsoft Office:

M. Excel

M. Word

M. Powerpoint

Final Cut Express

ilife '06

iDvd

iPhoto

iMovie

iTunes

Master Collection Cs6

Adobe Photoshop CS6

Adobe Illustrator CS6

Adobe Acrobat 9 Pro

Adobe Flash Catalyst CS6

Adobe Flash Professional CS6

Adobe Flash Builder 4 Standard

Adobe Dreamweaver CS6

Adobe Fireworks CS6

Adobe Contribute

Adobe Premiere Pro CS6

Adobe After Effects CS6

Adobe OnLocation CS6

Adobe Encore CS6

Adobe Bridge CS6

Adobe Device Central CS6

Adobe Dynamic Link

Adobe Lightroom Licence

- **Continuous Improvement Program of the LDG Workshops in Ensenada campus.**

There is a professor responsible for giving attention to the LDG workshops. It uses a control folder, as a record of the usability of the lab in after classes hours.

Students can use any of the workshops, they just need to fill the appropriate format book with their name and registration which makes them responsible for the workshop in the hours they requested.

The student must, in addition to book, write their name and number of computer they use and the time in the control folder.

In each of the workshops there is a sign with:

Guidelines of the workshop.

Inventory and investment of the equipment.

Weekly updates are made to the computer workshop programs and a trip is to observe changes in the equipment and facilities. Every six months, a record is made of the progress and needs of each of the workshops.

As of June 2006, there is an agreement of the Department of Physical Plant Maintenance to perform the necessary work in the Design laboratories and workshops.

4. - Educational Effectiveness Review Program.

4.1. - Graduates of the program and analysis of their professional performance and employability.

The following graphics show information obtained from surveys of graduates from the LDG in regards to their professional performance. Identifying professional satisfaction and performance allow us to review the graduates profiles and establish areas of opportunity. Ensenada has information from 5 respondents in 2007, 4 respondents in 2008, 8 in 2009, 4 in 2010, 3 in 2011 and 8 in 2012. Mexicali has information from 5 respondents in 2007 4 in 2008, 17 in 2009, 7 in 2010 , 4 in 2011 and 11 respondents surveyed in 2012; considering the number of graduates per year it is established that in all cases the sample is representative.

The highest level of employment for Mexicali campus was in 2009 with 59% of the surveyed employees and Ensenada campus in 2008, equivalent to 100% of the respondents. The highest level of unemployment for Mexicali was in 2010 and Ensenada in 2011 with 67%.

Percentage of the employability of graduates from the LDG in Ensenada

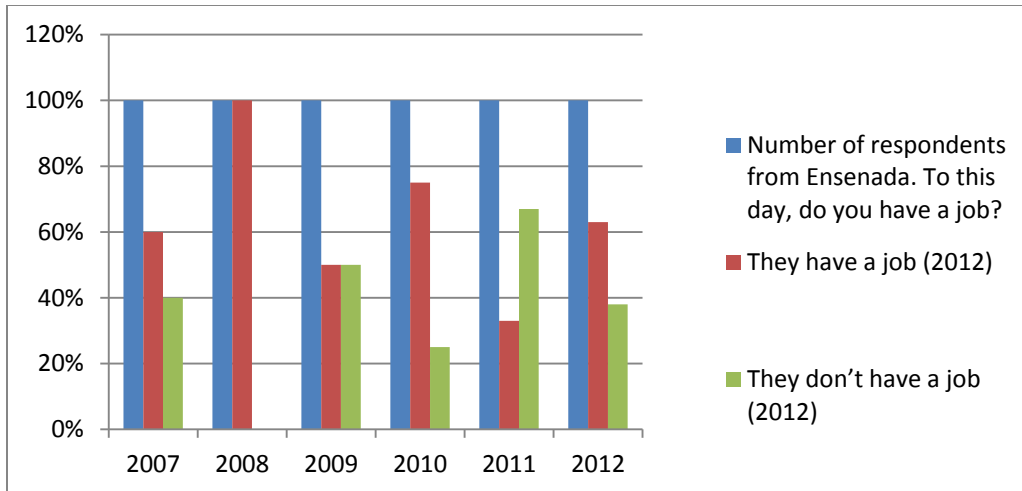


Figure 4 Percentage of employability of graduates in 2007, 2008, 2009, 2010, 2011 and 2012 Ensenada campus.

Percentage of employability of graduates from the LDG in Mexicali

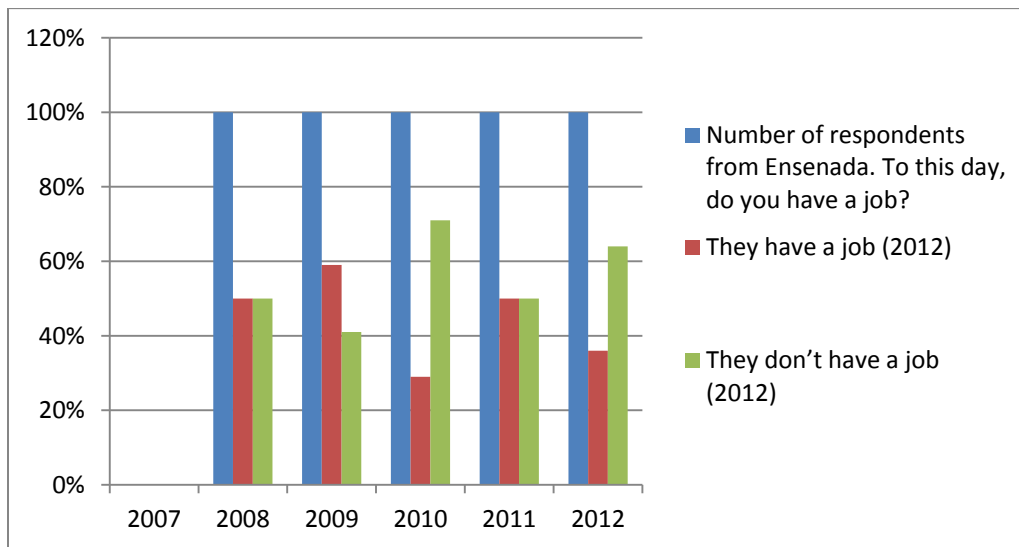


Figure 5. Percentage of employability of the graduates in 2008, 2009, 2010, 2011 and 2012 from Mexicali campus.

The following graph shows the results on the time they have worked in the same place. We can say that those who have left their work have done for various reasons, including not having need or to continue studying. Resulting in the following numbers:

Temporality at work, LDG Ensenada.

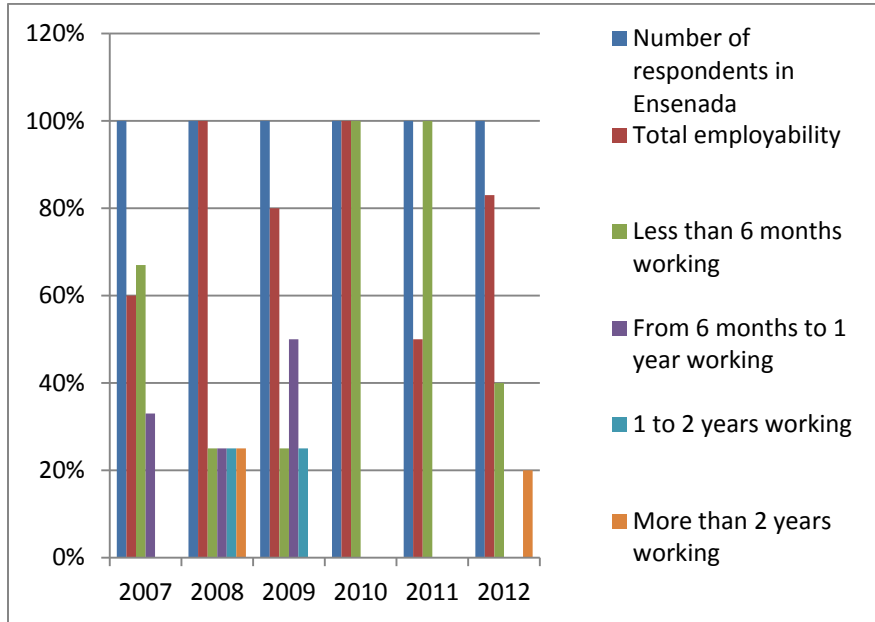


Figure 6. Time the Ensenada campus LDG graduates last in their jobs.

Temporality at work, LDG Mexicali.

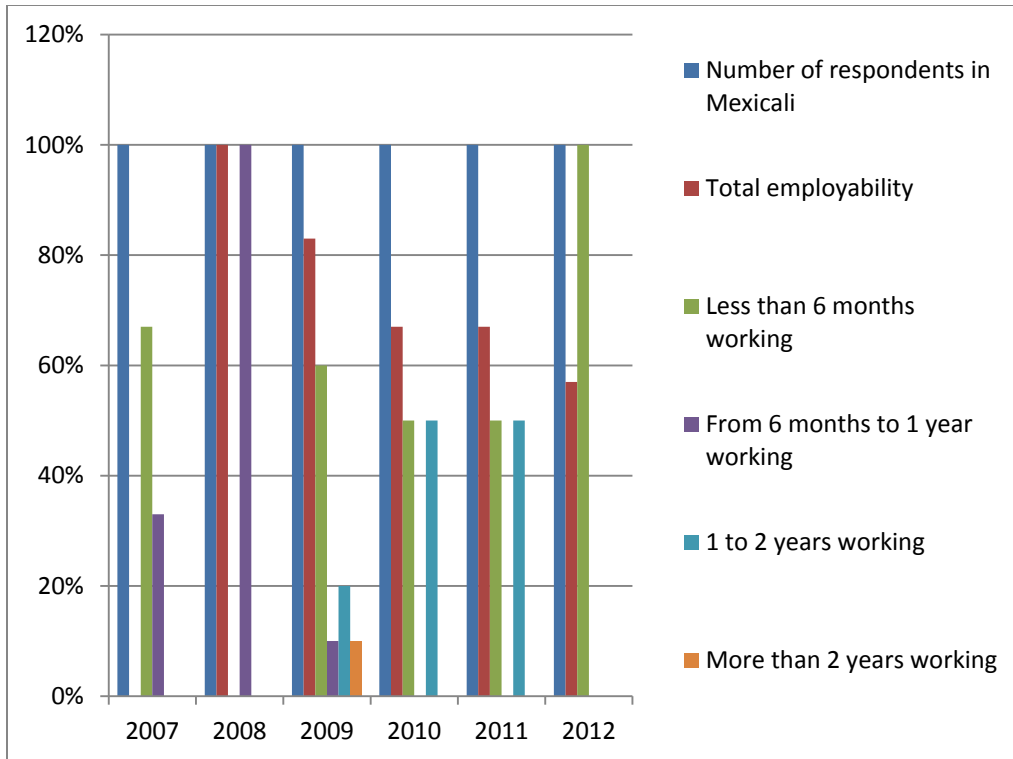


Figure 7. Time that Mexicali campus LDG graduates last in their jobs.

The surveyed companies that are employing graduates from the LDG CETYS University are from the private, public and government sector; in the following graphic they are identified as well as the place job they occupy in such employment. In both cases the outstanding industry is the private. The position held the most is mainly as an employee.

Sector to which the companies where the LDG graduates from Ensenada work belong to.

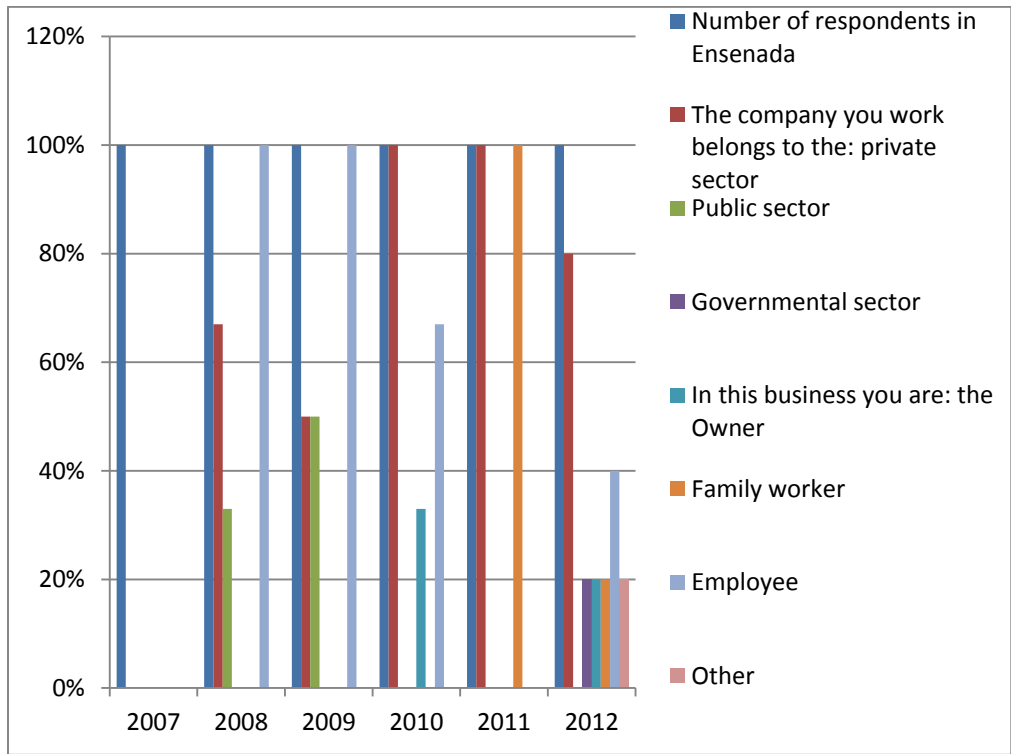


Figure 8. Relationship of job sectors per year, graduates of Ensenada.

Sector to which the companies where the LDG graduates from Mexicali work belong to.

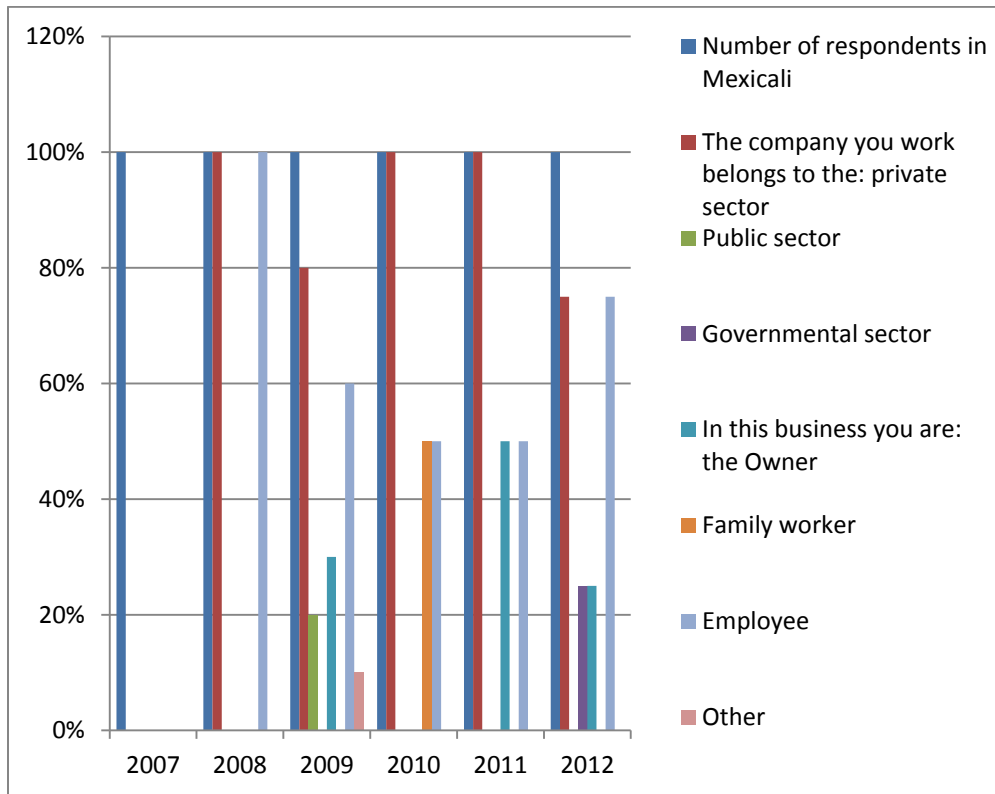


Figure 9. Relationship of job sectors per year, graduates of Mexicali.

A year after leaving Ensenada CETYS

In 2007, 67 % had jobs and are currently employed, increasing to 83%; the next two years 100% were employed and continue preserving it; until 2010, 80 % had and keep their jobs, being that for 2011, 100% were employed but only 75% of those surveyed kept the job one year later, improving their employability in 2012 of a greater number of respondents; 66.67% were also employed, but after a year it increased to 100%.

More than 60% of the respondents from the LDG in Ensenada, have a job upon graduation. The percentage increases to an 80% or more a year after graduation (except for the graduates from 2011).

Percentage of employability of graduates from Ensenada.

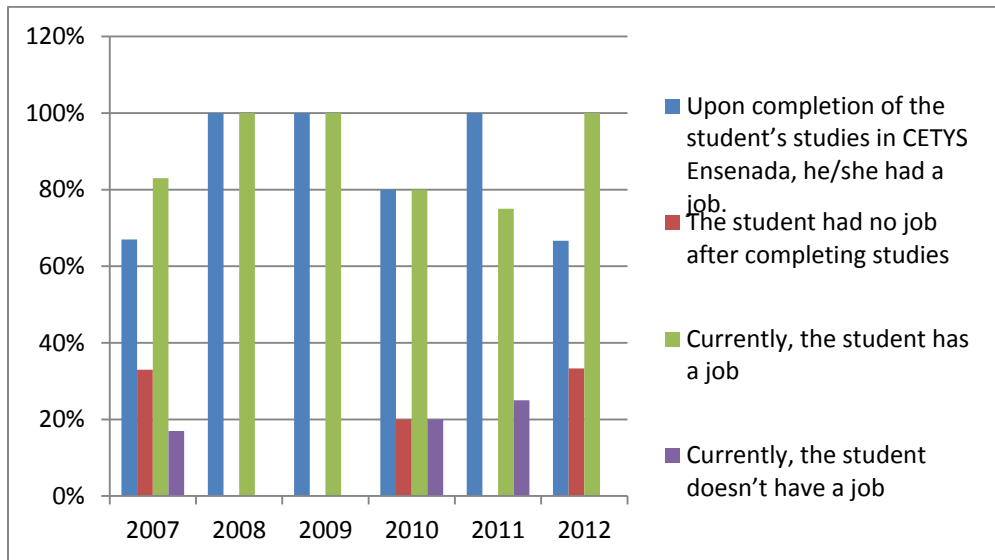


Figure 10. Value per year in the percentage of graduates employability of Ensenada.

Level of job satisfaction

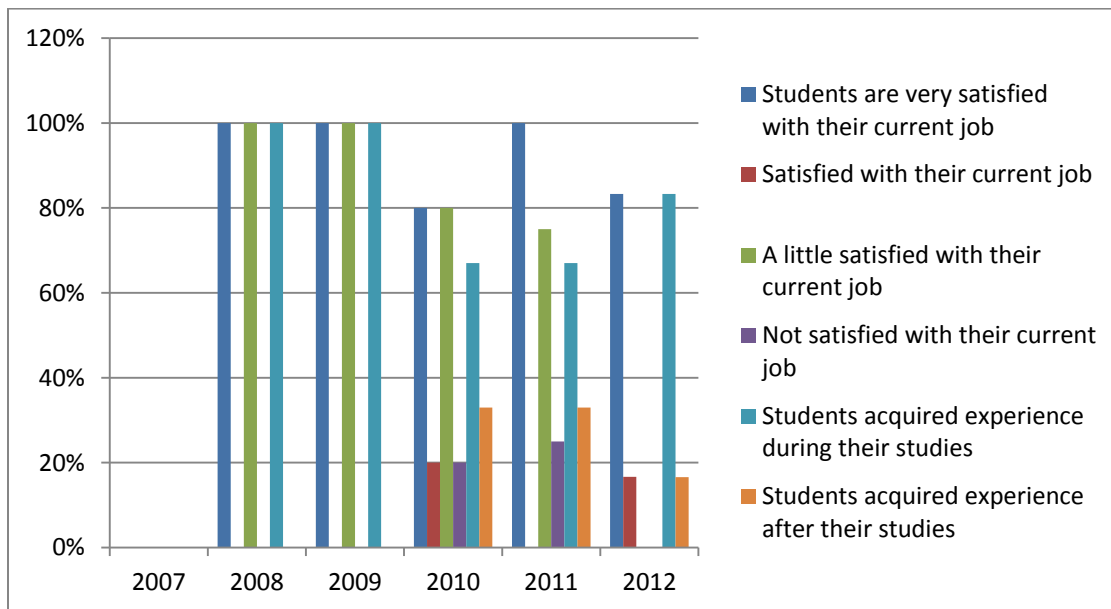


Figure 11. Level of job satisfaction of the graduates from the LDG in Ensenada.

Most of the graduates have had between 1 and 3 employers a year after graduation from the program.

Number of employers

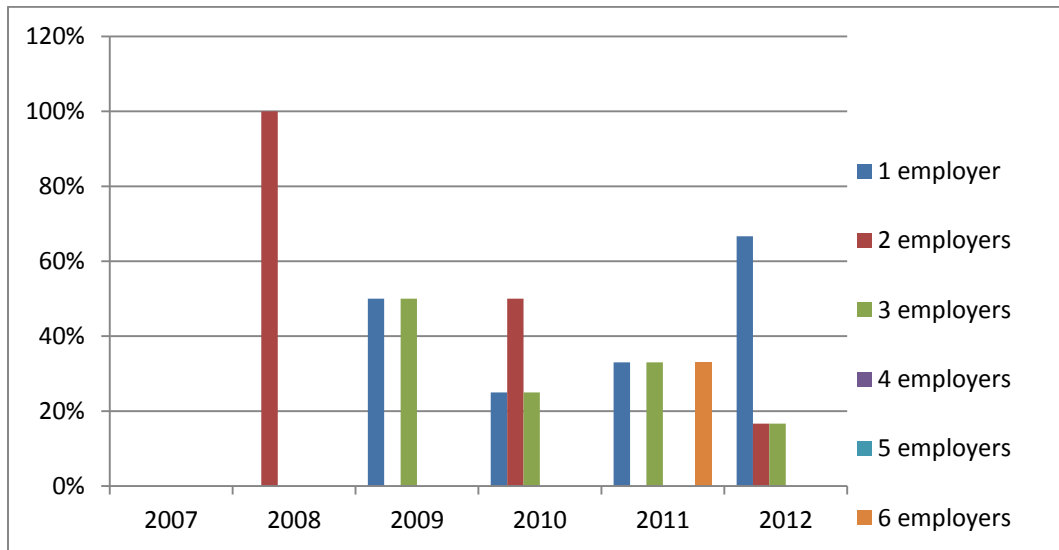


Figure 12. Number of employers that graduates from the LDG in Ensenada have had.

Regarding their current employment, most of the graduates work in the commercial or service area; specially for the ones from 2012 with 100%, in second place comes the industrial area and finally only one working in 2007 on livestock farming. As for the sector in which it belongs, the private sector is highlighted, followed by the public sector.

Business Sector for which the LDG graduates from Ensenada work

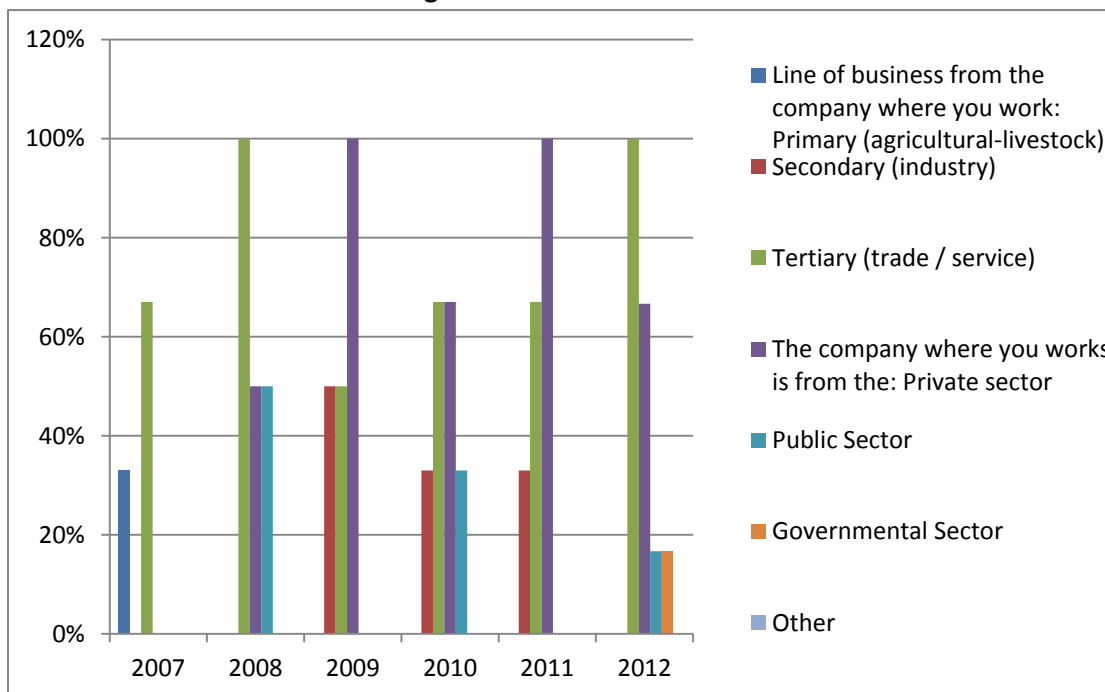


Figure 13. Key sectors for which the graduates from the LDG in Ensenada campus work.

In these companies in which CETYS graduates worked in 2008, 2009 and 2011 the total number of interviewers is employed, but in 2012 four out of the six respondents are owners of a company.

Employment status of graduates from the LDG Ensenada

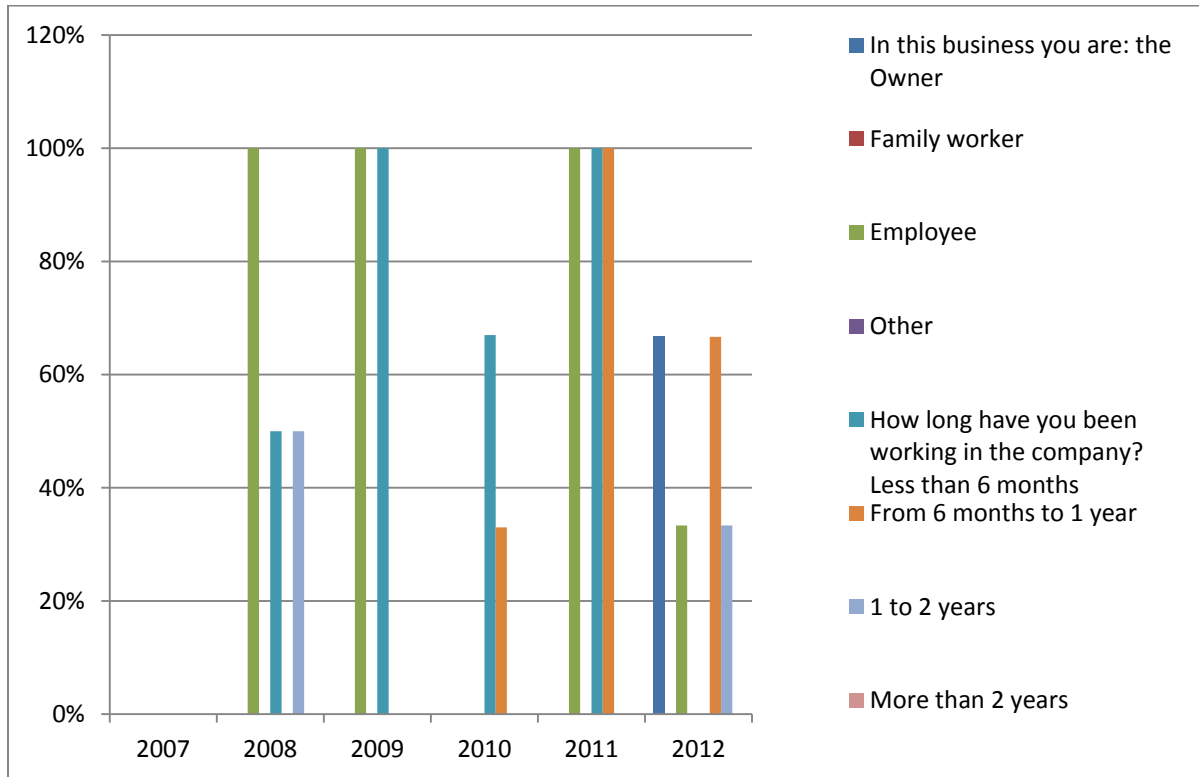


Figure 14. Ratio per year of employment status of graduates from the LDG in Ensenada.

A year upon graduating from CETYS Mexicali

The percentage of students that have a job upon graduation is low but the percentage increases up to an 80% or 100% a year after graduation for most cases.

Percentage of employability of graduates from Mexicali

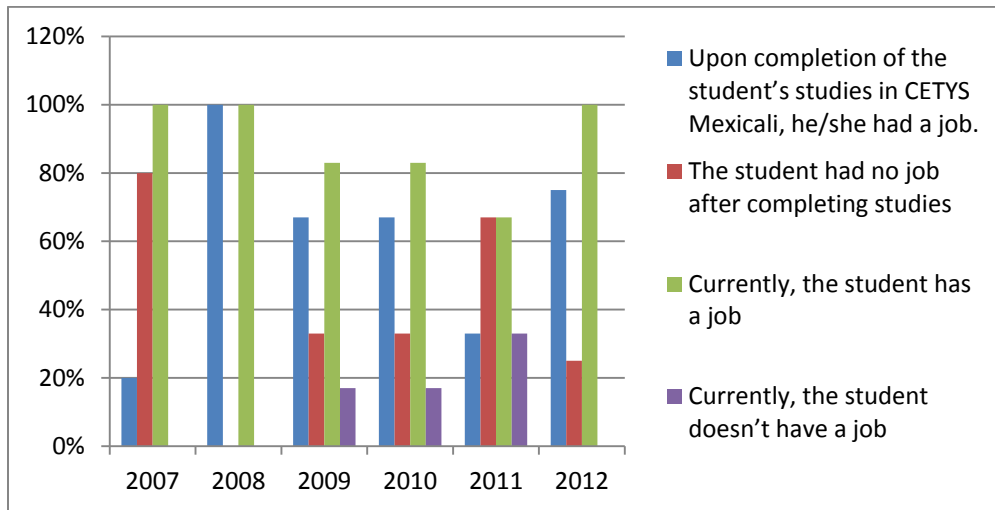


Fig 15. Percentages per year of the graduate's employability (Mexicali).

We can say that approximately 50% of the LDG graduates gained work experience during their studies. Between 40% was unsatisfied in their jobs, while 60% was satisfied or very satisfied with their jobs.

Level of job satisfaction

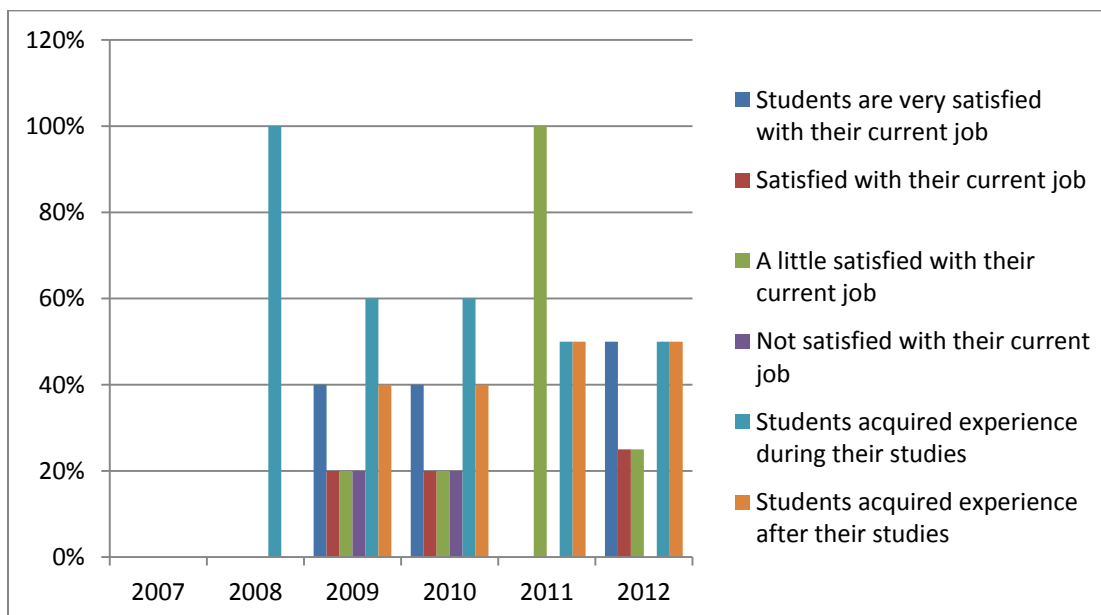


Fig 16. Level of job satisfaction of graduates from the LDG in Mexicali.

Most graduates from the LDG in Mexicali campus have had between 1 and 3 employers.

Number of employers

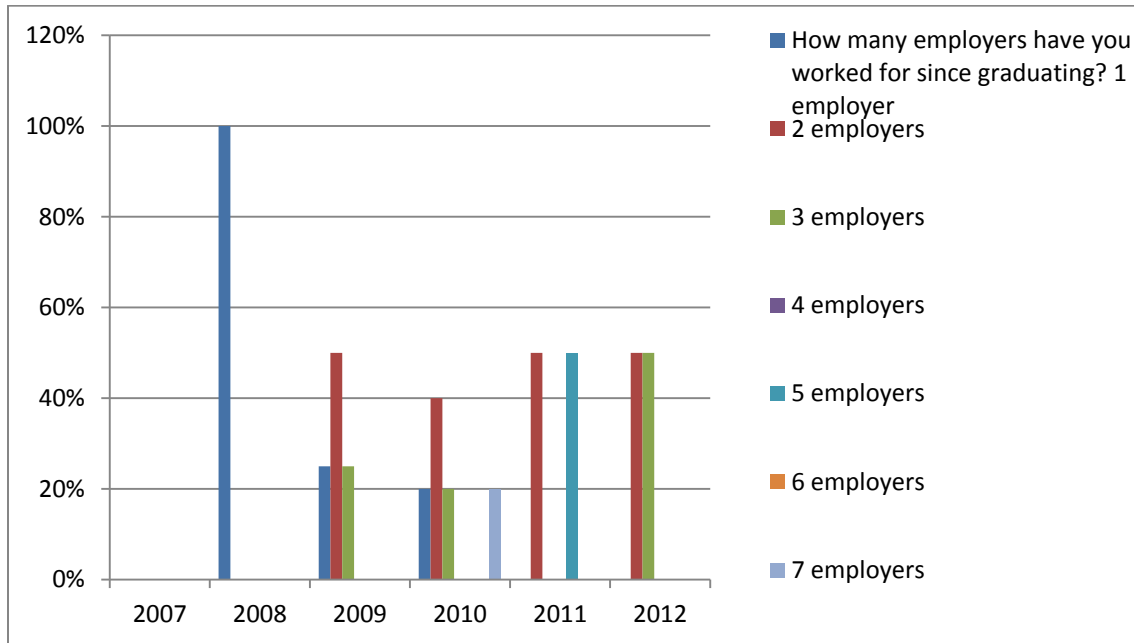


Fig 17. Number of employers that graduates from the LDG in Mexicali have had.

Business sector for which graduates work LDG Mexicali

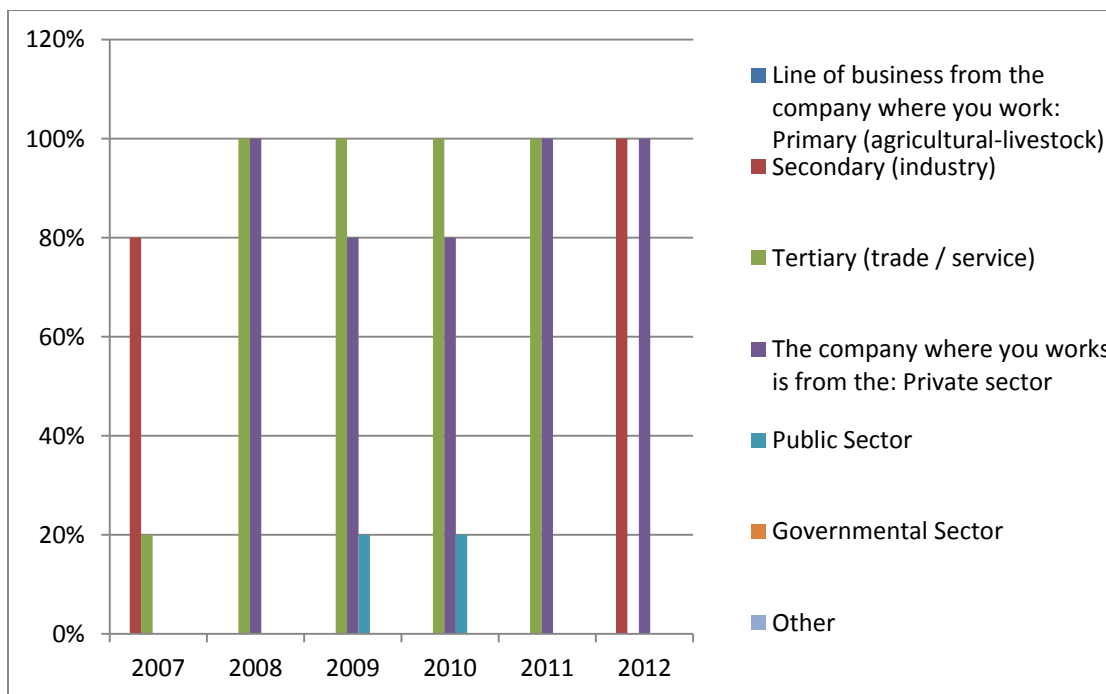


Fig 18. Top sectors in which graduates from the LDG in Mexicali campus work.

We can infer that the majority of graduates from Mexicali campus remain in their jobs between a couple of months and 2 years. According to data produced we can determine that we have a very similar number of those graduates employed and those who are starting their own business.

Employment status of graduates from the BDG in Ensenada

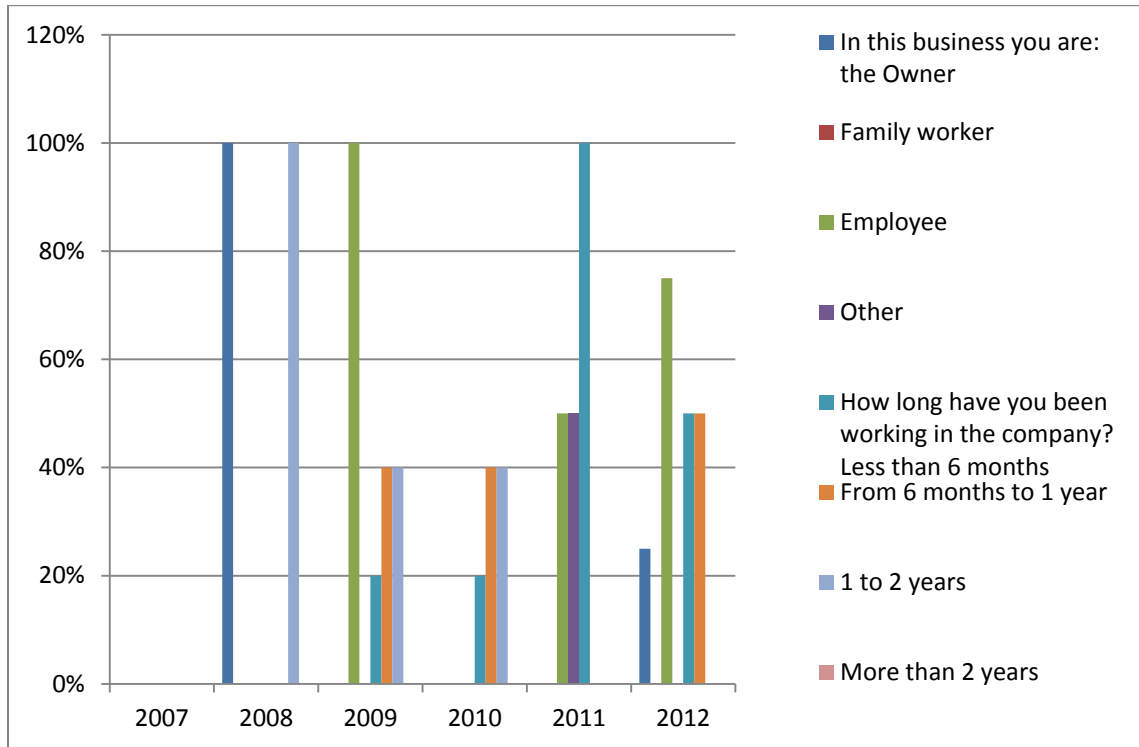


Fig 19 . Status per year of the employment status of graduates from the LDG in Mexicali.

Graduates, both in Ensenada and Mexicali, work as employees both upon graduation and a year after graduation, this is very likely to happen due to the need to gain more experience and generate revenue before they open a business; we see a likely opportunity for our business incubator in this situation and to promote the distinctive element of entrepreneurial culture and innovation within the curriculum of our program (CETYS, 2013).

4.2 -. Trend of the new and incoming student population of the program.

The enrollment of students in the program has declined significantly, from having 90 students in Mexicali and 86 in Ensenada during the first half of August -December 2007 (including new students and re-entries) during the first half of August to December 2013 it has 55 students in Mexicali and 36 students in Ensenada.

YEAR	ENSENADA NEW STUDENTS	ENSENADA TOTAL STUDENTS	MEXICALI NEW STUDENTS	MEXICALI TOTAL STUDENTS	OBSERVATIONS
2004	21	80	20	108	
2005	14	82	22	101	
2006	15	82	14	105	UABC opened the LDG and UVM opened the BID
2007	16	86	8	90	
2008	12	85	15	78	The DGDE opens in Mexicali and Ensenada
2009	11	71	6	49	
2010	11	62	17	52	
2011	11	55	9	53	
2012	8	45	9	51	
2013	8	36	13	55	

Table 27. Number of students who entered the program.

It is worth mentioning that in addition to the offer of the program that other institutions have done in the region, in August 2008 CETYS University opened the program of Digital Graphic Design Engineering in both Mexicali and Ensenada. Opening design programs for other institutions in seems to not have affected Ensenada campus in 2006 but it did affect Mexicali campus because it had a reduction in new enrollment of 36.36 % in 2006; this trend continued in 2007, by reducing a 42.86 in regards to new student in 2006. However in 2008, when CETYS offer its other design program on both campuses, the Digital Graphic Design Engineering (DGDE),

Mexicali had the highest number of entries since 2006. However, for 2009 Mexicali has a 60% reduction in 2009 new students enrollment. In Ensenada the most significant reductions were in 2008, equating to 25% in regards to the previous year and in 2012, in which there is a reduction of 27.27 % over the previous year.

If we compare the number of students (new enrollment and re-enrollment) enrolled in 2009 to 2013, we see that Mexicali has had a growth of 12.25 % but Ensenada has been significantly reduced, equivalent to a reduction of 49.30%.

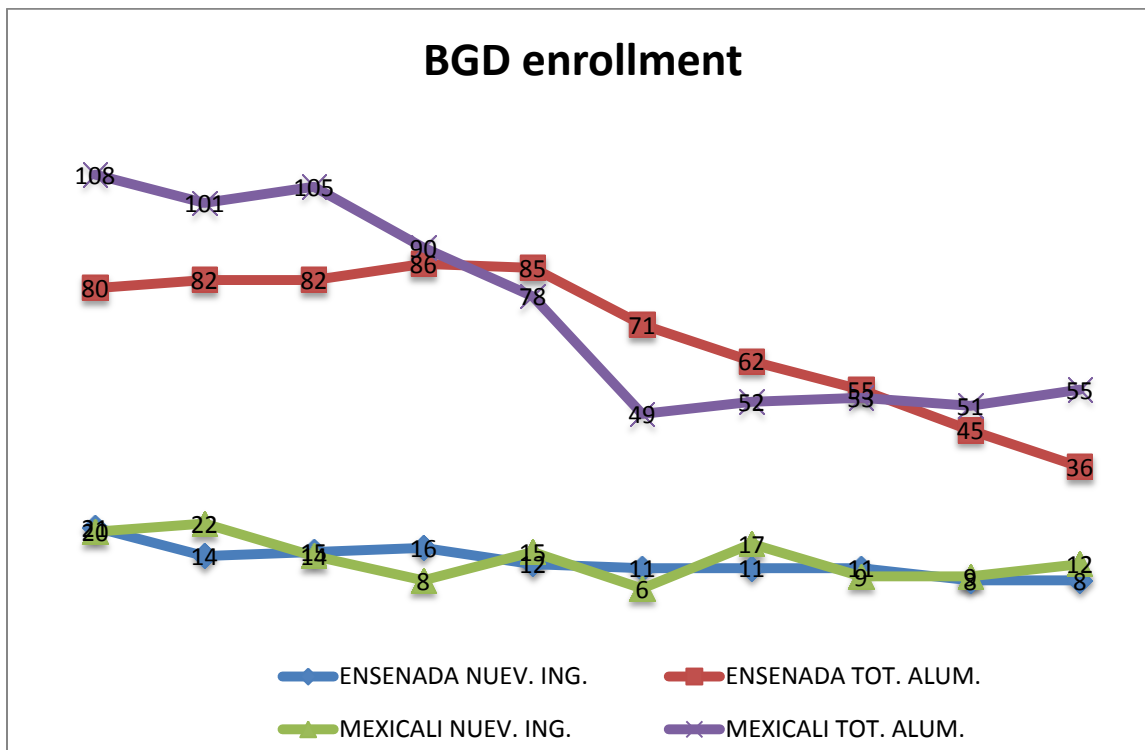


Fig 20. LDG enrollment behavior.

Aware of the reduction in demand for the program, the institution has reduced its revenue expectations. However, goals are still not being achieved:

Income expectations.

AUGUST 2013	MEXICALI	ENSENADA
New students (budgeted)	18	13
New students (achieved)	13	8

Reinrollment (budgeted)	38	28
Reinrollment (achieved)	42	28
Effectiveness percentage	98%	88%

Table 28. Percentage achieved when entering the LDG program during the first semester 2013 (August).

4.2.1 Origin of new students

LDG Mexicali, 2011: 10 enrolled, 6 from CETYS high school.

LDG Ensenada, 2011: 10 enrolled, 5 from CETYS high school.

LDG Mexicali, August 2012: 9 enrolled, 4 from CETYS high school.

LDG Ensenada, August 2012: 9 enrolled, 3 from CETYS high school.

LDG Mexicali, August 2013: 13 enrolled, 3 from CETYS high school.

LDG Ensenada, August 2013: 8 enrolled, 0 from CETYS high school.

Mexicali's main source for students is CETYS high school, these being 64% of the enrolled students in the three years analyzed. In the case of Ensenada, CETYS high school students are only 30% of the new entrants.

4.2.2 - . Psychological profile of the LDG students

In 2013 students from the Psychology program, led by Professor Higashi, generated a report on the personality profile and values of the students of the LDG in Mexicali campus. This work provided the following specific objectives:

- Learn what the expectations of students of the LDG are on their college education.
- Knowing why they study in CETYS University.
- Knowing the plans that students have for their future.
- Know what topics of their career are more interesting or motivating for students.
- Learn how their family, sentimental and spiritual life is.
- Learn their psychological and temperamental profile.
- Knowing your demographic profile.

Having the following characteristics:

- Focus: Quantitative.
- Type of study: descriptive.
- Population: 31 % of men and 69 % women.

Personality factors analyzed

Factor A. affability

Factor B. Reasoning.

Factor C. Emotional stability.

Factor E. Dominance.

Factor F. Animation.

Factor G. Compliance of the Rules.

Factor H. Shyness / Boldness.

Factor I. Emotional sensitivity and realism.

Factor L. Trust.

Factor M. Abstraction.

Factor N. Privacy.

Factor O. Degree of apprehension.

Factor Q1. Openness to change.

Factor Q2. Self-sufficiency.

Factor Q3. Perfectionism.

Factor Q4. Tension.

Results. We observed a tendency to isolation, timidity and introversion. They do not seek interpersonal contact, but rather tend to avoid people. They like working alone especially in mechanical, intellectual and / or artistic type projects; they are more comfortable spending time with themselves. This doesn't mean they dislike teamwork but certainly their moments of greatest productivity at work happen when

you give them their own space to develop their creative potential, without having to coordinate it with someone else. It is possible that they do not feel accepted by the group and therefore, have no interest to participate. Yet, paradoxically, they like much more the approval of others and society. They enjoy being admired (Corrales , et . Al. , 2013).

46% of students have concrete thoughts, and are slow to analyze and learn, what drives them to give up easily when trying to understand a concept. This is associated with poor academic performance regarding the subjects that have to do with the mathematical and verbal reasoning. 41% tend to be intellectually mannered and disinclined to find solutions to these situations. (Corrales , et . Al. , 2013)

They also tend to avoid responsibilities, and when they take them, they tend to show a certain degree of irresponsibility. 49% of students have volubility traits resulting in mood swings and lack of control over their emotions. Sometimes they have emotional meltdowns. 57% has a tendency to suffer depression. 41% do not show much respect for rules, norms and moral, family or religious structures; they tend to disobey and have divergent thinking and out of what is considered conventional. They are what people call "bohemian". (Corrales , et . Al. , 2013)

However, there is not much openness to change. Most should be above the average, which is not true. This may relate to the need for social approval, and also a key point in the form of teaching, as the ideal LDG profile is precisely that of a creative person and not just open, but desirous of change. On the other hand, 64% are flexible people and tolerant to disorder. 73% are practical people and down to earth, their concerns are all too real . (Corrales , et . Al. , 2013)

The study also revealed that 61% of students have an appropriate level of management of frustration and patience. The value that appears in them as outstanding is the aesthetic. This work provided significant teaching suggestions:

- "Experiential Learning" based on John Dewey and Kolb's theory: Relevant direct learning experiences in real live scenarios.
- Presentation of authentic real life situations or simulations related to the application of a field of knowledge.
- Learning through the analysis and resolution of cases, simulation and games strategies.
- Learning strategies oriented at projects.

Unfortunately a similar study has not been conducted in Ensenada campus, but there is information about the learning styles of the students during the semester from August-December 2013 60% of students from 1st. semester of the BIB presents a visual learning style, 20% auditory and 20% kinesthetic.

4.3 -. Retention Analysis and Graduation Rate of the Program.

*The generations considered are the ones that enter in August.

• LDG Mexicali campus.

Mexicali	2004	2005	2006	2007	2008	2009	2010	2011	2012	Average
New students	20	22	14	8	15	6	17	9	9	13.33
Retention 1st. year	70%	86%	79%	88%	73%	50%	94%	67%	67%	76 %
Retention 2nd. year	60%	77%	71%	75%	67%	67%	82%	-	-	71 %
Retention 3rd. year	60%	77%	64%	50%	73%	50%	-	-	-	62%
4th. Year (Graduation)	25%	50%	57%	63%	53%	17%	-	-	-	44%
5th. Year (Graduation)	50%	64%	-	-	-	-	-	-	-	57%
6th. Year (Graduation)	55%	68%	-	-	-	-	-	-	-	62%
Graduates	11	15	8	5	8	1	-	-	-	8

Table 29. New enrollment and retention rates in Mexicali campus.

Students admitted from 2004 to 2012 = 120

Graduate students of six generations from 2004 to 2008 = 47

Students admitted from 2004 to 2008 = 79

Percentage of graduates from the 2004-2009generations=

$47/79 = 59\%$ (completion rate)

• LDG Ensenada campus.

Ensenada	2004	2005	2006	2007	2008	2009	2010	2011	2012	Average
New students	21	14	15	16	12	11	11	11	8	13.22
Retention 1st. year	76%	86%	67%	81%	92%	100%	82%	73%	-	82%
Retention 2nd. year	67%	86%	67%	69%	83%	91%	73%	-	-	77%
Retention	67%	79%	67%	56%	83%	73%	-	-	-	71%

3rd. Year										
4th. Year (Graduation)	24%	50%	33%	38%	50%	9%	-	-	-	34%
5th. Year (Graduation)	38%	64%	47%	50%	-	-	-	-	-	50%
6th. Year (Graduation)	52%	-	53%	-	-	-	-	-	-	53%
Graduates	11	9	8	8	6	1	-	-	-	7

Table 30 . New enrollment and retention rates in Ensenada campus.

Students admitted from 2004 to 2012 = 119

Graduate students from six generations from 2004 to 2008 = 42

Students admitted from 2004 to 2009 = 78

Percentage of graduates from generations 2004-2008 = $42/78 = 64\%$ (completion rate)

• **Retention and Efficiency Analysis.**

The following data stands out:

a.- The number of new students begins to decrease in 2005 in Ensenada and in Mexicali in 2006, some of the causes are:

- Opening in August 2006, at the Autonomous University of Baja California, Mexicali campus - State public university with a very low tuition -
- Opening in August 2006 of the Universidad del Valle de Mexico, Mexicali campus - college addressed to the same students niche as CETYS and that offers the BA in Graphic Design , BA in Industrial Design and Architecture.
- Aggressive competition from private universities of all types and levels besides public universities.

The retention rate in the first year can be considered as high (75% in Mexicali and 82% in Ensenada) where many students are not sure of the bachelor they will study and the first year works as a filter in this issue. The steady decline of students each year has to be considered, Mexicali went from having 22 freshmen in 2004 to 9 students in 2011, while in Ensenada it went from having 21 new students in 2004 to 11 students in 2011. This is a decrease of 45% in Mexicali and 38% in Ensenada in the period of 2004 to 2011.

Although the retention rate is slightly higher in Campus Ensenada, you need to consider that the decrease of freshmen in Ensenada has been linear , that is, went from 16 students in 2007 to 12 in 2008 and has remained with 11 new students in the period 2009 - 2011 , while the number of Mexicali freshmen has varied : 8 students in 2007, 15 students in 2008, 6 students in 2009 and 17 students in 2010.

b.- In both campuses the higher retention percentage is given in the first year, hence the decrease has occurred gradually in the following years , but this number contrasts with the continuing decline in new students , you cannot take the retention rate as a single indicator.

The retention rate in the 3rd . year is to get attention and analyze it carefully , it's the year corresponding to the 5th and 6th semester and it is when students change the dynamic by taking specialized subjects in the different areas of graphic design with a very professional approach.

You could say that from the 5th. semester attrition becomes more critical.

On average the third year has a retention of:

In Mexicali 62% and in Ensenada 71%.

For the 4th year average retention is reduced to 44% in Mexicali and in Ensenada to 34%, but for the 6th year we have 62% in Mexicali and 53% in Ensenada which tells us that there are students who take up to six years to complete the bachelor.

In this situation we assume some important variables to consider in the near future:

- Students profile with attitude of minimal effort.
- Subjects that demand more of students from the 5th semester.

In regards to extending the bachelor to six years, the factors to consider are: students going on an exchange program, the English program and failing subjects.

c.- The average graduation rate corresponding to the generations from 2004 to 2008 from Mexicali are 59% and in Ensenada 54 % (number of graduates by the number of students registered).

The following table shows the graduation rate of the College of Business and Administration to which the LDG program belongs to.

College of Business and Administration, Graduation rate, source: SICU					
Generation	New students	Graduate students	CBA's graduation rate	LDG graduation rate Mexicali	LDG graduation rate Ensenada
2004	225	148	66 %	55 %	52 %

2005	266	158	59 %	68 %	64 %
2006	214	130	61 %	57 %	53 %
2007	175	89	51 %	63 %	50 %
2008	193	83	43 %	53 %	50 %
Average	214	122	56 %	59 %	54 %

Table 31 . Relationship between the graduation rate of the CBA and the LDG programs.

The percentages of graduation rate of the College and the LDG are very close, it is important to consider that in the case of the LDG, since the number of students is very small, if a student drops out it changes the percentages significantly.

4.4 -. Description of the Learning Assessment Process and Learning Assessment methods used in the program.

4.4.1-. Learning Assessment Process at an Institutional level.

- a. The assessment is performed with institutional learning trials that were completed and collected last semester. The papers are reviewed using the learning outcome for the measured section.
- b. To calibrate the learning instrument to match the evaluation criteria, the same work is reviewed by the entire group of scholars convened to participate in the assessment and the results are discussed through a discussion forum on the Blackboard platform assigned to it.
- c. Once the instrument is calibrated, each professor receives a package of five essays to review, which must be submitted via the Blackboard platform.

Instruments:

There are four institutional rubrics:

- RAI # 1: Clear and effective communication.
- RAI # 2: Continuous Learning.
- RAI # 3: Critical Thinking.
- RAI # 4: Openness to cultural diversity.

Description:

RAI # 1: Clear and effective communication.

The student will write a personal essay in Spanish, well organized, well developed and well expressed.

The student will write an essay in Spanish in response to a written argument, article or book.

The student will write in Spanish a research report on a standardized academic format.

The student will write in Spanish and in the context of a course, the proper reporting of his application or final project.

The student will make an effective oral presentation (logical, coherent and credible) using support materials (visual or physical) on a particular idea and to a general audience.

The student will make an effective oral presentation on an area, appearance, application project, final or research project, before an audience.

RAI # 2: continuous learning.

The student will pose a hypothesis and formulate questions based on information needs.

The students will identify, within the scope of their profession, the value and differences of the various information sources and formats.

The students will develop an ethical and feasible strategy to acquire the information they need.

The student will apply, individually or in teams, the best research model for a specific problem or research project.

The student will build and run, ethically, the best information search plan for a project or research problem.

The student will organize, individually or in teams, the information obtained and will assess its extent, quality and relevance to solve a problem or support a thesis.

The student will incorporate in a reflective and critical way, properly referencing the information obtained, to its knowledge base and value system.

RAI # 3: Critical Thinking.

The student will emit self-regulated, contextualized points of view or ones that have a purpose, after interpreting, analyzing, evaluating, inferring and / or explaining conceptual, methodological and criteria application evidence of rules, principles, values or beliefs.

RAI # 4: Openness to cultural diversity.

The student will demonstrate an increase in their awareness of and sensitivity to their own culture and that of other groups that are part of their environment.

4.4.2-. Learning assessment process in the LDG Program.

Objective:

It is intended to keep track of student progress and track their performance throughout the Bachelor of specific knowledge of the discipline.

The learning outcomes established at a system level (CETYS , 2004, 1 p.) for the existing plans in the LDG from CETYS are::

RAPA # 1. "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 English."

RAPA # 2. "At the end of the academic program, students will be able to communicate visual, written and audio messages in an objective, clear and functional way."

RAPA # 3. "At the end of the academic program, students can create compositions of graphic images and electronic applications in accordance with the principles of perception and interpretation."

RAPA # 4. "At the end of the academic program, students will be able to plan and coordinate projects to promote design and visual communication products and services."

Plan Performance Measurement Program Learning.

The Academy of LDG developed an assessment plan for RAPAs in which it determined the subjects and school periods in which the results will be evaluated using rubrics designed by the same Academy which apply to projects or work that teachers assign their students.

To establish on which subjects they would make the assessment, the Academy took the contributions of Dr. Bresciani who in 2010 gave a workshop on measuring learning outcomes. Through this workshop, the impact of each RAPA in the curriculum was analyzed:

I: Introductory Level

R: Strengthen Level

E: Evaluate Level

Code	Subject	RAPA 1	RAPA 2	RAPA 3	RAPA 4
Semester 1					
DG401	Introduction to Design		I	I	I
DG402	Theory of Color		I	I	
DG403	Drawing I		I	I	

CS401	Thinking Skills				
DG404	Copywriting		I		
Semester 2					
DG405	Visual Communication Theory		I, R	R	
DG406	Photography		I	R	
DG407	Typography I		I	I	
DG408	Drawing II		R	I	
CS400	Advanced Communication in Spanish				
DG409	History of Graphic Arts I		I	I	
Semester 3					
MK400	Marketing Management				I
DG410	typography II		R	R	
DG411	Human Figure Drawing		R	R	
DG412	Graphic Design		R,E	R,E	I,R
ID400	Advanced English Communication	R, E			
DG413	History of Graphic Arts II		I	I	
Semester 4					
MK405	Consumer Behavior		R		R
CS402	Research Methodology				
DG414	Introduction to Computer Aided Design		R	R	
DG415	Technical Drawing		R	R	
DG416	Signs		R	R,E	R
Semester 5					

DG429	Management of Visual Communications Businesses			R	R,E
DG417	Photography and Digital Studio		R	R	
DG418	Illustration		R	R	
DG419	Corporate Identity		R	R	R
EC400	Globalization and Economic Development				
Semester 6					
DG420	Branding	R	R		R,E
DG421	Printing Systems		R	R	R
DG422	Editorial design		R,E	R,E	R
DG423	Packaging , Label and Display		R,E	R,E	R,E
HU400	Human Being and Environment				
Semester 7					
PU400	Advertising		R	R	R,E
DG424	Digital Pre Press		R	R,E	
DG425	Internet design		R,E	R,E	R,E
DG426	Audiovisual aids		R,E	R	R,E
HU401	Human Being, History and Society				
Semester 8					
DG430	Management of Visual Projects		R,E	R,E	R,E
DG427	Professional Portfolios		E	E	E
DG428	Multimedia		R,E	R,E	
HU402	People and Ethics				
OP400	Elective I				

Table 32. Relationship between the curriculum and the Rapas of the LDG.

The specialty subjects arenas follows:

Code	Subject	RAPA 5	RAPA 6	RAPA 7	RAPA 8
Subjects for the Web projects design					
DG443	Analysis of digital media and communication on the Web.	I,R			
DG444	The GUI on the Internet	I			
AD444	Business: Intranet, e-commerce	E			
DG445	Entertainment: Streaming online video, podcast audio-visual content.	R,E			
Subjects for Multimedia Design					
DG446	Multimedia Fundamentals: Audiovisual Narrative		I		
DG447	Modeling and 3D Animation		I,R		
DG448	Multimedia programming		R,E		
DG449	Multimedia post production		E		
Subjects for Space Design					
DG450	Interior Design			R,E	
DG451	Design for public spaces			R,E	
DG452	Landscaping			R,E	
DG453	Lighting Design			I,R	
Subjects for Advertising					
PU401	Communication for persuasion theory				R

PU402	Art direction				E
PU403	Copywriting				I,R
PU404	creative techniques				I

Table 33. Relationship between subjects and the Rapas of the specialties offered in the 2007 plan.

Evaluation of RAPA # 1. involving the English language has not been included in this self-study since it was determined that it is the responsibility of the professors of the Advanced Communication in English course but it is important to mention that its assessment was conducted during the August-December semester in 2012.

RAPA # 2. "At the end of the academic program, students will be able to communicate visual, written and audio messages in an objective, clear and functional way."	
Semester	Subject
Second	DG404 – Copywriting – Ens. Jan. 2013
	DG407 – Typography I – Mxl. Jan. 2012
	DG407 – Typography I – Mxl. Jan. 2013
	DG408 – Drawing II – Ens. Jan. 2012
Third	DG410 – Typography II – Mxl. Aug. 2012
	DG410 – Typography II – Mxl. Aug. 2013
	DG411 – Human figure drawing – Ens. Aug. 2013
Fourth	DG415 – Technical Drawing – Mxl. Jan. 2013
Sixth	DG422 – Editorial Design – Ens. Jan. 2012
Seventh	DG426 –Audiovisual Aids– Ens. Jan. 2013
Eighth	DG428 – Multimedia – Ens. Jan. 2013

Table 34. Assessment of the RAPA 2.

RAPA # 3. "At the end of the academic program, students will be able to create graphic images and compositions of electronic applications in accordance with the principles of perception and interpretation."	
Semester	Subject
First	DG402 – Color theory – Ens. Aug. 2011
	DG402 – Color theory – Ens. Aug. 2012
	DG402 – Color theory – Ens. Aug. 2013
Second	DG405 – Visual Communication Theory – Mxl. Jan. 2012

	DG405 – Visual Communication Theory – Mxl. Jan. 2013
	DG405 – Visual Communication Theory – Ens. Jan. 2012
	DG405 – Visual Communication Theory – Ens. Jan. 2013
Third	DG410 – Typography II – Ens. Aug. 2010
	DG410 – Typography II – Ens. Aug. 2013
Fourth	DG414 – Intro. To computer aided design. - Ens. Aug. 2011
	DG414 – Intro. To computer aided design. - Ens. Aug. 2011
	DG416 – Signs – Mxl. Jan. 2013
	DG416 – Signs – Ens. Jan. 2013
Fifth	DG419 – Corporate Identity – Ens. Aug. 2012
Sixth	DG420 – Brand image – Mxl. Aug. 2010
	DG421 – Printing systems – Aug. 2010
	DG423 – Package, Label and Display – Ens. Jan. 2011
	DG423 – Package, Label and Display – Ens. Jan. 2013
Seventh	PU400 – Advertising – Ens. Aug. 2010
	DG425 – Internet design – Ens. Aug. 2012
Eighth	DG430 – Visual projects management – Ens. Jan. 2013
	DG428 – Multimedia – Mxl. Aug. 2012

Table 35. Assessment of RAPA 3

RAPA # 4. "At the end of the academic program, students will be able to plan and coordinate design and visual communication projects to promote products and services."	
Semester	Materia
3rd	DG412 – Graphic design – Ens. Aug. 2013
5th	DG429 – Visual comunicarions business management – Ens. Jan. 2013
6th	DG420 – Brand image – Ens. Aug. 2012
	DG420 – Brand image – Ens. Aug. 2012
8th	DG430 – Visual projects management – Mxl. Jan. 2011
	DG430 – Visual projects management – Mxl. Jan. 2012
	DG430 – Visual projects management – Mxl. Jan. 2013
	DG427 – Professional Portfolio – Ens. Jan. 2011

	DG427 – Professional Portfolio – Ens. Jan. 2012
	DG427 – Professional Portfolio – Ens. Jan. 2013

Table 36. Assessment of RAPA 4

Process.

- a . The LDG Academy in conjunction with the Coordinators of Mexicali and Ensenada follow up to evaluate the subjects twice a year.
- b . Professors are trained in the process.
- c . The Academy and LDG Coordinators follow up on the work of learning assessment.
- d . The professor assigns the class project or work to evaluate and registers it in the student portal <http://micampus.cetys.mx/>
- e . Students make and upload their projects in to the portal with the assistance of their professors.
- f . The professor will evaluate the project or work of each student using the relevant rubric.
- g . The student reviews the results of the evaluation and feedback from the professor.
- h . The Academy analyzes the results based on the results recorded on the CETYS portal.

4.5 - . Learning Assessment Outcomes.

4.5.1 - . Institutional Learning Outcomes (RAIs).

In the institutional learning assessment process of the semester from August-December 2012, four students from the LDG participated, three from Ensenada and one from Mexicali campus. Participants were two women and two men, they represent 2.4 % of all students who participated (167 participants).

The RAIs assessed this time, refer to the interpretation of information, both in the use, interpretation and references of the texts used (RAI 1), and the interpretation of numerical data, charts and statistics (RAI 3).

For performance of the RAI 1, 100% of participants from the LDG were at a sufficient level and for the performance of RAI 3, 75% was found in sufficient levels and 25% in Improvable. In both cases the participants are below the expected performance and the expected level is outstanding because students are in the 7th. semester.

The generated conclusions are not entirely reliable for the sample size, however they allow us to make general inferences and suggestions for improving student performance.

4.5.2.- Learning Outcomes of the Academic Program (RAPAs)

The LDG Academy has faced the difficulty that often, their digital files are heavy, making it difficult for some to get uploaded to the repository located at CETYS Portal. In August 2012 they increased the capacity by project permitted in the portal for design work. Therefore, in this self-study we will analyze the assessment from that semester.

Considering the total of groups subject to assessment and total groups involved in this process, there is 66.67% of effectiveness for August to December 2012 in Mexicali campus and 85.71% in Ensenada campus. From January to June 013, the percentages were as follows: 100% in campus Mexicali and 57.10% for Ensenada campus.

4.5.3 - Rapas Assessment/August to December 2012.

During the period from August to December 2012, the LDG performed the learning assessment process for the following RAPAs.

RAPA # 1. "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 English."

RAPA # 3. "At the end of the academic program, students can create graphic images and compositions of electronic applications in accordance with the principles of perception and interpretation."

RAPA # 8. "The student will apply knowledge and skills in project generation and advertising strategies."

This assessment was carried out in the following areas.

RAPA	CAMPUS	SUBJECT	SEMESTER	LEVEL					STUDENTS TOTAL
				SE	IN	SU	ME	SO	
RAPA 1	MEX	Adv. Communication in English	-	Without an assigned project					0
RAPA 1	ENS	Adv. Communication in English	-	0	0	0	1	1	2
RAPA	MEX	Multimedia	4th-6th:	0	0	0	0	0	0

3			3 7th-8th: 2						
RAPA 3	ENS	Color Theory	1st-3rd: 9 4th-6th: 1	0	1	5	3	1	10
RAPA 3	ENS	Intro. Dis. Comp.	-	Without an assigned project					0
RAPA 3	ENS	Corporate Identity	1st-3rd: 1 4th-6th: 8	0	0	4	4	1	9
RAPA 3	ENS	Internet design	7th-8th: 7	0	0	0	1	6	7
RAPA 8	ENS	Brand image	4th-6th: 1 7th-8th: 9	1	0	0	7	2	10
RAPA 8	ENS	T. Com. Persuasion	4th-6th: 3 7th-8th: 6	2	0	0	6	1	9

Table 37. In the first semesters most students are at the sufficient or improvable levels. Students between the intermediate and advanced semesters are between the improvable and outstanding levels. The nomenclature 'SE' refers to cases in which a scale was not assigned.

The Academy determined the following levels:

Introductory Level: Students with results of sufficient and improvable.

Strengthen Level: Students with mostly improvable results.

Evaluate Level: Students with results between improvable and outstanding.

The following table shows the level in which the learning outcome is expected to be covered and how it was reached by the students:

RAPA	Subject	Desired level	COMPLIANCE
RAPA1	Adv. Com. In English	Strengthen and Evaluate	Students are between the improvable and outstanding level so it meets the expectations of gained knowledge.

RAPA3	Multimedia	Evaluate	The projects could not be uploaded to the website because of their weight.
	Visual communication Theory	Introductory	Most students are at a sufficient level so it meets the knowledge expectations.
	Intro. To computer design	Strengthen	No project is assigned.
	Corporate identity	Strengthen	A large number of students are found in the Sufficient level, so we can consider that the knowledge expectations are not met.
	Internet design	Evaluate	Most students are in the Outstanding level so it meets the expectations.
RAPA8	Brand image	It is a specialty RAPA and does not belong in this subject.	-
	T. Com. Persuasion	Strengthen	Most students are in the Improvable level so it meets the expectations.

Table 38. Comparison between the actual and expected level in each subject according to the RAPA used for its assessment.

4.5.4 - RAPAs assessment/January-June 2013.

During the period of January-June 2013, the LDG performed the learning assessment process for the following RAPAs.

RAPA # 2. "At the end of the academic program, students will be able to communicate visual, written and audio messages in an objective, clear and functional way."

RAPA # 3. "At the end of the academic program, students will be able to create compositions of graphic images and electronic applications in accordance with the principles of perception and interpretation."

RAPA # 4. "At the end of the academic program, students will be able to plan and coordinate design and visual communication projects to promote products and services."

The assessment was carried out in the following areas.

RAPA	CAMPUS	SUBJECT	SEM	LEVEL	TOTAL STUDENTS
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				SE	IN	SU	ME	SO	
RAPA 2	MEX	Typography I	1st-3rd: 7	0	0	0	2	5	7
RAPA 2	MEX	Typography II	1st-3rd: 1 4th-6th: 8	0	0	1	7	1	9
RAPA 2	ENS	Copywriting	1st3rd: 7	0	0	0	3	4	7
RAPA 2	ENS	Audiovisuales aids	4th-6th: 2 7th-8th: 5	0	0	3	1	3	7
RAPA 3	MEX	Visual communication theory	1st-3rd: 9	0	0	9	0	0	9
RAPA 3	ENS	Visual communication theory	1st-3rd: 8	1	0	2	2	3	8
RAPA 3	MEX	Typography II	1st-3rd: 1 4th-6th: 8	0	1	1	5	2	9
RAPA 3	MEX	Signs	4th-6th: 9 7th-8th: 5	0	2	1 0	2	0	14
RAPA 3	ENS	Signs	4th-6th: 10	Without an assigned project					0
RAPA 3	ENS	Business communication businesses management	4th-6th: 4 7th-8th: 2	6	0	0	0	0	6
RAPA 3	ENS	Package, label and display	4th-6th: 8 7th-8th: 3	0	2	0	6	3	11
RAPA 4	ENS	Professional Portfolios	7th-8th: 10	Without an assigned project					0

Table 39. In the first semesters most students are at sufficient or improvable levels. Students in the intermediate and advanced levels are between Improvable and Outstanding. The nomenclature SE refers to cases in which a scale was not assigned.

The following table shows the level in which the learning outcome is expected to be covered and how it was reached by the students.

Introductory Level: Students with results of Sufficient and Improvable

Strengthening Level: Students mostly with Improvable results

Evaluate Level: Students with results between Outstanding and Improvable

RAPA	Subject	Expected Level	FULFILLMENT
RAPA2	Typography I	Introductory	Most students are in the Outstanding level so the assessment expectations are exceeded.
	Typography II	Strengthen	Most students are in the improvable level so it meets the knowledge expectations.
	Copywriting	Introductory	Most students are in the Improvable and outstanding level and so expectations are exceeded.
	Audiovis. media	Strengthen, Evaluate	Students are in the Improvable and Outstanding levels so it meets the expectations.
RAPA3	Visual communication theory	Strengthen	In Mexicali, all students are in the Sufficient level so we can consider that the expectations of knowledge are not reached. In Ensenada we can consider that the expectations are exceeded.
	Typography II	Strengthen	Most students are in the Improvable level so it meets the expectations of knowledge achieved.
	Signs	Strengthen, evaluate	In Mexicali most students in the Improvable and outstanding levels so we consider that the knowledge expectations are achieved. In Ensenada no project was assigned.
	Visual communication business management	Strengthen	Although the projects were evaluated through the portal, the corresponding scales were not assigned, leaving the assessment process unfinished.
	Package, label and display	Strengthen, evaluate	Most students are in Improvable and outstanding levels so we consider that the knowledge expectations are achieved.
RAPA4	Professional portfolios	Evaluate	No project is assigned.

Table 40. Comparison between actual and expected level in each subject according to the RAPA that was assessed.

The observations that the Academy has on writing RAPAs can be found in section 6. Action Plan.

4.6 - . Study employers, graduates and practitioners.

In paragraphs 2.6 and 2.7 it can be seen that the results of institutional learning properly correspond to the principles and philosophy of CETYS System, as well as university competencies suggested by Tuning and the authors referenced. Between 2011 and 2012 two studies were conducted by members of the Academy of LDG in campus Ensenada on the level of skills acquired in our program , considering the needs of the workplace. In the first study they found that companies in Ensenada dedicated to visual communication used mainly university graduates (78.6 %) , requiring the knowledge and skills received in the academy. 14.3% of the companies are looking for technicians engaged in printing processes and , therefore, the theoretical knowledge is not essential. Only 7.1 % are looking for professionals with expertise and no company employs professionals with PhD or specialty, this may be because the current communication needs are satisfied with the studies provided by the undergraduate level. This study interviewed 14 information was collected 14, taking a representative sample with a confidence level of 95% and a sampling error of 16%. (Mellink , 2011).

Professional skills.

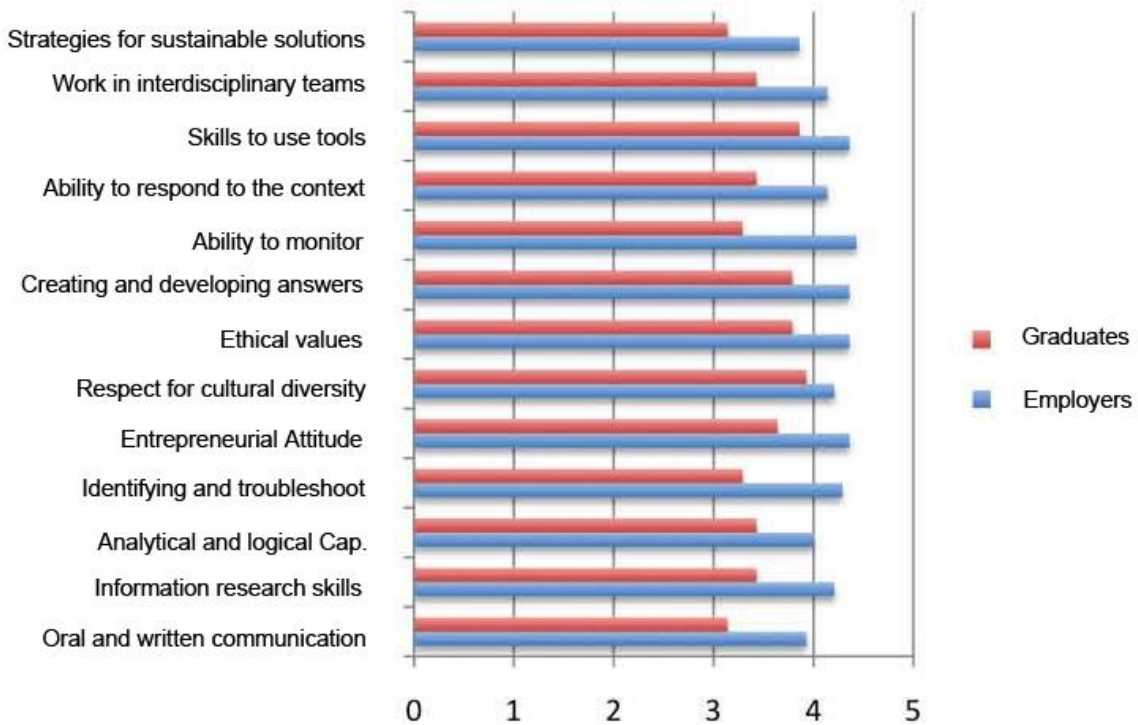


Fig 21. Robinson (2012). Comparison between level of skills that graduates consider they acquired during their studies and the required level in the work environment.

From the results we note that while the graduates were evaluated in a medium-high score, employers have a satisfaction level of high to highest on the performance of our graduates (considering a scale of 1 - Poor, 2 - Low 3 - Medium 4 - High 5 - Highest).

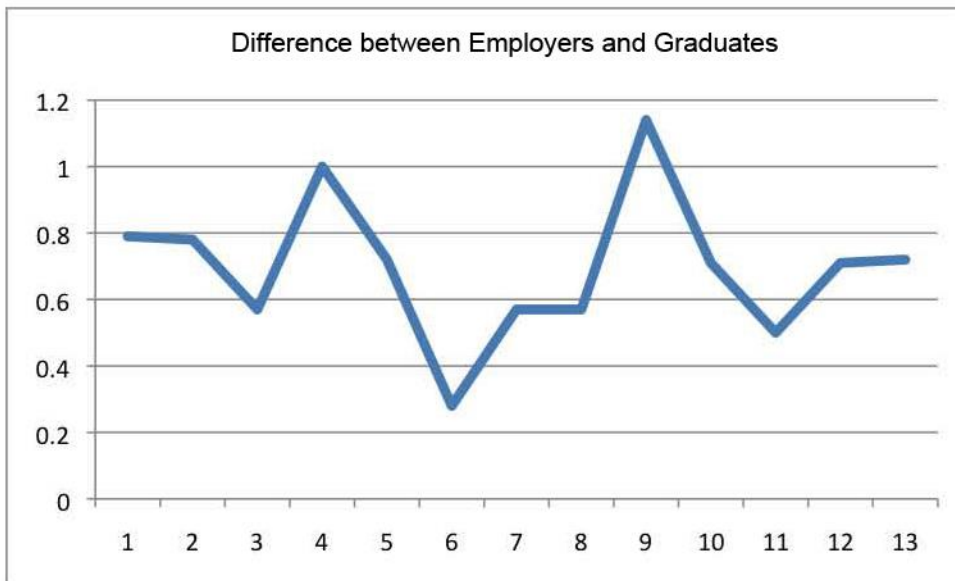


Fig 22. Robinson (2012). Valuation difference in competencies between graduates and employers.

The greatest difference was found in the powers of:

- Ability to identify and solve problems (Employers: 4.9 points, Grad: 3.9 points).
- Ability to supervise, monitor and complete projects (Employers: 4.43 points, Grad: 3.29 points)

In the same study surveyed employers to determine what students were lacking about these competencies, also including the ability to search for information and analytical and logical ability. The results are:

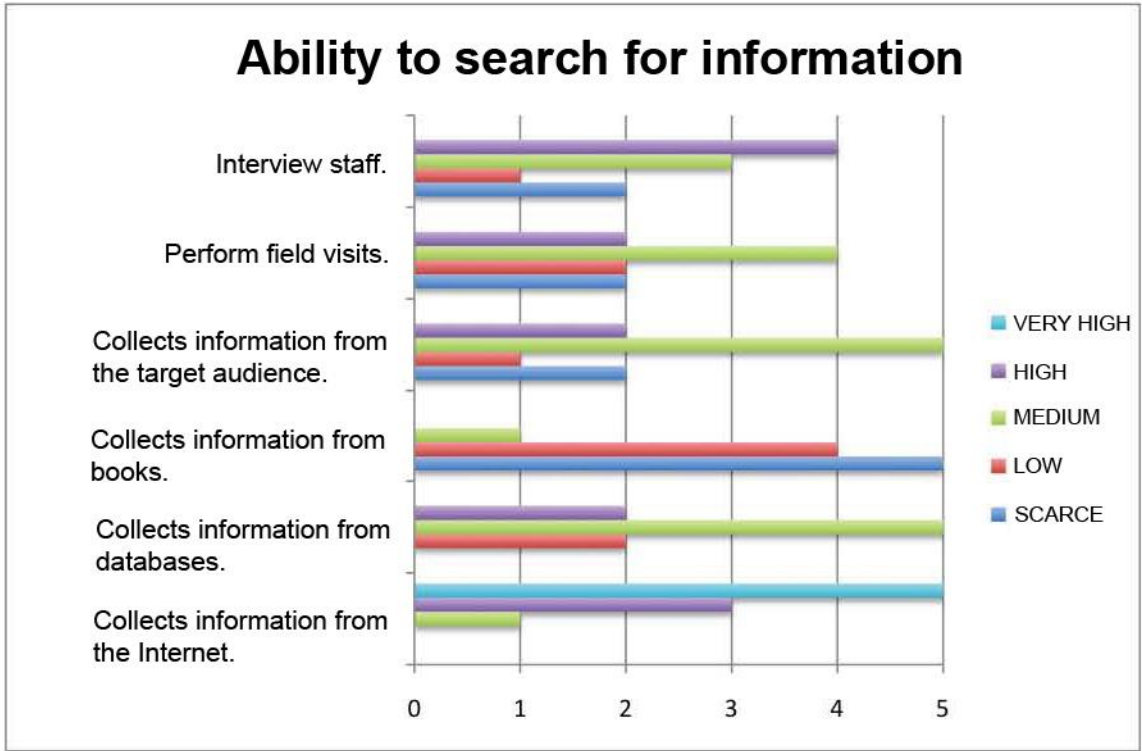


Fig 23. Robinson (2012). Assessment on the competencies on the ability to find information.

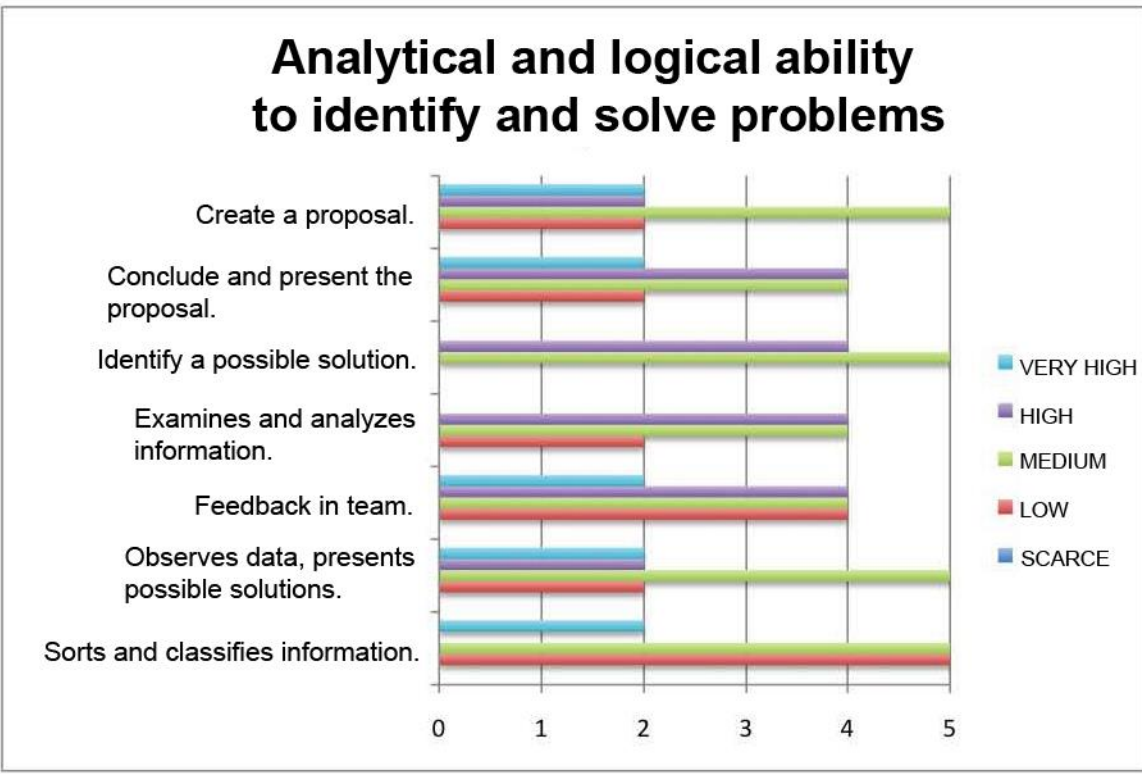


Fig 24. Robinson (2012). Assessment of the competence about the analytical and logical ability to identify and solve problems.

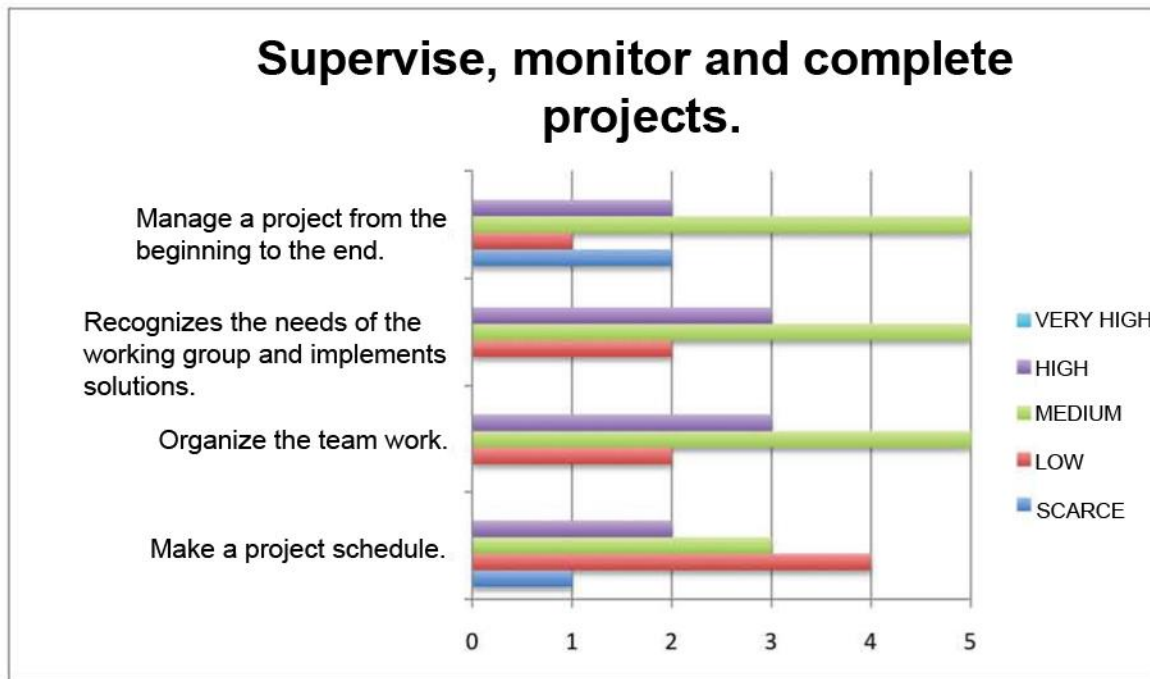


Fig 25. Robinson (2012). Assessment of the competence to monitor, track and complete projects.

Also in the first study interns were surveyed to determine how prepared they feel when starting their internships. Information was collected from 16 of the 22 students who have made or are making their practices, taking a representative sample with a confidence level of 95% and a sampling error of 13%.

- 31.3% of respondents belong to the 2005 plan
- 31.3% to the 2007 plan - Specializing in Design of spaces
- 25% to the 2007 plan - Specializing in Advertising,
- 6.2% to the 2007 plan - Specializing in Design of web projects
- 6.2% to the 2007 plan - Specialization in Multimedia.

Some important data obtained from this research are shown in the following graphics.

Semesters when students did their internships

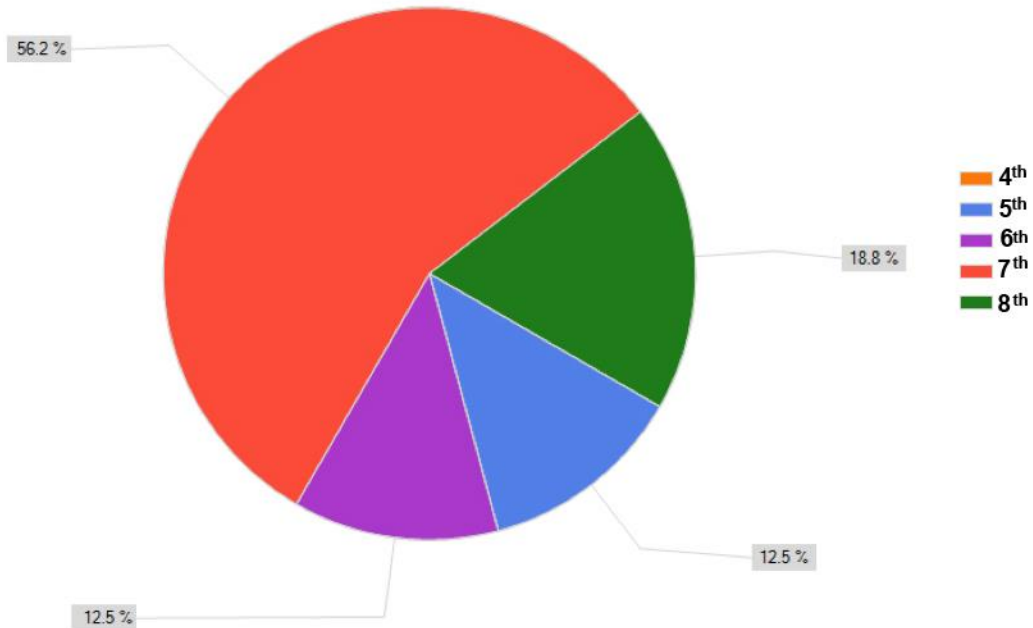


Fig 26. Mellink (2011). Semester of professional practices of students from the LDG in Ensenada campus.

The SEP states that it is necessary that the student has completed at least 50% of the credits of their academic load (CETYS, s.f., section: Requirements for professional Practices, Paragraph 1); This is what happens in the current curricula, conventionally, when the student completes their 4th. semester. Most respondents waited to be in more advanced semesters to make them (65% made them in the 7th. or 8th semester), while 25% did so in the semesters that can be considered as intermediate in terms of mastery of technological tools and planning skills (5th or 6th semester).

Reason why they entered the company.

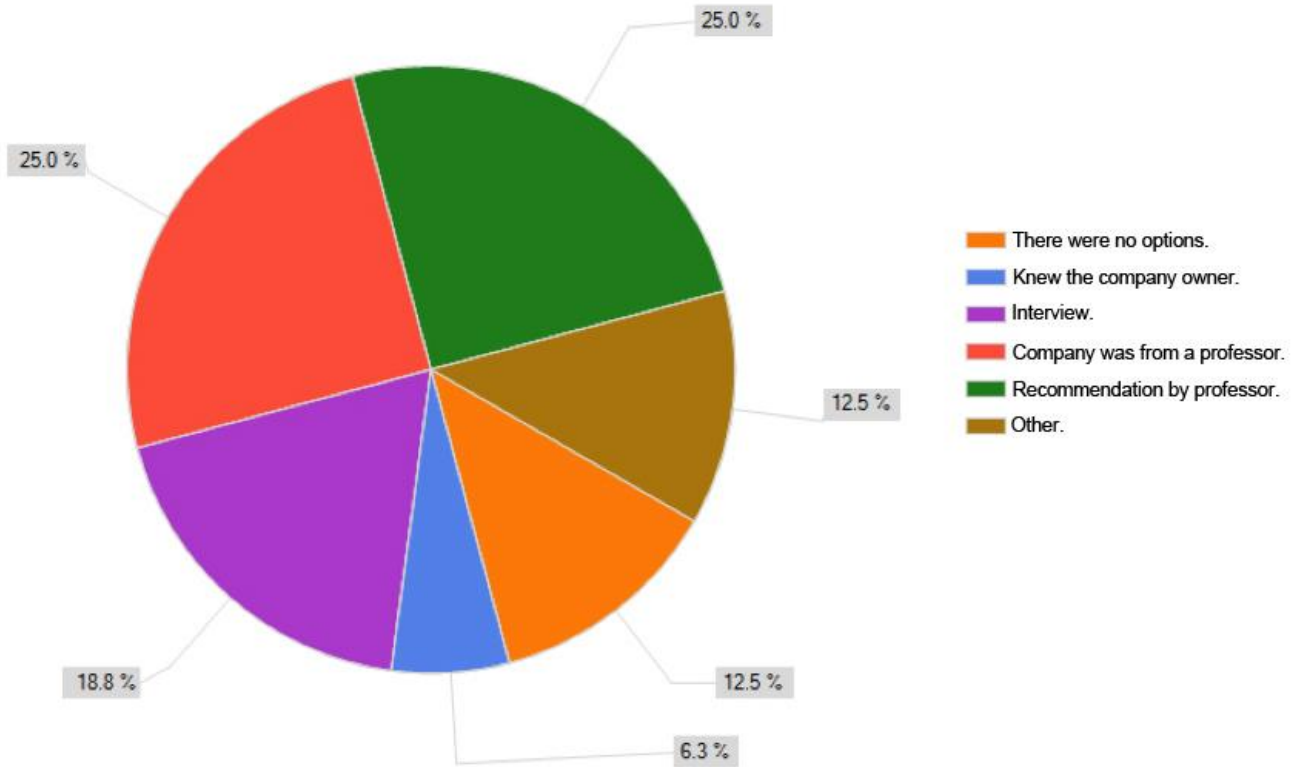


Fig 27. Mellink (2011). Reasons why students from the LDG in Ensenada campus entered these businesses to make their professional practices.

50% of decisions are influenced by the participation of a professor, this is because most design firms and businesses dedicated to visual communication with greater recognition in the city belong to the LDG professors or their friends. A significant 12.5% said that there were no options to make their practices. Some of their reasons were: 1) recommendation of another student who completed an internship there, 2) company where he/she wanted to make their practices.

Areas related to the interns' work.

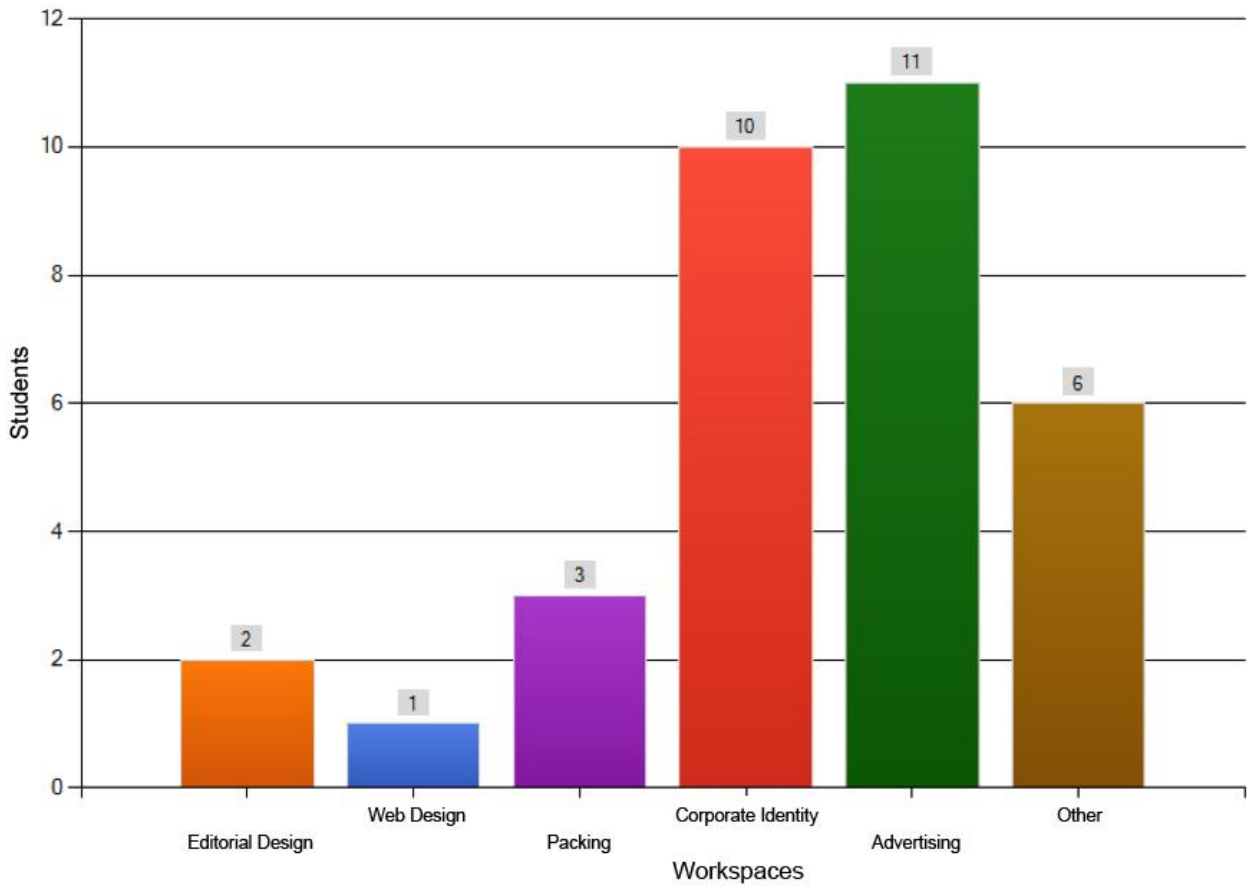


Fig 28. Mellink (2011). Frequent job areas in the performance of LDG interns from campus Ensenada (one student can work in more than one area).

Compared with the results of the survey of graduates, in the same study, you could see that there is a relationship between the two main areas of work of interns and graduates, which are Advertising and Corporate identity. Among other areas of work, interns mentioned: Photography, Prepress, Urban design. All students performed or conducted their practices in visual communication companies.

Findings of the acquired theoretical knowledge.

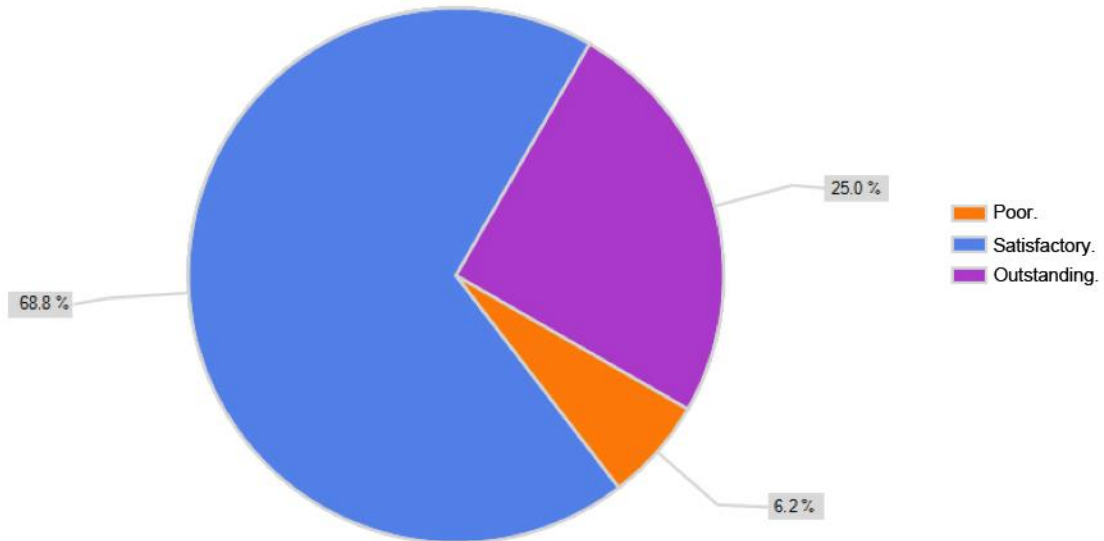


Fig 29. Mellink (2011). Assessment of the LDG interns from Ensenada campus on the theoretical knowledge acquired until the start of their internships.

Findings of the acquired technological skills.

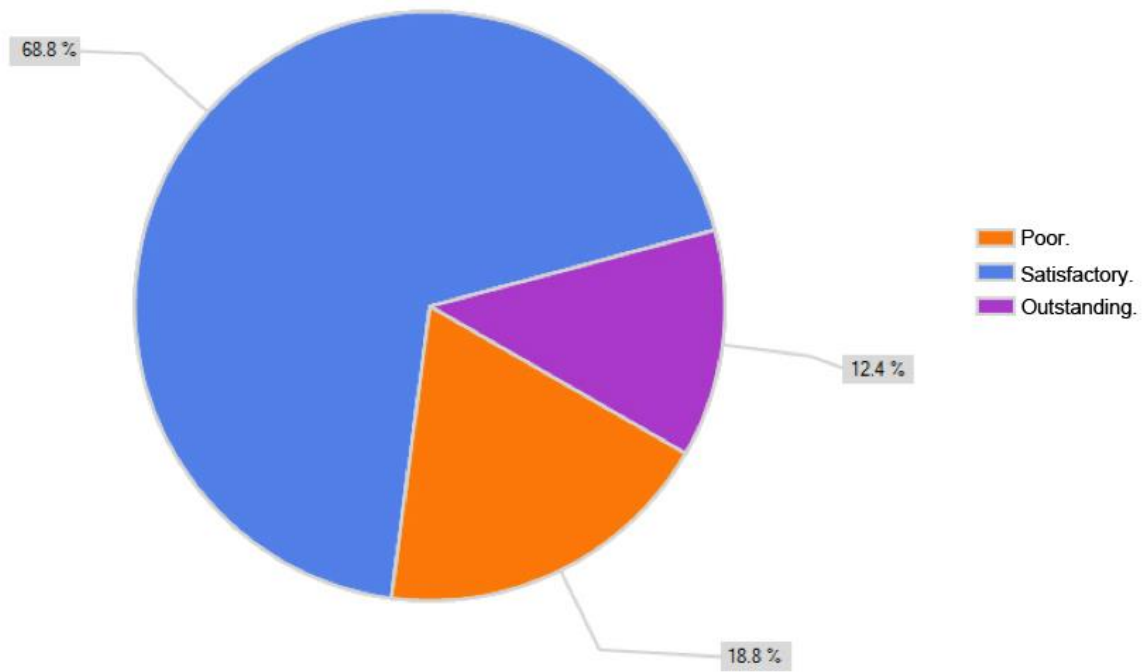


Fig 30. Mellink (2011). Assessment of the LDG interns from Ensenada campus on the technological knowledge acquired until the start of their internships.

Findings of the acquired planning skills.

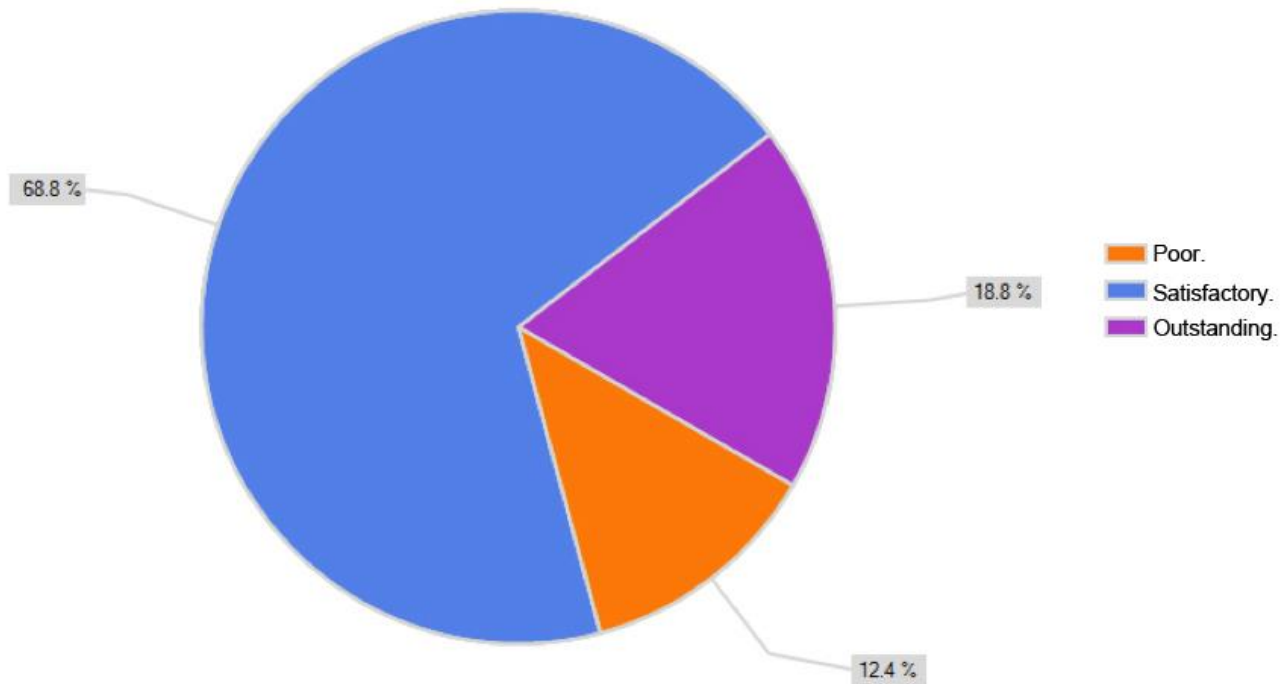


Fig 31 . Mellink (2011). Assessment of the LDG interns from Ensenada campus on the planning skills acquired until the start of their internships.

Considering 75.1 to 100% as an appropriate satisfaction percentage we can infer that interns have an adequate level in their acquisition of theoretical knowledge and technology and planning skills. However, we can see that students are more satisfied as to the theoretical learning (93.8 %), followed by planning skills (87.6 %) and then the technology skills (81.2 %). In this sense we can see a difference with graduates, who consider themselves more satisfied in the acquisition of theory, followed by technological skills and finally in planning skills. This may be because the majority of respondents are graduates of the 2000 plan which, after analyzing it, had several subjects related to planning added to the curriculum. This redesign is the 2005 plan and base for the 2007 plan (except their specialty subjects). The interns who were surveyed belong to both the 2005 and the 2007 plan.

4.7-. Student performance trend in the EGEL program from CENEVAL.

The external body CENEVAL is implementing the first EGEL exam for Graphic Design degrees. CETYS University has had an active participation in the design of the review, with the following representation:

Technical Council. M. A. Margarita Rubio (Ensenada campus).
Academic Council . Ms. Ada Gomez, Ms. Cecilia Castro, Ms. Claudia Durazo, Mr. Daniel Torres,
MSc. Diana Robinson, MSc. Fabian Baptist, M.D.G.D. Miriam Bautista and M. E. Sialia Mellink.

In January 2013, Ensenada campus hosted a CENEVAL workshop to generate reactive in which professors from the 3 campuses received training.

In August 2013, the pilot version of the EGEL for Graphic Design was applied nationally. From November this year, the systematic application of the Graphic Design EGEL will start.

4.8 - . Program Accreditations and recommendations made by the accreditation bodies.

The LDG program is not nationally accredited, however we consider important to mention that at the same time of this self-study, in Ensenada campus they are working with the regulatory framework of the Mexican Council for accreditation of programs in design A, C. (COMAPROD) aspiring to national accreditation .

COMAPROD was founded in 2003 and is recognized by the Council for Higher Education Accreditation, AC (COPAES . The COMAPROD understand the accreditation process as

product of the need felt by the very Ministry of Education (SEP) , depending on the world stage of education, to make higher education programs demonstrate their relevance, quality and sufficiency generating public information on the state saved in different Higher Education Institutions (HEI) (COMAPROD , nd).

4.9 - . Recognition granted to the academic program.

In 2011 the Autonomous University of Mexico -Xochimilco granted the LDG program from CETYS Ensenada an award for recognition of the quality of the graphic ideas of our students.

4.10 - . Faculty productivity.

Six professors were chosen from each campus, who have consistently supported the training of our students:

4.10.1 - . Faculty Productivity of Mexicali.

Maricela Alvarado, Program's professor in the subject of Drawing I.

a) Exhibitions.

- 2008 "From here and there" in CEART in Mexicali BC.
- 2009 "From here and there" in CEART in Ensenada BC.
- 2011 " Customs and Traditions" in CEART in Mexicali BC.
- 2011 "Drawings and Paintings" In Oxnard CA, USA.
- 2012 " Customs and Traditions " in CETYS University.
- 2012 Mariachi Festival in Oxnard CA, USA.
- 2012 "Tierra Mestiza" Tecnológico from Mexicali.

b) Group shows.

- 2008 Cachanilla Plastic Expression in the city's Gallery.
- 2008 Tzopantli in the city's Gallery.
- 2009 Cachanilla Plastic Expression in the city's Gallery classroom #9.
- 2009 Tzopantli in the city's gallery.
- 2010 Cachanilla Plastic Expression Lounge 10.
- 2012 Cachanilla Plastic Expression Room 12

c) Awards.

- 2008: On the international women day for a career in the plastic arts.
- 2012: "Mexicali Award" 2012 for a career in the plastic arts.
- 2012: Recognition for being a professor for 10 years in the graphic design career.
- Some of the paintings have been featured on the cover of UABC's magazine and on ARQUE magazine from CETYS University in 2012.

Odette Barajas, professor in the subjects related to the History of Graphic arts I, History of Graphic Arts II.

a) Individual shows:

- 2008 From the Rio Amarillo to Rio Colorado. Murals Palacio Municipal from Mexicali, B.C.
- 2010 From the Rio Amarillo to Rio Colorado. CECUT Tijuana Cultural Center
- 2011 Chinese Pavilion at the Fiestas del Sol, Mexicali, BC.
- 2011 Neopoblano's Pictures. CEART and Mexicali Rose Media. Pueblo Nuevo, Mexicali , B.C.
- 2013 Neopoblano's Pictures. State Center for the Arts CEART, Mexicali , B.C.

b) Group shows:

- 2008 Héctor García seen by his colleagues. Opening of the Hector Garcia Foundation. Mexico , D.F.
- 2009 First International artist Book Fair. Mexico - Argentina . Guest Lounge . Mexico Library. Fotoseptiembre, Mexico, DF.
- 2009 and 2010 "Madrecitas". Art in miniature. LDG CETYS University, Mexicali campus.
- 2010 CHARACTER Center for Arts and Mexicali Rose Media, Pueblo Nuevo, Mexicali , B. C.
- 2011 Little "Madrecitas". Art in miniature. Monaco Bar Gallery. Mexicali , B.C.
- 2011 ECLECTIC Gallery 1900 , Mexicali , B.C.
- 2011 From the Rio Amarillo to Colorado. Fiestas del sol.
- 2011 Second International artist Book Fair. Mexico - Brazil. Guest Lounge. Image Center. Fotoseptiembre, Mexico , DF
- 2012 "Madrecitas". Art in miniature. Espacio Artmósferas. Mexicali , B.C.
- 2012 Mexicali Here. Imperial Valley College, Juanita Lowe Art Gallery.
- 2012 686 in the 664 Group exhibition of artists from Mexicali in Freelance Space Mexicali Tijuana , BC
- 2012 " Radical Localims , Art , Video and Culture from Pueblo Nuevo's Mexicali Rose" at Artists Space , New York , New York.
- OPEN 2013 Artworks from Mexicali and Imperial Valley. Imperial Valley College Art Gallery.
- 2013 THIS IS ME. Art Exchange Circle. Tijuana , B.C.

- 2013 “Madrecitas” small format exhibition. Rufino Tamayo Gallery in the House of culture of Mexicali.

c) Publications.

- 2008 RAICES, BBVA Bancomer Foundation, Mexico.
- 2008 AHEBC Calendar, B. C. State’s Historical Archive.
- 2008 Cover photo of UABC’s Magazine, no. 62.
- 2009 Fotoseptiembre I Catalog, International Fair of artist books.
- 2011 Neopoblanos Pictures, Edited by Cety University, Historical Archives of Baja California and Pacmyc BC.
- 2011 Fotoseptiembre II Catalog, International Fair of Artist Book.
- 2012 Cover photo catalog for the exhibition "Radical Localisms, Art, Video and Culture from Pueblo Nuevo’s Mexicali Rose" at Artists Space , New York , New York.
- 2012 Voice Choices, NY as part of the promotion of the exhibition "Radical Localisms , Art, Video and Culture from Pueblo Nuevo’s Mexicali Rose" at Artists Space, New York, New York.
- 2012 Photography in New York, photo review
- 2012 Complex art + design photographs in the article "Innovative art from Mexican border” on display at NYC 's Artists Space , New York , New York.
- 2013 Madrecitas Catalog, small-format exhibition 2012
- 2013 Madrecitas Catalog, small-format exhibition 2013
- Various publications on cultural sections of local newspapers such as *La voz de la frontera*, *La Crónica*, *Diario 29Nacional*, *Gaceta Universitaria* and weekly newspaper *Siete Dias*.

d) Outstanding Professional Activities.

- 2008 Editor of the 2009 calendar *The portrait of BC* of the Historical Archives of the State of BC.
- 2009 Advisory and iconographic research in the development of the 2010 calendar *Streets and Buildings in BC* from the State’s Historical Archive.
- 2009 Editor of the 2010 Calendar *Streets and buildings of BC* from the State Historical Archive
- 2009-2013 Coordination of *MADRECITAS EXHIBITION*. Art in small format.

- 2011 Advisory and iconographic research in the development of Tecate's 2012 calendar of the Historical Archive of BC State.
- 2011 Editor of the Calendar *Tecate 2012* Historical Archive of BC State.
- 2011 Jury in the First Contest of historic photography in Tecate, BC.
- 2011 Presenting the photographic exhibition of Julio Morales "Sales of Silver".
- 2012 Advisory and iconographic research in the development of 2013 calendar SCHOOL REPORT of the Historical Archive of BC State.
- 2012 Jury in the Second historic photography contest in Tecate , BC
- 2012 Jury in the first Photo Contest "Oficialdía" organized by the Government of BC.
- 2012 Text "Credentials for a death without an end" as presentation of the photograph exhibition of the Historical Archive of BC in the Faculty of Human Sciences UABC.
- 2013 Jury in the "Focus" contest organized by the Municipal Institute of Art and Culture of Mexicali, BC

Daniel A. Torres, Professor in the subjects of: Graphic Design , Pre-press, image branding, Introduction to computer-aided design.

a) Exhibits.

- 2009 Selected with 60 artists from a shortlist of 3500 projects nationwide to present in the José Vasconcelos Library exhibition in Mexico City.
- 2009 Trick or treat, illustration exhibition. Mate Collective, Mexicali.
- 2010 The Eighties. Illustration exhibition. Mate Collective, Mexicali.
- 2012 Exhibition Gallery in Boston in the project Myths and Monsters by Acidfreegallery.
- The Story of the Creative, New York July 2013.
- 2013 Selected to present his work of illustration in London, England in the international project Mail Me Art. To be exhibited in July 2013.

b) Publication in books.

- 2006 Published in the Book "Premio a! diseño", Mexico DF
- 2008 Published in the design magazine *Enero*. (Mexico DF) and Published in *Icono* magazine.

- 2010 Publication of 3 logo redesign projects in the book *Redefining and redesigning logos* of the Rockport Editorial in the United States.
- 2011. Published in the *Logos 2* book by David Carter. Brightbooks Editorial. USA.
- 2012 Published in the *Logo 3* book from Zeixs publisher in Germany.
- 2012 Published in the *Illustration 2* book from Zeixs publisher in Germany
- 2012 Published in the *Poster design* book from Zeixs publisher in Germany
- 2012 Publication of 5 illustrations in the book *Exposé 10* from the Ballistic publisher in Australia.
- 2013 Published in the book *Mail Me Art 2*. Little Chimp Society, London England.
- 2013 Publication of 2 illustration projects in the book *Exposé 11* from the Ballistic publisher from Australia. International Call with 12,000 registered works, 500 works published.

c) Awards and Recognition.

- 2001 Second place statewide in the design competition of postage stamp, Mexico.
- 2003 First and second place statewide in the design competition of postage stamp, Mexico.
- Medal of Honor for academic merit, CETYS University, 2000-2001, 2001-2002, 2002-2003.
- Honorable Mention, CETYS University, 2005.
- 2006 Finalist in the international contest *a! design* in the illustration category and published in the book "a! design Award 2006".
- 2007, 2008 Tekhné Award. City Library (Mexicali), CEART (Mexicali).
- 2007 Finalist in the *a! design Award* in the illustration and editorial design category.
- 2010 Finalist in the *a! design Award* in the illustration category.

d) Outstanding Professional Activities.

- 2006 Design, editing and coordination of the first book of the BA in Graphic Design in CETYS University entitled: *Digital illustration, project catalog*.
- 2007 Design, editing and coordination of the second book of the BA in Graphic Design in CETYS University : *Corporate Identity, basic stationery*.

- 2013 Participation in the process of creating reagents for the LDG's CENEVAL.
- 2013 Currently working on illustration projects for Stck illustration in London England and Image Zoo in Canada.
- 2013 illustration of a children's book for Editorial ASCC , San Antonio , Texas.
- Selected to work in publishing project on typical recipes from the birthplace of the authors, Zeixs Editorial from Germany. Current project, a book to be published in 2014.
- Personal invitation to participate in the TeeNow illustration project in Brazil.

Jorge Vazquez, Professor of the subject of Package, label and display.

a) Publications.

- Column in the Business section in the newspaper La Crónica of Mexicali and Frontera in Tijuana.

b) Outstanding Professional Activities.

- General and Creative Director of "Visual Creativos" a design, branding, advertising and strategy agency operating in Baja California since 1984 and is one of the first 11 in the northeast (140 national) of the country according to Merca 2.0 Magazine.
- Creation of the corporate identity CETYS University after 30 years .
- Soles de Mexicali brand, Creator of the mascots: Cach of the Soles of Mexicali and the Aguilucho from the Aguilas of Mexicali.
- Make Fiestas del Sol one of the five largest fairs in the country and the main one in BC, with a growth from 200,000 attendees to over 400 thousand.
- Endeavor Mentor, from Educational Institutions as UABC, UVM and CETYS and some civic organizations.
- Winners of Merca 2.0 Web Site in 2010.
- Brand positioning of Kenworth, communication of the leader model in sales in Mexico, Launch of the brand in Latin America (Colombia , Peru , Ecuador , Chile).
- Branding for Professional Sports Basketball Club Soles de Mexicali ,
- Off-road racing for Vildósola Racing.

- Marketing Counselor within the Image Committee of the Brand City by the Economic Development Council of Mexicali (CDEM) .
- Communication Committee Director of Mexicali Gran Vision.
- Participation in TV, Radio and private events to give talks on Branding, Advertising and Marketing.

Joaquin E. Castillo, Professor in the subjects of Technical Drawing , Signage and Visual communication theory.

a) Outstanding Professional Activities .

- Founder of Pixel Design Collective .
- Founder of the Electronic Journal DOZ.
- Founder of the Tekhné Event.
- Coordinating design image and promotion of the Congress Celulas 2011.
- Coordinator of image, communication and projects of the event Neopolis.
- Member of the organizing team of the small format art exhibition Madrecitas.
- Secretary of the LDG Academy from 2011.
- Coordinator of the LDG Mexicali campus since 2004 .

4.10.2.- Productivity of the faculty in Ensenada.

Mtra. Natalia Delgado, on-line professor of the subjects of Professional Portfolios and Copywriting.

a) Exhibitions.

2012 *Divergence: Insights into Studio Practices*. Art Education Faculty Exhibition.
Legacy Gallery, Victoria BC.

2011 Poster for Japan. Online Poster Exhibition.

<http://www.posterpage.ch/exhib/ex278jap/ex278jap.htm>

2011 Art Education Faculty Exhibition. University of Victoria. Victoria BC, Canada.

2011 Familia. Art Exhibition. University of Victoria. Victoria BC, Canada.

2010 *Death is not Justice, Poster for Tomorrow world exhibition*. FRESCA Museo de Ciencias Naturales, Chaco, Argentina; Scixors, Haymarket NSW, Australia; Council of Europe, Minsk, Belarus; Museo San Francisco, La Paz, Bolivia; Humanispheria, Yaounde, Cameroon; Designers for Tomorrow, Wuhan, China; Poster for Tomorrow, Medellín, Colombia; Grafitat, Quito, Ecuador; 4 Tomorrow. Paris, France; Pole Graphisme de Chaumont, Chaumont, France; La Mairie de Renouard. Le Renouard, France; Cultural Center of French Embassy, Tbilisi, Georgia; Subkultureller fortschritt, Heidelberg, Germany; KontraS, DKI Jakarta, Indonesia; Teheran, Mashad, Kermanshah, Shiraz and Tabriz, Iran; University of Ulster. Derry City, Ireland; Studio Castellinaria, Marsala, Italy; Academie Libanaise des Beaux-Arts. Beirut, Lebanon; ESAV. Marrakech, Morocco; Graphic Design Museum. Breda, Netherlands; Universidad San Ignacio de Loyola. Lima, Peru; CSW Laznia. Gdansk, Poland; Laznia Center for Contemporary Art. Gdansk, Poland; EspacioThink, Langreo-Asturias, Spain; Red Académica Internacional, Ciudad Real, Spain; National Taiwan University, Taipei, Taiwan; Sochow University. Taipei, Taiwan; Taiwan Alliance to End Death Penalty, Taipei, Taiwan; Ayse Karamustafa, Istanbul, Turkey; COW International Design Festival, Ukraine; Seyhoun Gallery, West Hollywood, USA; Galería Venezolana de Diseño, Caracas, Venezuela.

2010 *The Haiti Poster Project*. Poster Exhibition. World Bank Exhibition. Washington DC, USA.

2010 Teachers of teachers. Art exhibition. McPherson Library Gallery, Victoria BC, Canada.

2009 Good 50x70 World Poster Exhibitions. Arizona State University, USA; Norrbottens Museum, Lulea, Sweden; Museo Madre, Naples, Italy; Piazza Chanoux, Aosta, Italy; Montana State University, USA; Museo Cabelloti, Latina, Italy; Triennale de Milano, Italy.

2009 Fotoseptiembre Photographic exhibition. CEARTE. Ensenada, Mexico.

2009 VI Bienal fotográfica de Baja California. Photography exhibition. Rosarito, Tijuana & Mexicali, BC Mexico.

2008 *Good 50x70 World Poster exhibitions*. M.A.X. Museum, Switzerland; U.Design - Museo del Acero, Mexico; Istanbul Design Week, Istanbul; Piazza Sant'Oronzo, Italy; Festival della Creatività, Italy; Piazzetta dell'Anfiteatro Romano, Italy; Parco Letterario Orcynus Orca, Italy; Piazza Palazzo di Città, Italy; Arena del Museo Camberotti, Italy; Centro Commerciale Roma Est, Italy.

2008 *Album de Familia*. Photography exhibition. CEARTE Ensenada, México

2008 *Conversaciones*. Photographic Exhibition. CEARTE Ensenada, Mexico.

2006 *Tempestad y Calma*. Photographic Exhibition. UABC. Ensenada, Mexico; International Youth Hostel. Mexico City, Mexico; Galería del Sur (Curated by Andrés de Luna), Mexico City, Mexico.

2005 *La Esencia del Momento*. Photographic Exhibition. Ricardo Flores Magón. Mexico City.

2004 *La Esencia del Momento*. Photographic Exhibition. Chanté, la Casa del Té. Ensenada, Mexico.

2007 *A la muerte con una sonrisa*. Poster exhibition. Santificarte, Esquina de Bodegas. Ensenada, Mexico

2007 *Masculino/Femenino*. Photography exhibition. La Raza, Museo Ex-Carcel. Ensenada, Mexico

2007. *Good 50x70 World Poster exhibitions*. Campus di Macchia Romana, Potenza, Italy; Palermo Design Week. Italy; Ipogei di Piazza S. Francesco. Matera, Italy.

2006 *Espacios*. Photographic exhibition. Centro Cultural Magdalena Contreras. Mexico City, Mexico.

2004 *Latitud Norte 3150*, Una mirada desde adentro. CECUT. Tijuana, Mexico.

2004 *Día de la Libertad de Expresión*. Poster exhibition. Palacio Municipal. Ensenada, Mexico.

2004 *Semana del Oceanólogo*. Photography exhibition. UABC. Ensenada, Mexico.

2005 *Cow Parade*. Urban Art Exhibition. Santa Fé, Mexico City, Mexico.

2001 *Urban Art Trail*. Urban Art Intervention organized by AIGA. San Diego, USA.

b) Published graphic Work.

- 2001 - Present Posters and photographic exhibitions at more as 100 locations around the world . Selected exhibitions include :

Death is not justice . (50 locations around the world) .

The Haiti Poster Project. World Bank Exhibition. Washington DC , USA .

Good 50x70 . Several locations in Italy and the USA .

Cow Parade. Urban Art Exhibition. Santa Fe, Mexico City, Mexico .

Urban Art Trail. Urban Art Intervention Organized by AIGA . San Diego , USA .

- 2004 North Latitude Photograph published in 3150, A look from the inside. Exhibition Catalog. Ensenada, Mexico .

- Posters 2007-2009 published in the annual Good 50x70 exhibition catalog . Milano , Italy . (Poster 2007 For Sale, 2008 Posters Toilet Paper and Whales are Life , 2009 Posters The Medical Industry and Animal Extinction)

- 2008 Poster La Mirada Us Design book published in the Latin American , BA , Argentina .

- 2009 Illustration published in FAKE Magazine, a social design magazine in the United Kingdom .

- 2010 Poster Poster for Tomorrow published in catalog . 4tomorrow Association. Paris , France .

- 2010 Love Logo Censored article I published in the New York Logo . New York Times , USA .

c) Publications.

- 2012 Posters for Global Citizenship. Co- written with Dr. Robert Dalton . BCATA - Journal for Art Teachers 54 (1) , pp.18 -27. Victoria BC, Canada .

Ghana • 2012 Report from the Pan African workshops. Poster for tomorrow , The Right to Education Catalogue .

- Designing for Change 2010 . The Social Poster Project. BCATA -Journal for Art Teachers , Vol 48 , # 2, 2010. Victoria BC, Canada .

- 2010 Over the Fence : Art in the Tijuana -San Diego Border Region. Canadian Art Teacher (CAT) . Volume 9 , Number 1, 2010. Victoria BC, Canada .
- Book Chapter 2010 Calculating the Odds : Possible Selves in Career Talk. Published in the book Talk about Careers in Science. Pages 165-178 . Sense Publishers. Rotterdam , The Netherlands.
- Sustainability and Equality 2009 , the Role of the Social Poster . Yearbook of Sustainable Design Research , Design to Reduce , Reuse and Recycle. Editorial Planeta, Mexico .
- The images of the 2008 border . A review of the art and design of the Tijuana -San Diego Border. Design Essays. Palermo University. Buenos Aires , Argentina . The images of the 2007 border . Bulletin of the Society of Architects of Uruguay oct. / Nov . / Dec . 2007 . Editorial Tradinco . Montevideo, Uruguay
- 2006 The creative instant . Co- written with Fabian Bautista . ForoAlfa . <http://www.foroalfa.com>
- 2006 The social function of the images of the Tijuana -San Diego Border. Archetypes Magazine # September 4th Stage . January to April 2006 . Mexico .

d) Summits.

- Presentation to the Plenary Assembly FRAME XV in Juriquilla Qro. , Of the paper " Images of the Northern Frontier ."

e) Outstanding Professional Activities.

- 2011 - Present Consultant and workshop facilitator , Poster for Tomorrow . Poster for Tomorrow is the main project of 4tomorrow , an independent, non - profit organization based in Paris .
- 2009 - Present Professor of Art Education. University of Victoria , British Columbia, Canada .
- 2009 - Present Designer and workshop facilitator for Aboriginal Entrepreneur .
- 2001 - Present International Workshop Facilitator . Non- profit organizations , Universities and Private Companies in Canada , Mexico and Ghana. Selected workshops include :
Empowering the Youth Workshop for Believe in our Youth .
Draw me Democracy ! For Poster for Tomorrow (financed by the UN Democracy Fund) .
Pan African Workshops for Poster for Tomorrow .
Urban Art & Design Workshop for the XVIII Meeting FRAME, Aguascalientes.
Creativity Workshop for the House of Hope Rehabilitation Center, Mexico .

f) Awards, Honours, grants and fellowships.

- 2003. Third place, State Photography Contest organized by CETYS University. Tijuana, Mexico.
- 2004. Two-year full Scholarship and Fellowship, awarded by the National Council for Science and Technology for Masters study. Value: \$138,000 pesos (Aprox. \$11,200 CAD) Mexico City. Mexico.

- 2005. First Place, Logotype Design Contest for CECAD (Long Distance Education Center), Mexico City.
- 2005. Selected Artist *Cow Parade*. Xochimilcow Cow, Mexico City, Mexico.
- 2007. Finalist, UTGP Grand-prize international t-shirt design competition organized by UNIQLO. Japan.
- 2007. Winner, *Good 50 x 70* International Poster competition. AIDS Awareness category. Milan, Italy.
- 2008 Winner, Good 50x70 2008 poster contest in the categories of human rights (sponsored by Amnesty International) and hunting (sponsored by Greenpeace). Milan, Italy.
- 2008. Medal of Honor for Academic Achievement in Master Studies. Universidad Autónoma Metropolitana. Mexico City, Mexico.
- 2009. One-Year Fellowship, Department of Curriculum and Instruction. University of Victoria, Canada.
- 2009. Selected Artist, VI Baja California Photographic Biennial. Mexico.
- 2009. Winner, Good 50x70 International poster competition in the categories of healthcare deprivation (sponsored by EMERGENCY) and climate change (sponsored by the WWF).
- 2009. Honorable Mention, Languages Matter! Poster contest. Organized by Design 21 and Unesco.
- 2009. Celebrity's choice for favorite entry for the SPCA t-shirt competition. Socialdesigner.com
- 2010. Winner, Poster for Tomorrow *Death is not Justice*. Selected in the best 100 posters. Paris, France.
- 2010. Summer Term Graduate Research Award. University of Victoria. BC, Canada. Value: \$1,000.
- 2010. Graduate Student Travel Grant, University of Victoria, Canada. Value: \$600.
- 2011 Grant, Department of Curriculum and Instruction. University of Victoria, Canada. Value: \$1,000.

L.A.P. Esther A. Rubio Gámez , Professor of the subject of Human Figure Drawing

a) Exhibitions.

- Has participated in over 30 group exhibitions in Sonora, Baja California and California, and three solo exhibitions : Muscular Sadness (2009) , Fushia (2011) and Anatomy of a new injury (2012).

b) Professional Activities Featured

- Local art scene, participating as organizer of Ensenada Art Walk , Ruta del Arte and a member of the forum / gallery The Covacha. Represented by ADC Gallery in Los Angeles.

c) Awards and Recognition

- 2011 First place in the category of Drawing at the XVIII Biennial Plastic of Baja California, 2011 , organized by the Cultural Institute of Baja California, in coordination with the CONACULTA .

L.D.G. Ana Maria Mejia, graduate professor in the program in the subjects of Photography and digital studio and Illustration

a) Outstanding Professional Activities.

- Instructor in illustration workshops and conference speaker at various universities in the country.
- Exhibits her work in several galleries in Mexico and internationally:

Recently exhibited at the Bottleneck Gallery in Brooklyn , NY.

- Graph Collaboration in national publications such as *Conozca Mas* and *Tu* magazine and international magazines such as Goo Magazine (Argentina) , Languages magazine (Dominican Republic) Weekly Dig U.S.
- Developed artwork for American Greetings Interactive used on Facebook, Twitter and MSN Messenger.

M. E. Sialia Mellink graduated from the 1st . generation of the LDG from CETYS, Ensenada campus , Professor of the subjects of Color theory, Visual communication theory , History of graphic arts II

a) Talks

- 2006 Panelist first Seminar of College Leaders, Ensenada, BC.
- 2006 Participation as speaker in panels in the Business Success Stories . 2006 Ensenada , B.C.
- 2012 Graphic identity: a proposal for the social improvement of the city of Ensenada, Baja California. IESI IMIP - III Forum . *Ensenada, city of knowledge*: contributions to sustainable development , Ensenada, BC.

b) Publications

- 2010 Opinion column: Designing with consciousness. El Vigia Newspaper.

- 2010 10 years inspiring minds to innovate: *Memoirs of a graduate*. Internal Publication of the School of Design from CETYS University.
- 2010 In memoirs of the XXI National Meeting of Schools of Graphic Design "Diseñar está en verde."
- 2012 Op-ed : Making the Mexican utopia : Mural de Vasconcelos . El Vigia Newspaper.
- 2013 Approved article, to be published in Insigne visual, electronic journal published by the Autonomous University of Puebla, the article "*Educational strategies for the appropriation of visual communication concepts graphic design students.*"

c) Linking Projects in class.

Ensenada History Museum, Craft Beer "Aguamala", Group of Islands Ecology and Conservation, BC (GECI).

d) Outstanding Professional Activities

- 2009 - 2011 Member of the 1st . Officers of the Alumni Association of graduates from CETYS (APEC for its acronym in Spanish) Ensenada campus.
- 2011 - 2013 Member of the Academic Advisory Council CETYS University, member of the Technical Committee on Curriculum and co - curriculum.
- 2012 - 2013 Member of the Academic Council for the Exit Exam for the LDG of CENEVAL.
- Spokesperson of the LDG Academy from 2011.
- LDG Program Coordinator from 2013.
- Designed winning scientific presentations poster:
 - Honorable Mention in Student Work: 35th Annual meeting of the Pacific Seabird Group. Blaine , Washington. "Angle - Gastelum , U.T. , J. A. Castillo- Guerrero and E. Mellink . Consequences of colony size in the Royal Tern (*Thalasseus maximus*) : Egg predation by gulls on Isla El Rancho , Sinaloa, During the 2007 breeding season " 2008.
 - Student poster award (of 15 recognized posters) : IV North American Ornithological Conference . Veracruz , Veracruz " Penalosa -Padilla , E. A. , Castillo- Guerrero, JA and Mellink , E. Parental care and foraging ecology Booby coffee in the Farallon de San Ignacio , Sinaloa, Mexico . " 2006
 - 1st prize in student poster : 31st. Annual Meeting of the Pacific Seabird Group. La Paz, B.C.S. " Suazo - Guillén , E. and E. Mellink . Diet , maximum diving depth , diving time and by brown boobies in Isla San Jorge , Sonora, Mexico , 2003. " 2004

e) Awards and Recognition.

- 2002 Academic Merit in Graphic Design CETYS University, Ensenada campus.
- 2004 Academic Merit in Graphic Design. CETYS University, Ensenada campus.
- 2005 Honorable Mention in the Bachelor of Graphic Design, CETYS University Ensenada campus, Generation 2000-2004.

Graduation Project Seminar: "Children's educational games for the conservation of the islands in northwest Mexico.

- 2011 Honorable Mention in the Master of Education, CETYS University campus Ensenada, Generation 2009-2011.

Graduation Seminar Project: "Proposal of competencies for the LDG 2011 CETYS University."

M. A. Diana Robinson Trápaga , Professor in the subjects of Printing Systems and Packaging, label and display.

a) Exhibits

- 2008 Book of Latin American Posters Design. Selected Poster: Late Latin America. University of Palermo. Argentina

b) Publications

- 2008 Opinion column: Grounded Creativity. El Vigia Newspaper.
- 2008 ARQUETIPOS MAGAZINE. Issue No. 15 from January to April. Article: Technology in education.
- 2009 ARQUETIPOS MAGAZINE. Issue No. 20 October-December, 2009. Article: Hybrid Course in printing systems: virtual and physical classroom.
- 2009 Presents in the XVI International Congress on Colombia Teledu the paper of Hybrid Course, virtual and physical classroom, Printing systems, taught in the school of Graphic Design, University CETYS, Ensenada, BC".

- 2009 Presents at UAM , Xochimilco in the 1st Congress of Packaging Paper: " Linking Students at the School of Design with FAMOUS regional company."
- Participate in the 2010 roundtable on Design Management in the XXI National Meeting of Graphic Design Schools, organized by the UASLP in San Luis Potosi.
- 2010 Published in *Insigne visual*, electronic journal published by the Autonomous University of Puebla, the article "The perception of university students on distance education."

c) Linking projects in class.

Wine Museum, Femsa, Wine Club, Secretary of Tourism of BC, Argentine College , CICESE

d) Outstanding Professional Activities.

- 1992 - 1993 McCANN ERICKSON, Mexico DF Junior Designer
- 1993 - 1995 RETORNO TASSIER, Mexico DF Senior Designer
- 1995 - 1997 MEXICO COMMUNICATES, Veracruz, Mexico . Senior Designer
- 1997 - 2000 ROBINSON DESIGN, Mexico DF director
- 2000 - 2013 ROBINSON DESIGN, Ensenada, B.C. director
- 2012 - 2013 CREATE ENSENADA, Ensenada, B.C. director
- 2012 - 2013 Member of the Academic Council of the Exit Exam for the LDG from CENEVAL.
- 2011 - 2013 Member of the Academy of LDG CETYS.

e) Awards and Recognition

- 1993 Diario de Mexico Award, the highest national average.

M. A. Margarita Rubio, Professor of the subjects of Graphic Design and Corporate Identity

a) Publications.

- "Introduction to the curriculum of the BA in Graphic Design from CETYS University" in the Design Educators Conference, from the AIGA (American Institute of Graphic Arts) at the Art Center in Pasadena, California.

b) Outstanding Professional Activities.

- 2007 - 2009 Regional Representative of the North-West region of ENCUADRE.
- 2009 - 2011 Affiliate Commissioner of ENCUADRE.
- 2011 - present Commissioner of Mobility and Exchanges from ENCUADRE.
- 2012-2013 Member of the Technical Committee of the exit exam for the LDG from CENEVAL.
- 2000-2012 Coordinator of the LDG in Ensenada campus.
- 2013 Responsible for the process of national accreditation of the LDG in Ensenada campus before the accrediting agency COMAPROD .
- 2013 Responsible for proposing Master's degrees for the LDG program.

c) Linking projects in class.

CUDTI (University Center for the Development of Information Technology), Temporary Shelter Home for Children, Elderly Shelter Home of Ensenada BC, CAEPA (Specialty Care Center for Autism), AIRADE (Association for Integration and Rehabilitation of Autistic people from Ensenada, AC), Federation of Professional Women & Businesses of Mexico (FMPNM), Caracol Museum, Regional History museum of Ensenada.

4.11 - . Trends in full-time and subject professors evaluation.**4.11.1 - . Trend of the faculty of the College of Business & Administration, System Level.**

Based on the results that were collected from the second half of 2010 to the second half of 2012, the system-level assessment of the College of Business Administration in Mexicali and Ensenada. First is the statistics of professors who were below and above the mean and a standard deviation. Mexicali observed a total of 5 below the average during the semester August-December 2012 and 2 above average for a total of 10.20 and 4.8 respectively. In Ensenada, 6 below a 15.78 % of all evaluated and 1 above the average of 2.63 % of the total. In this period it was notable that on both campuses more teachers had low assessments.

	# below (m - s)	% of the total people evaluated in...	# above (m + s)	% of the total people evaluated in...
MEXICALI	5	10.20	2	4.08
ENSENADA	6	15.78	1	2.63

Table 41. Evaluation of the professors from the College of Business and Administration.

In regards to the teaching trends evaluated from the 2nd. half of 2010 to last in 2012 the trend in the number of professors evaluated system-level career in the College of Business and Administration is lower in terms compared to 2012 in 2010 unlike professors of hours where the number assessed is greater (102) tested 94 unlike in 2010.

Evaluated Professor Trends
 (Considering the last 5 semesters to 2012)

COLLEGE OF BUSINESS AND ADMINISTRATION

PERIOD: AUG-DEC 2012 Semester

EVALUATION AT A SYSTEM LEVEL

	2010-S2	2011-S1	2011-S2	2012-S1	2012-S2
PROFESSORS (BACHELOR)	38	38	37	30	30
PROFESSORS (PER HOUR)	94	98	97	110	102
Total	132	136	134	140	132

Table 42. CBA's Trend of professor's evaluation.

Regarding the evaluation obtained by the average concept where the maximum is 95.85 and a high of 36.34, with a standard deviation 8.95 system, for 2nd career professors semester of 2010 to 2012 has a score of 85.94 which drops to 73.82, with teachers taking hours one 82.26 to 69.24 to the 2nd. half of 2012.

Teacher Evaluation Trends
 (considering the last 5 semesters to 2012)
 Concept: MEDIA
 COLLEGE OF BUSINESS AND ADMINISTRATION
 PERIOD: AUG-DEC 2012 Semester
 LEVEL EVALUATION SYSTEM

	2010-S2	2011-S1	2011-S2	2012-S1	2012-S2
PROFESSORS (BACHELOR)	85.94	87.60	87.81	88.88	73.82
PROFESSORS (PER HOUR)	80.80	81.53	84.59	82.36	69.17
Total	82.26	83.22	85.48	83.75	69.24

Table 43. CBA’s trend of the professor’s evaluation, concept: Media.

The following table shows the faculty’s Assessment for the CBA in the semester from January to June 2012, appreciating as average score on the evaluation with a 86.05 out of 140 average assessed with a maximum score of 91.99 and a low of 70.65.

COLLEGE OF BUSINESS AND ADMINISTRATION PROFESSORS	Total Population	Evaluated Population	Average	Standard Deviation	Maximum	Minimum
ADJUNCT	5	5	81.84	10.83	88.60	62.68
SUBJECT	110	105	82.38	9.35	93.68	40.32
ASSOCIATE	5	4	87.61	2.72	90.17	84.27
PART TIME	2	2	89.38	4.18	92.34	86.42
FULL TIME	24	24	89.05	4.64	95.19	79.57
	146	140	86.05	6.34	91.99	70.65

Table 44: CBA professor’s evaluation, January to June, semester2012.

4.11.2. - Faculty Trend in the LDG in Mexicali campus.

The nomenclature refers to the type of professor:

ADJ: Adjunct

SUB: Subject

ASSO: Associate

PT: Part Time

FT: Full Time

CBA Professors who gave classes in Mexicali's LDG during January-June 2012:

NAME	AGE	DEGREE	TYPE	EVALUATION
Joaquín Castillo	50	Master	FT	81.76
Paulina Vargas	32	Master	FT	91.43
Francisco Villalba	69	Master	FT	79.57
Odette Barajas	49	Specialty	ADJ	84.84
Daniel Torres	30	Bachelor	ADJ	87.81
Ernesto Romero	29	Bachelor	ASSO	90.17
Adriana Eguía	30	Master	SUB	91.98
Maricela Alvarado	61	Bachelor	SUB	86.70
Bernardo Olmedo	40	Bachelor	SUB	89.76
Josué Pizano	28	Bachelor	SUB	70.53
Paloma Rodríguez	30	Bachelor	SUB	91.34
Marco Romero	29	Bachelor	SUB	79.29
Daniel Valtierra	35	Bachelor	SUB	72.52
Jorge Vázquez	57	Bachelor	SUB	88.34

Table 45: CBA professors who gave LDG classes during January-June 2012, Mexicali campus.

Comparison with the overall results of the evaluation of CBA for the January to June 2012 semester:

COLLEGE OF BUSINESS AND ADMINISTRATION PROFESSORS	Average	Maximum	Minimum	LDG Average Mexicali
ADJUNCT	81.84	88.60	62.68	86.33
SUBJECT	82.38	93.68	40.32	83.81
ASSOCIATE	87.61	90.17	84.27	90.17
PART TIME	89.38	92.34	86.42	n/a
FULL TIME	89.05	95.19	79.57	84.25
	86.05	91.99	70.65	86.14

Table 46: Relationship between the overall results of the LDG professors and CBA's professors evaluation during January-June 2012, Mexicali campus.

Although we have no data for comparison between Mexicali's LDG professors and the overall assessment of the CBA's form August to December 2012, the table below shows the school professors who gave classes in our program during this semester:

NAME	AGE	DEGREE	TYPE	EVALUATION
Joaquin Castillo	50	Master	FT	87.14
Paulina Vargas	32	Master	FT	91.88
Francisco Villalba	69	Master	FT	86.16
Odette Barajas	49	Specialty	ADJ	89.12
Daniel Torres	30	Bachelor	ADJ	86.08
Aída Hurtado	30	Master	SUB	86.03
Maricela Alvarado	61	Bachelor	SUB	89.64
Bernardo Olmedo	40	Bachelor	SUB	86.61
Josué Pizano	28	Bachelor	SUB	93.93
Paloma Rodríguez	30	Bachelor	SUB	89.72
Marcos Romero	29	Bachelor	SUB	70.37
Daniel Valtierra	35	Bachelor	SUB	74.00
Jorge Vázquez	57	Bachelor	SUB	88.19

Table 47: CBA professors who gave LDG classes during August-December 2012, Mexicali campus.

In the following table you can see that, in all cases, the professor's evaluation improved during the semester from August to December 2012.

LDG Mexicali 2012	Average Jan-Jun	Average Aug-Dec
ADJUNCT	86.33	87.60
SUBJECT	83.81	84.81
ASSOCIATE	90.17	n/a
FULL TIME	84.25	88.39
	86.14	86.93

Table 48. Comparison of results of the faculty assessment during the semesters of 2012.

4.11.3 -. Trend of the LDG professors, Ensenada campus.

The nomenclature refers to the type of professor:

ADJ: Adjunct

SUB: Subject

ASSO: Associate

PT: Part Time

FT: Full Time

CBA professors who gave classes in the LDG during August-December 2012, Ensenada Campus.

NAME	AGE	DEGREE	TYPE	EVALUATION
Sialia Mellink	32	Master	FT	92.34
Margarita Rubio	53	Master	FT	84.83
Dámaso Ruiz	36	Master	FT	81.73
Francisco Melo	35	Master	PT	89.66
Claudia Durazo	31	Bachelor	ADJ	74.01
Diana Robinson	42	Bachelor	ADJ	87.37
Luis Ariza	41	Bachelor	SUB	81.88
Susana Ávila	48	Bachelor	SUB	82.44
Denny Armenta	45	Bachelor	SUB	74.25
Ada Gómez	43	Bachelor	SUB	81.44
Ana Mejía	28	Bachelor	SUB	86.70
Cecilia Castro	32	Bachelor	SUB	81.24
Fernando de la Rosa	27	Bachelor	SUB	59.76
Mauricio Fernández	30	Bachelor	SUB	78.87
Maribel Fisher	50	Bachelor	SUB	79.75
Roberto Gutiérrez	32	Bachelor	SUB	83.16
Edwin Lara	26	Bachelor	SUB	81.23
Ramiro Magaña	41	Bachelor	SUB	80.02
Fernando Parra	36	Bachelor	SUB	83.18
Rodolfo Ramírez	43	Bachelor	SUB	40.32
Rogelio Vázquez	29	Bachelor	SUB	77.44

Table 49. CBA professors who gave classes in the LDG during January-June 2012, Ensenada Campus.

Comparison with the overall results of the evaluation of CBA for the January to June 2012 semester:

COLLEGE OF BUSINESS AND ADMINISTRATION PROFESSORS	Average	Maximum	Minimum	LDG Average Ensenada
ADJUNCT	81.84	88.60	62.68	80.69
SUBJECT	82.38	93.68	40.32	76.78
ASSOCIATE	87.61	90.17	84.27	n/a
PART TIME	89.38	92.34	86.42	89.66
FULL TIME	89.05	95.19	79.57	86.30
	86.05	91.99	70.65	83.36

Table 50. Relationship between the overall results of the evaluation between the LDG professors and CBA's professors during January-June 2012, Ensenada campus.

Although we have no data for comparison between Ensenada LDG professors and the overall assessment of the CBA from August to December 2012 the table below shows school professors who gave classes in our program during this semester:

NAME	AGE	DEGREE	TYPE	EVALUATION
Sialia Mellink	32	Master	FT	90.26
Margarita Rubio	53	Master	FT	74.75
Claudia Durazo	31	Bachelor	ADJ	89.85
Diana Robinson	42	Bachelor	ADJ	79.88
Concepción Ramírez	48	Doctorate	SUB	94.59
Francisco Melo	35	Master	SUB	Specialty subject-not evaluated
Alejandro Pacheco	50	Master	SUB	It does not appear because it's a Tijuana professor.
Denny Armenta	45	Bachelor	SUB	84.28
Susana Ávila	48	Bachelor	SUB	86.66
Daniela Camargo	37	Bachelor	SUB	90.03
Cecilia Castro	32	Bachelor	SUB	87.47
Fernando de la Rosa	27	Bachelor	SUB	80.56
Esther Gámez	33	Bachelor	SUB	83.01
Roberto Gutiérrez	32	Bachelor	SUB	85.73
Rodolfo Gutiérrez	28	Bachelor	SUB	42.82

Ana Mejía	28	Bachelor	SUB	91.50
Fernando Parra	36	Bachelor	SUB	76.97
Teresa Zinzer	50	Bachelor	SUB	67.24

Table 51. CBA professors who gave LDG classes during August-December 2012, Ensenada Campus

In the following table you can see that even though the overall score improved, the score of the evaluation of full-time professors was lower during the first half of August to December 2012.

LDG Ensenada 2012	Average Jan-Jun	Average Aug-Dec
ADJUNCT	80.69	84.87
SUBJECT	76.78	80.91
ASSOCIATE	n/a	n/a
PART TIME	89.66	n/a
FULL TIME	86.30	82.55
	83.36	82.77

Table 52. Comparison of results of professor's assessment during 2012.

4.11.4 -. LDG faculty trend, system level.

The following table shows LDG faculty performance in 2012 and its comparison with the average of CBA (January-June 2012).

Professor's performance

COLLEGE OF BUSINESS AND ADMINISTRATION PROFESSORS	Media Jan-Jun 2012	Mexicali Jan-Jun 2012	Ensenada Jan-Jun 2012	Mexicali Aug-Dec 2012	Ensenada Aug-Dec 2012
ADJUNCT	81.84	86.33	80.69	87.60	84.87
SUBJECT	82.38	83.81	76.78	84.81	80.91
ASSOCIATE	87.61	90.17	n/a	n/a	n/a
PART TIME	89.38	n/a	89.66	n/a	n/a
FULL TIME	89.05	84.25	86.30	88.39	82.55
	86.05	86.14	86.14	81.54	82.76

Table 53. Cases where we are below the average are highlighted in blue. In most cases Ensenada campus is below the average. In the only case where Mexicali campus is below average is in full-time professors.

4.12 - . Strategic Plan of the College of Business Administration

The objectives and strategic actions of the CBA's Strategic Plan (CETYS, 2013), to which the LDG program belongs to, are:

- To promote the academic staff to a high level of training that enriches the tasks of teaching, research and extension.

Professors development and strengthening.

Recruitment of professors.

Training of Doctors.

Promote research in the faculty.

Implementation and operation of the Center of Excellence in Competition.

Incorporation Distinguished Chairs.

Evaluation and promotion of faculty.

- Continue to promote the vocation of forming people.

Strengthen Student Life

Boosting the differentiating elements of CETYS University

- To offer a curriculum with an international perspective using the best technology platforms and strengthen its value through innovative academic practices.

Strengthening the capacity and effectiveness of the curriculum development

Learning measurement

Periodic review of academic programs

Increasing the availability of online and English classes

Development of new academic programs and modes of delivery

Achieving national and international accreditations

Improve student performance in national tests (CENEVAL)

Improve the employability of students upon graduation

- To promote the growth of its student population in Undergraduate and Graduate programs.

Increase of the student's population.

E - campus.

5. Program review by external experts.

1. Academic profile of the external reviewers.
2. Recommendations made by external reviewers.

6. Recommendations.

During this study three main issues were mentioned: 1) Curriculum and assessment of the RAPAs , 2) Students and graduates , 3) Professors. Analyzing those uncovered areas of opportunity. The LDG Academy is committed to work seamlessly - Ensenada and Mexicali- to develop and follow a plan of work that allows solving or reducing these areas, we list them below:

6.1 -. Curriculum and assessing RAPA's

- Consistent with corporate objectives, it is proposed, to start with the concept of strategic design, understood as the solution of creative problem with cutting edge design and vision for our educational program. Some factors are integrated within this concept, such as:

- Design as a factor of development: economic, social, cultural and environmental.
- Design applied to businesses and industries of strategic development from the region.

- Design Businesses: How to make business with design? How to do business in the area of design?
- Update, redefine the learning outcomes of the program analyzing their relationship with the concept of Strategic Design.
- Redesign headings so that they are consistent with the final draft of Rapas. Consider criteria in drafting the necessary professional skills.
- Strengthen responsibilities concerning research to gather reliable and sufficient to support the projects developed, analysis and prioritization of information and coordination, organization, implementation and evaluation of design information.
- Make a plan for operational monitoring of assessment RAPAs including its correlation with the scores of the subjects, in addition improvement actions in matters both in content and in learning processes and evaluation and training teachers and peer review of learning products. We consider it important that each semester spokesman monitor the learning outcome measurement assigned to that applied.
- Conduct analysis of measurement during the closing of the semester in which they perform. So that program coordinators to share with teachers who taught classes during the next semester's results.
- Request that the SICU system generates reports in which you can appreciate the development of students, you can give a track a group or student in each of the occasions on which it has measured your particular learning outcome, they can generate RAPA crossings allowing generations and campus compare, compare to the same group or RAPA student in all of which has been the subject of measurement. These reports enable the Academy to be more objective in our proposals for improvement.
- Request a market study to propose new educational programs in the area of design. As shown in item 2.5.3 of this work, PRPPA suggests that as part of the review process, academic degree programs are "subjects of a –Benchmarking- analysis comparing them with the best programs of its kind in the United States and Mexico" (CETYS , 2009 , p. 9-10). We believe that this study will identify, understand and exploit the different niche markets within the industry of design and visual communication.
- Assess our curriculum from the analysis in this study and the findings generated by the market research. This evaluation should consider that the PRPPA establishes that the exercise of the student's Professional Practices must be in the curriculum and be strongly associated to the reinforcement of the essential learnings of their profession and not as a requirement of the academic program. For this purpose two courses named 'Professional Practice I and II' will be assigned and located in the last year of the program will be assigned. This set of skills emphasizes learning to do and be in the field of profession. This same approach is established for social service, determining two years from the end of the second year of the program called "Social Service I and II . (CETYS , 2009 , 7 p.)

6.2 -. Students and graduates

- Generate strategies to increase enrollment qualitatively and quantitatively.
- Plan activities that improve the motivation and attitude of students regarding their career. Replicate those who have been shared in this study and have been successful; develop intercampus activities.
- Suggest that they perform in Ensenada the study on the psychological profile of students done in Mexicali campus. This work provided teaching suggestions to improve performance in the classroom, eg. from real scenarios, simulation and game strategies, and project-oriented learning.
- Generate a questionnaire to assess how qualified are interns, graduates (self-assessment and evaluation of immediate boss) on skills and learning outcomes are to be established.

6.3 -. Professors

- Structure a plan for professors to specialize in professional areas of the LDG.
- Analyze the areas of training where professors need it the most, especially those that are evaluated below average. Request, through the coordination of the program, that professors attend the FIP courses where they can improve their performance.
- We consider that it is urgent to have an evaluation system that is more objective, focusing on the learning outcomes achieved by students. We observed that professors do not fully understand the questions of the instrument and it is very likely that students neither understand.
- We noted that the way students answer, especially referring to the importance we should give to the evaluation and the attitude that several demonstrate are not congruent. This affects the results of the evaluation of each professor, often negatively, affecting motivation, objectivity, and decision making that can be done with this information.
- Increasing the academic degree of professors and optimize teaching potential.
- Suggest that specific graphic design areas are considered within the Research Plan:
 - Strategic Design.
 - a) Design Businesses - how to do business with Design, how to do business in the area of design?
 - b) Design applied to business and industries of strategic development of the region.
 - c) Design as a factor of development: economic, social, cultural and environmental.
 - d) Academic Projects linked to the business sector and NGOs.

- Management and Ethics in design.

a) Methodological processes.

b) Exploring the roles and responsibilities of various positions and corporate positions who are having a boom in international companies such as chief design officer (sometimes CDO) , chief creative officer (CCO) and designer executive officer (DEO , O DCEO).

c) Social and environmentally responsible design.

d) Intellectual property, copyright, creative commons.

- Perception and visual communication.

a) Basis of design.

b) Semiotics, interpretation of visual messages .

c) Support and processes for visual communication.

Although we have a good team in workshops and laboratories, we consider that we need to make a plan to update them (space, furniture and equipment) prioritizing the cases where it is required to complement.

At the Academy of LDG, we consider that the review process should be continuous and we believe that this study is just the starting point to improve our practices and service we provide to our students.

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