

CETYS UNIVERSIDAD

BACHELOR IN INTERNATIONAL BUSINESS (LNI for
its acronym in Spanish)

2012 Program Review

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1. Introduction

Academic Program: Bachelor in International Business (LNI). 2004 Curriculum

Campus and official registration number (RVOE): Mexicali, 5404; Tijuana, 5418; Ensenada, 5413.

This self-study of the Bachelor in International Business program was made with the fundamental purpose of analyzing student learning and generating solid evidence that will allow us to propose and implement measures aimed to improve the quality of education.

In order to fulfill this purpose, the College of Business and Administration put together group of full- time, part time and adjunct professors to create academic groups for each of its academic program. These academic groups are called Academy and have two specific tasks: to review academic programs and to conduct learning assessment activities.

The Bachelor in International Business Academy is formed as follows:

Mexicali Campus

Victoria González Gutiérrez, full time professor

Saida Jezzín Pérez Córdova, full time professor

Tijuana Campus

Francisco González Bermúdez, full time professor

Celsa Guadalupe Sánchez Vélez, full time professor and Academy spokesperson

Carlos Rodríguez Rubio, full time professor

Ensenada Campus

Dámaso Ruíz González, full time professor

Rosa Lizbeth Salinas Gómez, adjunct professor

Side note: Carlos Rodríguez Rubio retired on December 2011 and since then he does not belong to the BIB Academy. On June 2012, Victoria González Gutiérrez assumed the Directorship of the School of Business in Mexicali and also does not belong to the BIB Academy since then; Leticia Torres Arteaga, also from Mexicali, took her place.

Background of the Bachelor in International Business Program

The Bachelor in International Business program started in Tijuana in 1992, and in Mexicali and Ensenada in 1995. This program, in Mexicali and Tijuana, is accredited by the Board of Accreditation of Accounting and Administration instruction (CACECA-for its acronym in

Spanish).As an institution, CETYS University is also accredited by the Western Association of Schools and Colleges (WASC) and by the Federation of Mexican Private Institutions of Higher Education(FIMPES-for its acronym in Spanish).

The Bachelor in International Business program consists of 42 curricular subjects distributed through 8 semesters. Of the 42 subjects, 40 are completed in 64 teaching hours and 2 are completed in 32 teaching hours. The Bachelor in International Business program is designed to be completed by full-time students who must complete the program in a period of four years; however, it is common that some students take longer. It is important to point out that students who do prove sufficient knowledge of the English language are required to take co-curricular ESL courses named College English.

Graduation Requirements

All students who aspire to graduate from the Bachelor in International Business program must comply with the following requirements:

- Obtain a passing score of at least 70 points (on a 100-point scale) on each of the 42 curricular subjects in the program.
- Take the Exit Test for undergraduate studies (EGEL-for its acronym in Spanish).
- Complete 400 hours of Professional Practice.
- Complete 500 hours of Community Service.

Structure of the Self-Study

This study reflects an insight on the educational processes involved in the Bachelor in International Business program to identify areas of opportunity and to propose improvement strategies. This document is divided into the following sections:

- Analysis of the Mission and Vision of the Bachelor in International Business academic program
- Learning Outcomes
- Curricular Map
- Learning Assessment
- Students
- Faculty
- Resources
- External Review
- Strengths and opportunity areas
- Plan of Action

As a result of the analysis that is part of this program review, the Bachelor in International Business Academy submitted to the College of Business and Administration a series of recommendations in order to improve the teaching-learning process. These recommendations are included in the **Plan of Action** section.

2. Vision and Mission Statement Analysis

The Institutional Mission objective is to guide all the activities performed by faculty and administrative staff, by clearly establishing what is expected from CETYS University graduates. Therefore, it is important that all processes be aligned to the Mission of the institution.

CETYS University Mission Statement

It is the purpose of the Centro de Enseñanza Técnica y Superior (CETYS- for its acronym in Spanish) to contribute to the development of persons with the moral and intellectual capabilities to participate significantly in the economic, social and cultural development of the country. Therefore, CETYS University seeks to permanently embed in its students all essential values that have traditionally been considered fundamental for humankind to be part of a peaceful society and satisfy the needs that their ability to be productive allows them.

Analysis of the Institutional Mission Statement

The Institutional mission emphasizes the importance of developing persons whose genuine value lies on their ability to help their community to grow from an economic, social and cultural perspective. Just the same, the Mission establishes a commitment from CETYS University to transmit values that are essential for their peaceful social existence that will also guide their performance in their professional development.

The economic crisis that our country is going through and the severe value deterioration in our society, especially among young people, demand that CETYS strongly support its Mission on these values. The task for the Bachelor in International Business Academy is to support the principles in the institutional mission statement through the academic programs, learning-teaching methodologies, and other institutional processes associated with the development of its students.

The Bachelor in International Business program also has a Mission statement:

Mission of the Bachelor in International Business Program:

Develop professionals with a vision and the ability to manage businesses that participate in activities related to commerce or international investment, by developing awareness toward the socio-cultural, economic, political, and legal

differences in each country in the world, and adopting the appropriate strategies to address these differences.

Analysis of the Mission of the Bachelor in International Business Program

The Bachelor in International Business Program Mission statement highlights the intellectual capacity and skills of the International Business graduate. It especially emphasizes the ability to manage businesses that develop foreign commerce and international investment with an inclusive vision that allows them to identify and adapt to the different socio-cultural, economic, political and legal aspects of each country.

It is important to emphasize that the program mission does not include aspects of integral education as it occurs at the institutional level. Therefore, it is necessary to include in the Mission statement the commitment of International Business graduates to the progress and well-being of their country.

Vision of the Bachelor in International Business:

The Vision of the Bachelor in International Business Program is to be the best option in Mexico for the development of professionals at the undergraduate level based on humanism and values committed to the social well-being, with a global perspective and competitiveness within the framework of sustainable development.

Analysis of the Vision of the Bachelor in International Business Program:

The vision of the Bachelor in International Business program confirms the institutional commitment to develop persons with the moral capability to improve their social environment. At the same time, the Vision projects a BIB undergraduate as a professional with the capacity to compete in the global market through an approach grounded on sustainable development.

In the XXI century, the issue of sustainable development became a priority for the international community, as it offers the possibility to adopt models of development that guarantee the well-being of present and future generations and at the same time allows the renewal of resources. In this context, as the approach to sustainability is incorporated to the Bachelor in International Business Program Vision, the social commitment that the International Business graduate has is met. Nevertheless, this vision must also be reflected in the curricular and co-curricular load which represents areas of opportunity to strengthen the foundations of the Bachelor in International Business program.

In addition, CETYS University has an Educational Model based on four institutional learning objectives: Continuous improvement, entrepreneurial attitude, Internationalization, and social and professional involvement with the community.

These institutional learning objectives embrace the principles of the Institutional Mission and Vision. The Academy seeks to operationalize these principles and to provide metrics to assess the quality education that the institution offers.

Conclusions of the Analysis of the Mission and Vision of the Bachelor in International Business Program

CETYS University was founded on principles that are still relevant to society and now constitute fundamental aspects in the integral-education.

These institutional learning objectives reinforce values that help us meet challenges due to social changes and at the same time base them on the foundations of the Institutional Vision and Mission. To be congruent with the values of the institution, it is necessary to align the Vision and Mission of the Bachelor in International Business program in the same direction. Furthermore, it is necessary to incorporate the sustainable development approach to the learning outcomes and to the curricular and co-curricular structure of the Bachelor in International Business program.

3. Learning Outcomes.

The Program Review Process is based on Learning Outcomes. All subjects have learning outcomes which must be aligned with both the Program Learning Outcomes (RAPAs -for its acronym in Spanish) and the Institutional Learning Outcomes (RAIs -for its acronym in Spanish). It is important to highlight that the RAPAs are the main element of this self-study.

Institutional Learning Outcomes (RAIs)

In 2004, CETYS University underwent its curriculum reform from which RAIs arose at the undergraduate and graduate levels. These RAIs are based on: Institutional Vision and Mission, the 2010 Strategic Plan, the educational model, and institutional values. The definition of RAIs was established by management staff of Vice-president of Academic Affairs, Colleges and Schools of Business and Administration, Engineering, Social Sciences, and Humanities. The five RAIs resulting from the curricular reform are the following:

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

2. Continuous learning (learning to learn, continuous improvement and entrepreneurial attitude). At the end of the academic program, students will be able to search for and analyze information independently and in teams, in order to be able to identify opportunities and solve problems.
3. Critical thinking and values (learning to be and live with others). At the end of the academic program, students will develop and demonstrate critical thinking based on life experiences within the framework of CETYS University values, which will be reflected in student life and their commitment to the social development and their environment.
4. Openness to cultural diversity (learning to live with others and internationalization). At the end of the academic program, students will demonstrate knowledge and tolerance of other cultures, and will apply their skills to establish interpersonal relationships expressing respect for diversity.
5. Clear and effective communication in English (exclusive for undergraduate programs). At the end of the academic program, students will be able to express their ideas in English clearly and using appropriate language, in the oral, visual and written forms.

Program Learning Outcomes (RAPAs)

RAPAs were established for the 2004 Study Programs, with the first students graduating in 2008.

The Director of the College of Business and Administration, along with a group of professors, developed the four following RAPAs:

1. At the end of the academic program, students will be able to express their ideas in English clearly and in appropriate language, in the oral, visual and written forms.
2. At the end of the academic program, students will be able to counsel SMEs to venture into foreign commerce as well as advice potential foreign investors in the development of new investment projects in Mexico.
3. At the end of the academic program, students will developed awareness towards sociocultural, economic, political and legal differences in each country in the world and adopt effective strategies in international contexts.
4. At the end of the academic program, students will develop skills in organizational multicultural negotiations and flexibility to work in different teams.

As we can see, the RAPA 1 and RAPAs5 are the same. The reason is that learning English as a second language is considered a RAI as it constitutes an expectation for all undergraduate students of the School of Business Administration, Engineering, Social Sciences, and Humanities. In the Bachelor in International Business Program, the decision to include English proficiency as a RAPA is explained by the need to ensure the fulfillment of this goal of internationalization profile in all undergraduate programs.

The assessment of all RAPAs is presented and described in the **Learning Assessment** section in this document.

4. Curricular Map

The curricular map consists of 42 curricular subjects and 4 co-curricular ESL courses. In order to identify opportunities for improving the sequence of subjects and knowledge that need to be reinforced, the Bachelor in International Business Academy uses a scale that clearly identifies courses with the purpose of **introducing**, **reinforcing** or **evaluating** a specific topic.

- **Introduce (I):** applies to courses which address issues related to at least one RAPA, but only at the basic level.
- **Reinforce (R):** applies to courses that address issues related to at least one RAPA but normally as part of the knowledge that has been learned in previous courses at level (I).
- **Evaluate (E):** applies to courses that address issues related to at least one RAPA, usually in advanced semesters and after students have approved courses identified as (R).

The curricular map of the Bachelor in International Business program includes subjects from the following three Blocks of Development:

- Block 1: General development. The 10 subjects that make up this block are institutional and reflect the humanist vision of the institution. The 10 courses represent 24% of the Academic Program.
- Block 2: Professional development. The 16 subjects that make up this block provide the administrative foundation for the program, and represent 38% of the Bachelor in International Business Program.
- Block 3: Specialization. The 16 subjects that make up this block are focused on developing core competencies for business professionals and account for 38% of the Program.

Table 1 shows the curricular map and RAPAs of the Bachelor in International Business, indicating the subjects according to their location and level of knowledge they intend: I, R, or E.

Table 1. Curricular Map of the Bachelor in International Business

Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
CB400	Financial Accounting I	1	2	64		I		
DE400	Private Law	1	2	64		I		
AD410	Introduction to	1	3	64		I	I	I

	International Business							
CS400	Advanced Communication in Spanish	1	1	64		I	I	I
EC400	Globalization and Economic Development	1	1	64		I	I	
	College English M-1 (co-curricular)			160	I			
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
CB401	Financial Accounting II	2	2	64		R		
MA400	Mathematics	2	2	64		I		
AD400	Administration	2	2	64		I		
EC401	Economics	2	2	64		R		
CS401	Critical Thinking	2	1	64		I	I	I
CS403	Cultural I	2	1	32			I	
	College English M-2 (co-curricular)			160	I,R			
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
FZ400	Financial Analysis	3	2	64		I		
MA409	Statistics	3	2	64		I		
RI400	Human Resources Administration	3	2	64		I	I	I
CS405	Comparative Cultures	3	3	64		I	I	I
HU400	Human Being and the Environment	3	1	64			I	
CS404	Cultural II	3	1	32			R	
	College English M-3 (co-curricular)			160	R			
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
CO400	Costs	4	2	64		R		
MK400	Marketing Management	4	2	64		I	I	I
DE401	Labor Law and Social Security	4	2	64		I	I	I
CC415	Managerial Information Systems	4	2	64		I		
RI402	Transcultural Behavior	4	3	64			I,R	I,R
	College English M-4 (co-curricular)			160	R			
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
CB402	Management Accounting	5	2	64		R		

EC402	International Commerce and Customs	5	3	64		I, R		
MK417	International marketing	5	3	64		R		R
CS402	Research Methodology	5	1	64		I		
ID400	Advanced Communication in English	5	1	64	E			
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
FZ401	Financial Management	6	2	64		R		
DE403	Comparative Law in Foreign Commerce	6	3	64		R	R	R
DE404	International Law	6	3	64		R	R	R
IM405	Comparative Corporate Fiscal Framework	6	3	64		R	R	R
HU401	Human Being, History and Society	6	1	64			I	I
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
AD411	Entrepreneurial International Commerce	7	3	64		E		
AD412	International Negotiation Strategy	7	3	64				E
EC403	International Market Analysis	7	3	64		R		R
FZ405	International Finance	7	3	64		R,E	R	R
HU402	Human Beings and Ethics	7	1	64			I	I
Course ID	Course	Sem	Block	Hrs	RAPA 1	RAPA 2	RAPA 3	RAPA 4
AD413	International Business Seminar	8	3	64			E	
AD414	Planning for Multinational Enterprises	8	3	64		R	E	E
AD415	International Business Projects	8	3	64		E	R	R
AD416	Logistics, Purchases, and Means of Transportation	8	3	64		R	R	R
AD417	International Promotional Strategies	8	3	64		R	R	R, E

Source: BIB Faculty

RAPA 1: The sequence of subjects leading to the achievement of RAPA 1 starts in the first semester and ends in the fifth semester with the only curricular subject of *Advanced Communication in English*. Considerable efforts have been made to support the implementation of this RAPA, through the four co-curricular courses of the College English ESL program and of other curricular subjects in English.

RAPA 2: In this case, the sequence of subjects leading to the achievement of RAPA 2, also begins in first semester and also ends in the seventh semester with a capstone subject *Entrepreneurial Commerce*. The curriculum also provides students with accounting and administrative bases to develop businesses through the subjects of Axis 2 of professional development, while in Axis 3 of Specialization, subjects are directed towards business administration with international activities: *International Commerce and Customs, International Marketing, International Finance, Foreign Commerce Comparative Law and Comparative Corporate Fiscal Framework*.

RAPA 3: This learning outcome begins in the first semester with *Introduction to International Business*. It is reinforced with subjects related to the legal area such as *International Law, Comparative Law of International Commerce, Comparative Corporate Fiscal Framework*, and evaluated through subjects taught in the last semester such as: *International Business Seminar and Planning for Multinational Enterprises*.

RAPA 4: This RAPA also begins with *Introduction to International Business* and it is reinforced significantly with *Transcultural Behavior* which is taught in fourth semester. It is aligned to three assessment subjects: *International Negotiation Strategy* in the seventh semester, and *Planning for Multinational Enterprises* and *International Promotional Strategies* in the eighth semester.

RAPAs Conclusions

The curricular map shows mainly that the current Bachelor in International Business Program is structured on subjects that are aligned to the four RAPAs, as they introduce, reinforce and evaluate them. However in the Learning Assessment section they are evaluated more rigorously.

5. Learning Assessment

The Bachelor in International Business Academy considers important to ensure the satisfactory performance of the teaching-learning process by carrying out the following methods of the teaching and learning process:

1. Review and analyze the results of the General Exit Test for the Bachelor in International Business (EGEL) that corresponds to the International Business Program.

The EGEL is designed, implemented and evaluated by the National Evaluation Center for Higher Education (CENEVAL).

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

3. Select evidence of student learning for assessment by faculty members.

Learning Assessment Planning

Table 2. Learning Assessment

Learning Assessment Type	Description	Evidence	Period
EGEL	Students are required to take this standardized test during their eight (final) semester of undergraduate studies.	CENEVAL Institutional Report. 2008, 2009, 2010 and 2011.	2008-2011
Professor evaluation of student work in the classroom.	Every subject has learning outcomes. Professors determine the most appropriate way to evaluate the performance of these learning outcomes using midterm and final exams, papers assessed with rubrics and / or implementation of final projects.	Course Portfolio 2010-2 2011-1 2011-2	2010-2011
Academy discussion regarding student work.	At the end of the school term, faculty meets to discuss and share samples of portfolios they received from their students in order to assess the best practices in teaching and achievement of student learning and their level of compliance with RAPAS.	Portfolio assessment reports.	2010-2011

Source: Own

Methodological aspects of EGEL

EGEL

The General Exit Test for Bachelor Degree (EGEL) is developed by a Technical Board including representatives of public and private higher education institutions located throughout Mexico. According to CENEVAL (2011), EGEL results help determine:

- The degree of suitability of each graduate with respect to national standards.
- The level of effectiveness and relevance of various academic programs and modes of instruction offered by institutions of Higher Education.
- Performance indicators from which accreditation organizations can identify the merits of each undergraduate program.

CENEVAL is in charge of applying the EGEL test. CETYS University pays \$ 570 MN (about \$ 43 USD)¹ for each student in his/her last semester, so that:

- Every student has the right to take the EGEL test.
- EGEL reports overall results of every CETYS student by areas of knowledge
- CETYS can have a benchmark by comparing the results of its students with the national average.

Currently, the EGEL for Commerce/International Business programs consists of 247 multiple choice items with four response options, and contains five areas of knowledge: Business Planning and Development, International Commerce Negotiations, implementation of International Commerce in Business, Logistics in International Commerce and Customs Management (CENEVAL,2011). Table 3 describes the main contents of each knowledge area, the number of items and their weight within the test.

Table 3. Description of EGEL for International Commerce and Business

AREAS AND SUB-AREAS	Weight%	Items
BUSINESS DEVELOPMENT PLANS	24.7	61
• International Business opportunities	5.3	13
• Marketing Plan for International Negotiations	19.4	48
INTERNATIONAL COMMERCE NEGOTIATION	17.8	44
• Environmental Analysis and Commerce Strategies	8.5	21
• International Contracts	9.3	23
APPLICATION OF INTERNATIONAL COMMERCE IN BUSINESS	21.1	52
• Detection of opportunities in the company through ongoing analysis of national and international contexts.	15.8	39

• Administrative process in international commerce	5.3	13
INTERNATIONAL TRADE LOGISTICS	15.0	37
• Design of Logistics Planning	6.9	17
• Logistics Implementation	8.1	20
CUSTOMS MANAGEMENT	21.5	53
• Programs to promote foreign trade	3.2	8
• Customs clearance process	18.2	45
Total	100	247

Source: CENEVAL. Annual Results Report 2011.

¹Calculated at an exchange rate of 13.20 pesos per dollar on July 30, 2012.

The scores issued by CENEVAL are expressed in a special scale called CENEVAL rank, which ranges from 700 points (lowest score) to 1300 points (highest score). Within this range there are three levels of performance in each of the test areas, which are classified according to the obtained score range:

- (700-999) - Without Testimony (ST). Since 2010 CENEVAL changed this term to Not Yet Satisfactory (ANS).
- (1000-1149) - Satisfactory Performance (DS)
- (1150 – 1300) - Outstanding Performance (DSS)

It is important to point out that in order to achieve a Satisfactory Performance (DS) score, the candidate must reach a score of Satisfactory or Outstanding Performance in at least three of the five areas that make up the test. In order to achieve Outstanding Performance (DSS), the candidate must achieve an Outstanding Performance score on at least two of the five areas of the test and obtain a Satisfactory Performance in the others (CENEVAL, 2011). CETYS University, as part of its promise of quality, expects that students achieve a level of Satisfactory Performance and results that are above the national average.

CENEVAL submits reports to institutions that provide relevant information that allows them to compare the results of its graduates with those achieved by the graduates of other higher education institutions. These results provide a framework of analysis expressed in three percentiles: 25, 50 and 75. The percentiles represent a normal curve indicating that most of the students are in the 50th percentile, the top performers are placed in the 75th percentile, while the ones showing lower performance are placed in the 25th percentile.

EGEL Results

Table 4 shows the results of 2008, the year in which the first class of 2004 Bachelor in International Business students graduated. It is important to point out that only students of Tijuana and Mexicali are included because students of the program in Ensenada take this test at another school, and therefore there are no official statistics on their results.

As we can see, in Tijuana and Mexicali, the percentage of students with Satisfactory Performance ranked higher than the national average. In that year, Mexicali obtained better results than Tijuana since more than 80% of its students reached Satisfactory Performance. Regarding Outstanding Performance, Tijuana excelled with 15.4% of its students, almost doubling the percentage obtained by Mexicali.

Table 4. EGEL 2008 Results. Performance Standard Levels

EGEL 2008	ST (%)	TDS (%)	TDSS (%)
National (4329 students)	24.0	48.9	27.1
CETYS Tijuana (26 students)	23.1	61.5	15.4
CETYS Mexicali (36 students)	11.1	80.6	8.3

Source: CENEVAL. Annual Results Report 2008.

It should be noted that in 2008 CENEVAL used a classification of the different knowledge areas different to the currently used (see Table 3). In that year, CENEVAL evaluated three areas with its respective sub-areas:

BASIC COMMON AREA

- International Marketing
- Economics and International Finance
- Accounting and Corporate Finance
- Administration

PROFESSIONAL BASIC AREA

- Negotiation
- Foreign Commerce Logistics
- Law applied to International Business
- International Business

METHODOLOGICAL AREA

- Research Methodology
- Quantitative Methods

According to this classification, table 5 shows the average results obtained by CETYS students globally, and the three areas of knowledge which are expressed in points and grouped in percentiles.

We can observe that the students achieved a good performance, particularly in the basic common area since most students obtained an average score above 1100 points surpassing the national average. In contrast, in the methodological area students obtained the lowest scores, although they scored above the national average.

Table 5. EGEL 2008 Results by areas of knowledge expressed in points

EGEL 2008		# of students (4329)	# of students (26)	# of students (36)
Area		National	CETYS Tijuana	CETYS Mexicali
Global	Percentile 25	1025	1058	1057
	Percentile 50	1098	1088	1102
	Percentile 75	1156	1119	1136
Basic commonárea	Percentile 25	1029	1060	1083
	Percentile 50	1111	1155	1130
	Percentile 75	1163	1170	1155
Professional basicarea	Percentile 25	1043	1006	1046
	Percentile 50	1118	1062	1090
	Percentile 75	1166	1126	1136

Methodological área	Percentile 25	929	914	966
	Percentile 50	985	1000	997
	Percentile 75	1049	1121	1049

Source: CENEVAL. Annual Results Report 2008.

In the 2009 results, table 6 shows that both Mexicali and Tijuana were placed above the national level results in regards to Satisfactory Performance (DS) and Campus Tijuana stood out with most students within that criterion. However, in the range of Outstanding Performance (DSS) both campuses are below the national average. There is also a remarkable increase in the percentage of students Without Testimony (ST); in Tijuana the number rose from 23.1% in 2008 to 41.4% in 2009, while the increase in Mexicali in the same period was more significant as the number of (ST) students went from 11.1% to 43.2%.

We should note that in 2009, CENEVAL did not report results by Areas of knowledge.

Table 6. EGEL2009 Results. Performance Standard Levels

EGEL 2009	ST (%)	TDS (%)	TDSS (%)
National (4053 students)	40.1	39.9	19.9
CETYS Tijuana (29 students)	41.4	44.8	13.8
CETYS Mexicali (37 students)	43.2	43.2	13.5

Source: CENEVAL. Annual Results Report 2009.

In 2010, CENEVAL began using the term Not Yet Satisfactory (ANS) instead of the term Without Testimony (ST).

EGEL results 2010 (Table 7), show unfavorable results, since the percentage of students who were placed in the lowest level of performance increased again in both campuses, which is now identified as ANS. In Tijuana, the level was above 80%, while in Mexicali, it reached 65%. The Satisfactory Performance (DS) level was reached only by 18.8% of students in Tijuana, while in Mexicali the figure was 35%. Notably, in neither campus students had Outstanding Performance (DSS).

Table 7. EGEL 2010 Results. Performance Standard Levels

EGEL 2010	ANS (%)	TDS (%)	TDSS (%)
National (4132 students)	53.3	39.9	7.7
CETYS Tijuana(16 students)	81.3	18.8	
CETYS Mexicali (20 students)	65.0	35.0	

Source: CENEVAL. Annual Results Report 2010.

Table 8 shows in more detail the average results obtained by CETYS Universidad students according to the new classification in five areas of knowledge (see Table 3). This case highlights the fact that students are below the national average in areas 2, 4 and 5. In area 1, only Mexicali reached an average slightly above the national average, while in area 3 Tijuana achieved a result above the national average.

Table 8. EGEL 2010 Results by areas of knowledge expressed in points

EGEL 2010		# of students	# of students	# of students
		4132	16	20
		National	CETYS Tijuana	CETYS Mexicali
Area 1 (Development of Business Plans)	Percentile 25	938	918	931
	Percentile 50	980	970	985
	Percentile 75	1050	991	1050
Area 2 (International Commerce Negotiation)	Percentile 25	980	971	942
	Percentile 50	1049	1012	1003
	Percentile 75	1124	1096	1077
Area 3 (Application of International Commerce in Business)	Percentile 25	945	965	938
	Percentile 50	997	1022	995
	Percentile 75	1058	1073	1031
Area 4 (International Commerce Logistics)	Percentile 25	941	911	911
	Percentile 50	986	947	941
	Percentile 75	1062	986	1036
Area 5	Percentile 25	915	856	881

(Customs Management)	Percentile 50	973	900	918
	Percentile 75	1047	944	998

Source: CENEVAL. Annual Results Report 2010.

On the other hand, Table 9 shows assessments by areas of knowledge according to Performance Testimony. In this case, we can point out that in areas 4 and 5 (Logistics Management of International Commerce and Customs Management) Mexicali and Tijuana had the worst performance as more than 70% of students obtained ANS. As for area 1 (Development of Business Plans), Tijuana also registered a negative result with 81% of students within the range of ANS. In area 2 (International Commerce Negotiation), both campus scored below the national average regarding DS. It was only in area 1 that Mexicali achieved a result of DS above the national average, while Tijuana obtained a higher score above the national average in area 3 (Application of International Commerce in Business).

Table 9. EGEL 2010

Results. Areas of knowledge expressed in performance standard levels

EGEL 2010				
# of Candidates		4132	16	20
Area of Knowledge		National%	CETYS Tijuana%	CETYS Mexicali%
Area 1 (Development of business plans)	ANS	62.1	81.3	60.0
	DS	29.4	12.5	40.0
	DSS	8.4	6.3	
Area 2 (International Commerce Negotiation)	ANS	34.2	50.0	50.0
	DS	46.9	37.5	40.0
	DSS	18.9	12.5	10.0
Area 3 (Application of international commerce in business)	ANS	52.3	43.8	55.0
	DS	43.5	56.3	45.0
	DSS	4.2		
Area 4 (International Commerce Logistics)	ANS	57.3	87.5	70.0
	DS	39.8	12.5	30.0

	DSS	2.9		
Area 5 (Customs Management)	ANS	60.9	93.8	75.0
	DS	33.7	6.3	25.0
	DSS	5.4		

Source: CENEVAL. Annual Results Report 2010.

Table 10 shows 2011 EGEL results, which is the last year this self-study was analyzed. The first thing that stands out is that unlike previous years, the number of students who took the test was considerably higher in Tijuana than in Mexicali. Comparing 2011 with 2010 results, it shows that in Mexicali and Tijuana the percentage of students obtaining ANS increased, the percentage of students with DS decreased, and neither campuses registered students with DSS.

Table 10. EGEL 2011 Results. Performance Standard Levels

EGEL 2011	ANS (%)	TDS (%)	TDSS (%)
National (4305 students)	47.4	37.3	15.3
CETYS Tijuana (35 students)	74.2	25.7	
CETYS Mexicali (8 students)	87.5	12.5	

Source: CENEVAL. Annual Results Report 2011.

Regarding the assessment by areas of knowledge expressed by scores, we can observe in Table 11 a tendency similar to the results of 2010, as students of both campuses are below the national average in Areas 2, 4, and 5. Only the Mexicali Campus achieved an average close to the national average in Areas 1 and 3.

Table 11. EGEL 2011 Results by areas of knowledge expressed in points.

EGEL 2011		# of students	# of students	# of students
		4305	35	8
		National	CETYS Tijuana	CETYS Mexicali
Area 1 (Development of Business Plans)	Percentile 25	958	926	877
	Percentile 50	1008	981	1003
	Percentile 75	1095	1081	1102

Area 2 (International Commerce Negotiation)	Percentile 25	947	923	935
	Percentile 50	1008	959	941
	Percentile 75	1073	994	964
Area 3 (Application of international commerce in business)	Percentile 25	960	938	944
	Percentile 50	1040	994	1020
	Percentile 75	1120	1088	1072
Area 4 (International Commerce Logistics)	Percentile 25	937	887	890
	Percentile 50	999	937	925
	Percentile 75	1094	974	971
Area 5 (Customs Management)	Percentile 25	928	899	869
	Percentile 50	998	938	909
	Percentile 75	1096	988	976

Source: CENEVAL. Annual Results Report 2011.

Table 12 shows the areas of knowledge assessed according to the testimony of performance. It also shows a similar trend to 2010 in areas 2, 4, and 5 (International Commerce Negotiations, International Commerce and Logistics, and Customs management) where the average of students that scored DS was below the national average. Areas 4 and 5 specifically showed the worst results because more than 88% of students obtained ANS. Only in Areas 1 and 3, Tijuana and Mexicali achieved a DS result close to the national average.

Table 12. EGEL 2011 Results by areas of knowledge expressed by performance.

EGEL 2011				
# of Candidates		4305	35	8
Area of knowledge		National	CETYS Tijuana	CETYS Mexicali
Area 1 (Development of business plans)	ANS	46.6	51.4	50
	DS	40	34.3	37.5
	DSS	13.4	14.3	12.5

Area 2 (International Commerce Negotiations)	ANS	47.8	77.1	87.5
	DS	44.2	22.9	12.5
	DSS	8		
Area 3 (Application of international commerce in business)	ANS	39.8	51.4	50
	DS	42.1	37.1	37.5
	DSS	18.1	11.4	12.5
Area 4 (International Commerce Logistics)	ANS	53.2	94.3	87.5
	DS	35.4	5.7	12.5
	DSS	11.4		
Area 5 (Customs Management)	ANS	51.5	88.6	100
	DS	36.8	11.4	
	DSS	11.6		

Source: CENEVAL. Annual Results Report 2011.

General conclusions about (2008-2011) EGEL results

Table 13 shows a summary of EGEL results in (2008-2011), which shows an unfavorable trend for both Campuses. As a matter of fact, during 2008 and 2009 both Mexicali and Tijuana were able to achieve DS above the national average. Nevertheless, in 2010, year when the classification and content of the Areas of knowledge was changed, the percentage of students with DS in both Campuses dropped significantly.

It is important to mention that 2010 national results also showed a decline; however, and unlike what happened in CETYS University, in 2011 the national results improved as the number of students with ANS decreased and the ones with DSS increased.

Table 13. EGEL 2008-2011 Results by Performance Standard Level

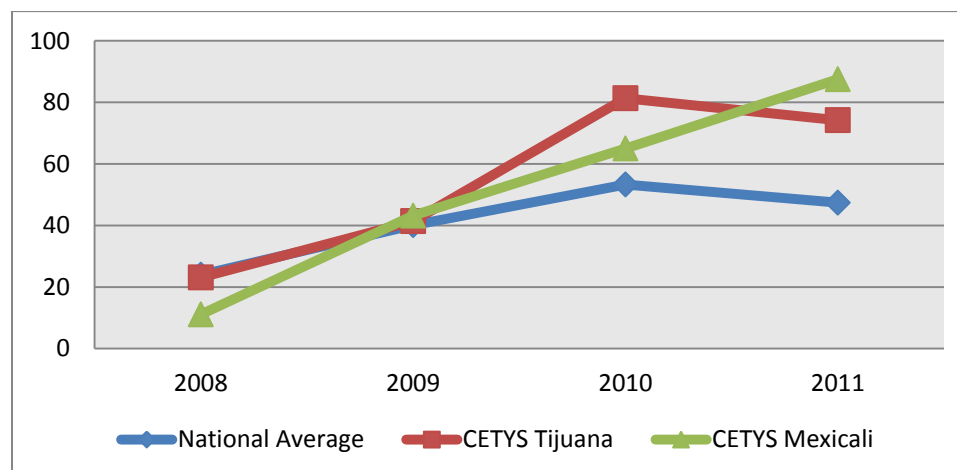
		2008 %	2009 %	2010 %	2011 %
National					
	(ANS)	24.0	40.1	53.3	47.4

	(TDS)	48.9	39.9	39.9	37.3
	(TDSS)	27.1	19.9	7.7	15.3
CETYS Tijuana					
	(ANS)	23.1	41.4	81.3	74.2
	(TDS)	61.5	44.8	18.8	25.7
	(TDSS)	15.4	13.8		
CETYS Mexicali					
	(ANS)	11.1	43.2	65.0	87.5
	(TDS)	80.8	43.2	35.0	12.5
	(TDSS)	8.3	13.5		

Source: Based on data from CENEVAL. Result Reports 2008-2011.

In the following charts, we can see more clearly the negative trend in both Campuses during the periods (2008-2011). Figure 1 shows the ANS behavior during that period. We can also see that CETYS Tijuana increased the percentage of students with ANS from 2008 to 2010, although by 2011 this percentage decreased. On the other hand, CETYS Mexicali has had an upward trend by registering in 2011 almost 90% of students with ANS.

Chart 1. Not yet Satisfactory Performance (ANS) 2008-2011

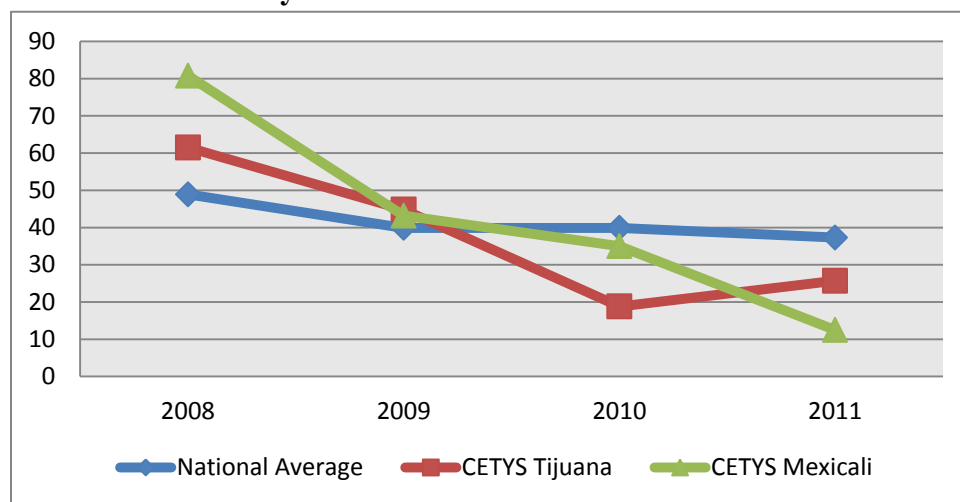


Source: Based on data from CENEVAL. Result Reports 2008-2011.

In chart 2, we can see that while the national percentage of students with DS has remained steady, particularly between 2009 and 2011, in Tijuana the levels fell below 20% in 2010 and then improved slightly in 2011. Mexicali has moved downward throughout the period, reaching levels of only 13% of students with DS in the last year evaluated.

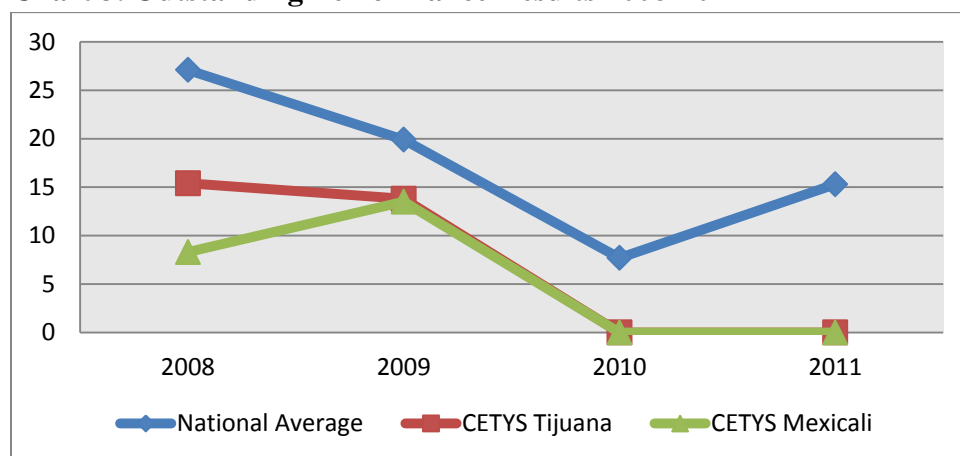
Finally, chart 3 shows that the national percentage of students with DSS decreased during 2008-2010; however, in 2011 there was a significant recovery. In contrast, both Tijuana and Mexicali show a downward trend, and since 2010 no student has obtained DSS.

Chart 2. Satisfactory Performance 2008-2011



Source: Based on CENEVAL. Result Reports 2008-2011.

Chart 3. Outstanding Performance Results 2008-2011



Source: Based on CENEVAL. Result Reports 2008-2011.

(ANS)		57.3	53.2		87.5	94.3		70.0	87.5
(TDS)		39.8	35.4		12.5	5.7		30.0	12.5
(TDSS)		2.9	11.4						
Area 5 (Customs Management)									
(ANS)		60.9	51.5		93.8	88.6		75.0	100
(TDS)		33.7	36.8		6.3	11.4		25.0	0
(TDSS)		5.4	11.6						

Source: Based on data from CENEVAL. Result Reports 2010-2011.

Finally, it should be emphasized that from 2010, the contents of the test has had a strong inclination towards specialized topics related to International Commerce such as Customs Management, International Logistics and International Recruitment. In other words, the test is more oriented to International Commerce than to International Business. CETYS Bachelor in International Business program was not designed with this approach, and until 2011 the curriculum developed in 1004 remained effective.

Student Portfolios

Despite all the advantages that EGEL offers as a method of Learning Assessment, it does not offer any detailed information on students learning outcomes. Therefore, the Academy decided to ask some Bachelor in International Business program professors to share their student portfolios in order to carry out a more thorough analysis of their performance.

Methodology

With the purpose of using more homogeneous criteria in this assessment, it was determined that portfolios should comply with the following characteristics:

1. Contain student and course information.
2. Contain student Learning Outcomes for the course.
3. Contain evidence of student work which fulfill Learning Outcomes (in some subjects it is possible that a single product covers all the learning outcomes of the course).
4. Contain grading criteria (rubrics) and professor feedback to students.
5. Contain a student reflection regarding what was learned during the course.

The Learning assessment took place during three consecutive semesters (2010-1, 2011-1 and 2011-2), based on two fundamental criteria:

1. The selected subjects should contribute to the fulfillment of one or more Learning Outcomes from the BIB Program in the reinforcement or evaluation phase.
2. BIB professors of the subjects chosen should preferably be full time, part time or adjunct professors that are willing to conduct the assessment.

Once the collection of three semester portfolios had been done, there was a selection process due to the fact that not all the participating professors turned in their student portfolios or they did not comply with the established characteristics. The subjects that met the five characteristics were:

- Transcultural Behavior (4th semester)
- International Marketing (5th semester)
- International Commerce and Customs (5th semester)
- Advanced Communication in English (5th semester)
- Entrepreneurs in International Commerce (6th semester)
- International Negotiation Seminar (8th semester)
- International Marketing Strategy (8th semester)

BIB faculty members evaluated the portfolios of the six subjects using quantitative and qualitative criteria. For this purpose, we used a rubric that assessed the degree to which each subject analyzed complied with the corresponding learning outcomes according to a four level scale: outstanding, satisfactory, sufficient and not-sufficient. For a qualitative evaluation and using the same rubric, the academy members identified and discussed strengths and areas of opportunities in each subject tested, as well as its relationship to the degree to which they complied with the Learning Outcomes.

Results

Table 15 shows the results of this activity. As we can see in each of the six subjects evaluated, the Learning Outcome or results that correspond are mentioned, and their level of contribution according to the three phases of the curriculum map: introduce (I), reinforce (R) and evaluate (E).

The results of Transcultural Behavior indicate that 28% of the portfolios obtained a satisfactory level in strengthening RAPA 3, which is to develop awareness to the differences in countries in the world; almost 32% obtained a sufficient level, and 14% obtained an outstanding level.

However, in the case of RAPA 4, which is related to the development of negotiation skills in multicultural organizational contexts, portfolios did not obtain an outstanding level, only 14% obtained a satisfactory level, and more than 85% obtained sufficient or not-sufficient levels.

In contrast, International Marketing reports that almost 95% of the portfolios obtained a satisfactory level and also complied by reinforcing RAPA 4.

Although, in the case of RAPA 2, which establishes the ability of students to provide counseling to foreign commerce companies and potential foreign investors, only 11% of the portfolios obtained a satisfactory level and 89% a result of barely sufficient.

Table 15. Subjects evaluated through portfolios. Quantitative results.

Evaluated Subjects	RAPA 1. At the end of the academic program, students can express their ideas clearly and in appropriate English language, in oral, visual and written forms.	%	RAPA 2. At the end of the academic program, students can advise SMEs to venture into foreign trade	%	RAPA 3. At the end of the academic program, students will have developed a sensitivity to cultural, economic, political and legal aspects of each country in the world and adopt effective strategies in international contexts.	%	RAPA 4. At the end of the academic program, students will have developed skills for negotiation in multicultural organizational contexts and the flexibility to work in different teams.	%
Transcultural Behaviour	Outstanding		Outstanding		Outstanding	14	Outstanding	
RAPA 3 (reinforce)	Satisfactory		Satisfactory		Satisfactory	29	Satisfactory	14.3
RAPA 4 (reinforce)	Sufficient		Sufficient		Sufficient	32	Sufficient	57.1
	Not-sufficient		Not-sufficient		Not-sufficient	21	Not-sufficient	28.6
International Marketing	Outstanding		Outstanding		Outstanding		Outstanding	
RAPA 2 (reinforce)	Satisfactory		Satisfactory	11	Satisfactory		Satisfactory	94.4
RAPA 4 (reinforce)	Sufficient		Sufficient	89	Sufficient		Sufficient	5.6
	Not-sufficient		Not-sufficient		Not-sufficient		Not-sufficient	
International Trade and Customs	Outstanding		Outstanding		Outstanding		Outstanding	
RAPA 2 (reinforce)	Satisfactory		Satisfactory		Satisfactory		Satisfactory	
	Sufficient		Sufficient	75	Sufficient		Sufficient	
	Not-sufficient		Not-sufficient	25	Not-sufficient		Not-sufficient	
Advanced Communication in English	Outstanding	25	Outstanding		Outstanding		Outstanding	
RAPA 1 (evaluate)	Satisfactory	75	Satisfactory		Satisfactory		Satisfactory	
	Sufficient		Sufficient		Sufficient		Sufficient	
	Not-sufficient		Not-sufficient		Not-sufficient		Not-sufficient	
Entrepreneurs in International Trade	Outstanding		Outstanding		Outstanding		Outstanding	
RAPA 2 (evaluate)	Satisfactory		Satisfactory		Satisfactory		Satisfactory	

	Sufficient		Sufficient		Sufficient		Sufficient	
	Not-sufficient		Not-sufficient	100	Not-sufficient		Not-sufficient	
International Business Seminar	Outstanding		Outstanding		Outstanding		Outstanding	
RAPA 3 (evaluate)	Satisfactory		Satisfactory		Satisfactory	75	Satisfactory	
	Sufficient		Sufficient		Sufficient	25	Sufficient	
	Not-sufficient		Not-sufficient		Not-sufficient		Not-sufficient	
International Promotion Strategies	Outstanding		Outstanding		Outstanding		Outstanding	
RAPA 2 (reinforce)	Satisfactory		Satisfactory		Satisfactory	20	Satisfactory	
RAPA 3 (reinforce)	Sufficient		Sufficient	40	Sufficient	60	Sufficient	20
RAPA 4 (evaluate)	Not-sufficient		Not-sufficient	60	Not-sufficient	20	Not-sufficient	80

Source: Own.

Advanced Communication in English yields positive results, since 75% of evaluated portfolios were classified as satisfactory, while 25% obtained an outstanding result.

On the other hand, International Commerce and Customs results show that only 75% of the portfolios reinforced RAPA 2 at a sufficient level, but 25% obtained not-sufficient level. However, the result of Entrepreneurs in International Commerce is worse because 100% of the portfolios obtained not-sufficient level in RAPA 2.

As for International Business Seminar, 75% of portfolios obtained satisfactory level according to RAPA 3, while the remaining 25% was placed at a sufficient level.

Finally, International Promotion Strategy presented acceptable results in strengthening RAPA 3, as 20% of the portfolio obtained a satisfactory level and 60% obtained a sufficient level. In contrast, in RAPA 2, 60% of the portfolios obtained a not-sufficient level whereas in RAPA 4, 80% of the portfolios were placed also in the range of not-sufficient.

In regards to the qualitative results of Learning Assessment, the main strengths and areas of opportunity found are summarized in table 16.

Among the strengths, we can highlight the good use of international marketing tools that subjects such as International Marketing and International Promotion Strategies report.

On the other hand, it emphasizes the ability to identify economic, political and cultural differences in the international markets not only to identify business opportunities but also to perform in multicultural contexts.

Qualitative analysis shows that students have a good command of the English language in the written form, although the opportunity areas show that the learning of English can be reinforced by establishing a percentage of subjects that should be taught in English each semester.

International Commerce Management shows a basic knowledge level in the subject, the ability to develop business plans and identify competitive strategies in order to participate in the

international market. Nevertheless, within the opportunities identified, it points out the need to go deeper into the study of administrative processes and custom formalities as well as in the differentiation of foreign commerce regulations.

Additionally, the Foreign Trade Entrepreneurs course, mentions the need to focus the business plans in foreign trade projects integrators that consider administrative, customs and logistics aspects. In the case of International Promotion Strategy, it also sets whether to include logistical issues and international contracts.

Finally, International Business Seminar establishes the need to assess the legal differences between countries, while in terms of Transcultural Behavior mentioned that research should not only focus in the United States.

Table 16. Subjects evaluated through portfolios. Qualitative results.

	Strengths	Weaknesses
Transcultural Behavior RAPA 3 (reinforce) RAPA 4 (reinforce)	Develops the sensitivity to understand cultural differences between the countries as well as the ability to work in multicultural contexts.	Ensure that research is not directed to the United States only.
International Marketing RAPA 2 (reinforce) RAPA 4 (reinforce)	Demonstrates knowledge of marketing tools in the international context. Proper handling of basic knowledge of foreign trade. Proper handling of negotiations tools in multicultural contexts.	Required to differentiate and evaluate the appropriate use of foreign trade regulations. It is necessary to handle different international scenarios to improve negotiation skills in multicultural contexts.
International Commerce and Customs RAPA 2 (reinforce)	Understanding of the dynamics of foreign trade. Identifying competitive strategies in the international market.	It is necessary to examine the processes and administrative formalities and procedures.
Advanced Communication in English RAPA 1 (evaluate)	A good command of English in written form is achieved.	It is needed to comply with a percentage of subjects in English each semester.
Entrepreneurs in International Commerce RAPA 2 (evaluate)	Proper handling of tools to develop a business plan.	It is necessary to focus the business plan on a project that integrates foreign trade administrative procedures, customs and logistics.
International Business Seminar RAPA 3 (evaluate)	Identification of economic, political and cultural differences in the international markets to identify business opportunities.	It is also necessary to identify obstacles and limitations to conduct international negotiations. It requires evaluating the legal differences between countries.
International Promotional Strategies. RAPA 2 (reinforce) RAPA 3 (reinforce) RAPA 4 (evaluate)	Proper handling of tools to develop an international marketing plan, considering sociocultural and economic differences.	It is necessary to consider logistics, and include recruitment processes within international negotiation.

Source: Own

In addition, in Foreign Commerce Entrepreneurs, there is a need to focus business plans more on foreign commerce integrating projects that include administrative, custom and logistic aspects. In

the case of International Promotion Strategy, it is also convenient to include issues related to international logistics and international contracting.

Finally, International Business Seminar establishes the need to assess the legal difference between countries, while in Transcultural Behavior research should not focus only on the United States.

Portfolios General Conclusions

The evaluation of portfolios, both in the quantity and quality aspects, shows that BIB students satisfactorily comply with RAPAs 3 and 4, which are related to the ability to develop a cultural awareness to differences between countries in the world, as well as to develop the necessary skills to function well in multicultural organizational contexts. Also, RAPA 1 is satisfactorily met, although it should be noted that the evidence only shows English proficiency level in writing.

On the other hand, compliance with RAPA 2 is barely sufficient. This is confirmed in the qualitative analysis, which not only recognizes basic knowledge and skills related to foreign commerce, but also identifies competitive business strategies. It also detects as important areas of opportunities Administrative Management and Customs Procedures, Logistics and International Contracting.

It is important to emphasize that these results agree with the EGEL Assessment results by areas of knowledge during the period 2010-2011 (see Table 14). This is precisely due to the fact that the worst performing areas for CETYS Tijuana and Mexicali were: International Commerce Logistics, Customs and International Negotiation Management, in which 50% of its content refers to international contracting.

The qualitative analysis identifies as strength the ability to develop strong business plans, which also coincide with the EGEL results, since in the area 1 of knowledge, Development of Business Planning; CETYS achieved a SD level close to the national average. In the case of area 3, which is the application of International Commerce in Business, the core content is to detect opportunities in businesses through continuous analysis of national and international contexts.

Faculty meetings

Faculty discussions allow participating professors to share experiences, initiatives, opinions and concerns regarding their academic work. They provide forums for discussion and debate on topics such as:

- Student attitude towards their professional development.
- Best practices in evaluation of student learning
- Academic challenges in teaching English language.
- Contents of student portfolios

- Development of communication skills
- Use of technology as part of the teaching-learning process.
- Content and results of the EGEL
- Recommendations for improving teaching quality.

Also, academy discussions help strengthen understanding regarding student learning and facilitate the use of better methodologies, and help identify areas of opportunities.

As a result of these meetings, the BIB faculty has identified and recommended the following actions with the purpose of improving the teaching-learning process:

- Encourage full time and part time professors to join Resource Centers for Learning and Research (CRAIs-for its acronym in Spanish).
- Promote the implementation of tutoring programs in the three campuses in order to increase the levels of retention and efficiency
- Use different methods of assessment.
- Strengthen student academic performance through strategies such as providing written feedback to each student by means of rubrics and personal comments on their work, and by encouraging students to reflect on their activities and learning processes.
- Implement the recommendations of the national and international accreditation institutions in order to improve educational quality.
- Promote continuous upgrading of the curriculum.

Among the different aspects evaluated in the Academy meetings, it is important to emphasize the failure rates. According to an analysis during 2008-2011, the courses with the high failure rates are: Financial Accounting I, Financial Accounting II, Management Accounting, Costs, Financial Analysis, Mathematics, Economics and Statistics. As it can be noticed the majority of the courses belong to the Accounting area. The members of the Academy consider that the main factor that explains these results has to do with the difficulty level of the courses which are the same for the International Business students as well as for Accounting students. The findings also show that it is necessary to pay attention to Economics and Mathematics, because these courses are indispensable for later courses and also for an integral academic formation.

Learning Assessment results show fundamental evidence in regards to the teaching-learning processes of the BBI Program during 2008-2011, and therefore serve as fundamental support to the proposals presented in the Plan of Action. These proposals intend to ensure the quality education to which CETYS aspires.

6. Students

Methodological aspects

This purpose of this section is to present an analysis of the student population behavior in the BIB Program during the 2006-2011 period based on the statistical evaluation of data related to enrollment, re-enrollment, retention and completion rates, as well as the profile of students that are about to graduate from the BIB. For this analysis, we considered a longer period of time than in the other sections because of the information available, which corresponds to the periods of January of each year. It is important to mention that in August there are a higher number of new students; however, students registered in August are also considered in January statistics; therefore, this data is valid to identify trends in the behavior of the total enrollment and re-enrollment process.

In addition, it includes a description of the processes that are used to keep the channels of communication between CETYS staff and students open. These channels are important in determining the level of performance of students during their professional studies and identify their areas of opportunities.

Enrollment and Re-enrollment Results

Table 17 shows data on student enrollment and re-enrollment to the BIB Program by Campus in the period 2006-2011. It shows that in Tijuana and Ensenada, there has been an increase in the total enrollment and re-enrollment during the last three years, while in Mexicali there is a consistent downward trend. As CETYS University System, we can see that from 2006 to 2010 there was a decrease in enrollment and re-enrollment, but in 2011 there was a significant recovery; however, it did not reach the levels recorded in 2006.

Table 17. BIB student enrollment and re-enrollment from 2006 to 2011 per Campus

	2006	2007	2008	2009	2010	2011
TIJAUNA						
Enrollment	11	5	5	6	8	12
Re-enrollment	120	119	117	119	126	151
Tijuana Total	131	124	122	125	134	163
MEXICALI						
Enrollment	11	7	10	7	5	7
Re-enrollment	140	131	114	107	86	85
Mexicali Total	151	138	124	114	91	92
ENSENADA						
Enrollment	2	3	6	1	5	6
Re-enrollment	58	65	61	65	64	72
Ensenada Total	60	68	67	66	69	78

CETYS University	342	330	313	305	294	333
Total						

Source: Based on data from CETYS Universidad. Basic Statistics - Registrations Report February 13, 2012.

In table 18, we can see the growth rates of enrollment and re-enrollment. Ensenada registered a growth rate of 30% in the 2006-2011 periods, being the best performing Campus. Tijuana follows with a rate of almost 25% and, in contrast, the Mexicali Campus shows a negative rate of 39%. Overall, enrollment and re-enrollment in the BIB CETYS Program, reports a decrease of 2.63% during the period evaluated.

Table 18. Growth rates of enrollment and re-enrollment to the BIB Program by Campus during 2006-2011

	2006-2007	2008-2009	2010-2011	2006-2011
	%	%	%	%
TIJUANA	-5.34	2.46	21.64	24.43
Enrollment	-54.55	20.00	50.00	9.09
Re-enrollment	-0.83	1.71	19.84	25.83
MEXICALI	-8.61	-8.06	1.10	-39.07
Enrollment	-36.36	-30.00	40.00	-36.36
Re-enrollment	-6.43	-6.14	-1.16	-39.29
ENSENADA	13.33	-1.49	13.04	30.00
Enrollment	50.00	-83.33	20.00	200.00
Re-enrollment	12.07	6.56	12.50	24.14
CETYS University	-3.51	-2.56	13.27	-2.63

Source: Based on data from CETYS Universidad. Basic Statistics - Registrations Report February 13, 2012

In order to have a broader perspective on the behavior of the student population in the BIB Program, table 19 shows a comparison of data of the Program, of the School of Business and Administration (to which the Program belongs), the professional level and the entire population of each Campus.

In Tijuana, we observe that the rate of enrollment growth to the BIB Program is close to the rate of the total population of the campus, but below 36% of professional growth. We can point out that the School of Business and Administration in Tijuana reported a decrease of 4% in the period of 2006-2011.

In Mexicali, we can observe that the BIB Program and the School of Business and Administration, show negative results on enrollment rates by nearly 40% from 2006 to 2011.

At the professional level, the growth rate was positive, as well as the total population of the campus with a rate of 13%, which is below the 26% obtained in Tijuana and the 32% obtained in Ensenada in the same period.

Finally, the BIB Program in Ensenada reported a growth rate of 30% (similar to the total population of the Campus), outperforming the School of Business and Administration which recorded a negative rate in enrollment of 2.6 %.

Table 19. Comparative student population per Campus 2006-2011

	2006	2007	2008	2009	2010	2011	2006-2011 %
TIJUANA							
BIB Program	131	124	122	125	134	163	24.43
School of Business and Administration	316	305	309	293	275	303	-4.11
Professional	772	827	880	920	918	1053	36.40
Tijuana Total	1668	1765	1897	1945	1965	2105	26.20
MEXICALI							
BIB Program	151	138	124	114	91	92	-39.07
School of Business and Administration	601	565	496	430	363	368	-38.77
Professional	990	985	922	972	993	1043	5.35
Mexicali Total	2320	2500	2596	2636	2642	2626	13.19
ENSENADA							
BIB Program	60	68	67	66	69	78	30.00
School of Business and Administration	192	212	216	201	184	187	-2.60
Professional	277	303	314	300	297	298	7.58
Ensenada Total	722	832	878	900	920	955	32.27

Source: Based on data from CETYS Universidad. Basic Statistics - Registrations Report February 13, 2012.

In the three Campuses, (see table 20), during 2006-2011 the BIB Program showed a negative average growth rate of 2.6%. The School of Business and Administration reported a negative rate of almost 23%. Meanwhile, at the professional level, the growth rate reached 17% and the total CETYS population grew almost 21% during the evaluated period.

Table 20. Comparative CETYS University student population 2006-2011

	2006	2007	2008	2009	2010	2011	%
BIB Program CETYS System	342	330	313	305	294	333	-2.63
Business and Administration CETYS System	1109	1082	1021	924	822	858	-22.63
Professional CETYS System	2039	2115	2116	2192	2208	2394	17.41
CETYS Total Students	4710	5097	5371	5481	5527	5685	20.72

Source: Based on data from CETYS Universidad. Basic Statistics - Registrations Report February 13, 2012.

On the other hand, table 21 shows a comparison of percentages in student population in the BIB Programs in relation to the population of the School of Business and Administration, and the totals in each Campus.

This comparison highlights the high participation student population in the BIB Program in the School of Business and Administration in Campus Tijuana, with percentages ranging between 40% and 53% in the period 2006-2011.

The population of BIB students in Ensenada also holds an important participation in the School of Business and Administration, reaching almost 42% in 2011, while Mexicali has maintained a participation average of approximately 25% in the Business School Campus during the registered six years.

Regarding professional population, Campus Ensenada shows the higher student population in the BIB Program with participation rates between 21% and 26% in the stated period. The population of BIB Program students in Tijuana represents just over 15% of the population in 2011, and in Mexicali this rate was almost 9% in the same year.

As for the total population of our campus, the BIB Program in Tijuana has had a participation that has fluctuated between 6% and almost 8%. These rates are similar to those recorded in Ensenada. However, Mexicali has had a smaller rate by registering in 2011 a participation rate of only 3.5% of the total population in the Campus.

In table 21, we can also observe growth rates of participation of BIB student population in 2006-2011. In Tijuana, the BIB student population participation in the School of Business and Administration grew nearly 30%, but decreased in relation to the population of Professional level as well as the total population of the Campus.

In Mexicali, the BIB student population has decreased in the three areas, reaching a 46% decrease in participation of the total population in their Campus.

In the meantime, the BIB student population in Ensenada increased its participation in the School of Business and Professional level population at levels of 33% and 20% respectively. However, its participation in the Campus population decreased almost 2% during the period 2006-2011.

Comparing results at CETYS system level, we can point out the fact that the population of BIBstudents increased its participation to almost 26% in the School of Business and Administration, but decreased 19% in relation to the total Professional level population and the total population in the Campus.

Table 21. Comparative BIB Student population participation 2006-2011 (%)

	2006	2007	2008	2009	2010	2011	2006-2011
TIJUANA							
BIB/ School of Business and Administration	41.46	40.66	39.48	42.66	48.73	53.80	29.77
BIB/ Professional	16.97	14.99	13.86	13.59	14.60	15.48	-8.78
BIB/ Total campus students	7.85	7.03	6.45	6.43	6.82	7.74	-1.40
MEXICALI							
BIB/ Business Administration	25.12	24.42	25.00	26.51	25.07	25.00	-0.50
BIB/ Professional	15.25	14.01	13.45	11.73	9.16	8.82	-42.17
BIB/ Total campus students	6.51	5.52	4.78	4.32	3.44	3.50	-46.17
ENSENADA							
BIB/ Business Administration	31.25	32.08	31.02	32.84	37.50	41.71	33.48
BIB/ Professional	21.66	22.44	21.34	22.00	23.23	26.17	20.84
BIB/ Total campus students	8.31	8.17	7.63	7.33	7.50	8.17	-1.72
SISTEMA							
BIB/ Business Administration	30.84	30.50	30.66	33.01	35.77	38.81	25.85
BIB/ Professional	16.77	15.60	14.79	13.91	13.32	13.91	-17.07
BIB/ Total CETYS students	7.26	6.47	5.83	5.56	5.32	5.86	-19.34

Source: Based on data from CETYS University. Basic Statistics - Registrations Report February 13, 2012

Table 22 shows another comparative analysis regarding the growth rates of student population in the different programs offered by the School of Business and Administration during the period of 2006-2011.

In the case of Tijuana, we can observe that the BIB Program was the only one that reported a positive growth rate just above 24%, while the rest of the programs reported a decrease in the enrollment rate. The School of Business and Administration of Tijuana had a negative growth

rate of 4%.

In Mexicali, all the programs reported negative growth rates, and the School of Business and Administration showed a decrease of almost 39% in the 2006-2011 period.

In Ensenada, the BIB Program increased its growth rate 30%, similar to the rate of the BMA Program. However, the School of Business and Administration showed a negative rate of 2.6% in the same period.

Table 22. Comparative growth rates of the student population of the School of Business and Administration 2006-2011

	2006	2007	2008	2009	2010	2011	%
TIJUANA							
BIB	131	124	122	125	134	163	24.43
BIA	34	31	32	34	28	32	-5.88
BMA	85	90	91	75	68	62	-27.06
BBA	66	60	54	52	40	41	-37.88
BSA			10	7	5	5	-50.00
Total	316	305	309	293	275	303	-4.11
MEXICALI							
BIB	151	138	124	114	91	92	-39.07
BIA	58	54	47	46	49	44	-24.14
BMA	162	162	140	116	89	66	-59.26
BBA	130	123	108	88	86	113	-13.08
BGD	100	88	77	66	48	53	-47.00
Total	601	565	496	430	363	368	-38.77
ENSENADA							
BIB	60	68	67	66	69	78	30.00
BMA	26	33	38	37	33	35	34.62
BBA	34	34	28	26	18	15	-55.88
BGD	72	77	83	72	64	59	-18.06
Total	192	212	216	201	184	187	-2.60

Source: Based on data from CETYS Universidad. Basic Statistics - Registrations Report February 13, 2012.

Retention and Completion Results

The data obtained in relation to retention and completion results are presented in table 23. Regarding retention results, we can see that the Mexicali Campus obtained the best results as it reports that the retention rate for the first year (during the period 2004-2011) was almost 90%, while retention rate for the second year was 75.71%.

Tijuana registered similar results to Mexicali, with a retention rate of 88.63% for the first year. The average retention rate for the second year in this campus was 4 percentage points below Mexicali.

Although Ensenada was the Campus with the lowest percentage of retention for the first year, it managed to obtain the highest retention rate for the second year (77.14%).

We can see that in the three Campuses, completion results are below 50%; Ensenada displays the best performance with a rate close to 48%, followed by Tijuana with 44%, and Mexicali with 43%.

Table 23. Retention and completion rates

	2004	2005	2006	2007	2008	2009	2010	2011	Retention first year 2004 -2011	Retention second year 2004-2010	Completion fourth year 2004-2008
LNI Tijuana											
Retention (year 1)	91	86	77	89	94	91	90	91	88.63		
Retention (year 2)	65	66	60	71	86	83	71			71.71	
Graduated (year 4)	52	57	31	50	31						44.20
LNI Mexicali											
Retention (year 1)	90	86	82	92	85	100	87	94	89.50		
Retention (year 2)	90	74	69	77	62	89	70			75.71	
Graduated (year 4)	71	53	45	38	8						43.00
Ensenada											
Retention (year 1)	100	76	100	67	71	98	90	80	83.75		
Retention (year 2)	100	76	92	62	57	77	76			77.14	
Graduated (year 4)	63	41	7	19	n.d.						47.50
School of Business and Administration											
Retention (year 1)	89	86	87	84	89	88	89	87	83.75		
Retention (year 2)	77	74	72	72	72	76	75			74.00	
Graduated (year 4)	52	50	48	38	26						42.80
School of Social Sciences and Humanities											
Retention (year 1)	85	88	94	88	89	92	90	92	89.75		
Retention (year 2)	77	83	81	80	83	81	79			80.57	
Graduated (year 4)	50	55	48	57	39						49.80
School of Engineering											
Retention (year 1)	88	96	91	90	89	92	91	90	90.88		
Retention (year 2)	79	84	78	78	79	81	78			79.57	
Graduated (year 4)	57	63	48	50	34						50.40

Source: Based on data from CETYS Universidad. Basic Statistics - Registrations Report February 13, 2012.

Table 23 also includes comparative data retention and completion rates for the three Schools at the CETYS Universidad System level. In this regard, we can see that the average retention levels for the first year are similar in the three campuses. However, the second year shows that the Social Sciences and Engineering Schools hold average retention rates close to 80%, while the School of Business, to which the BIB program belongs, decreased to 74%. As for completion efficiency, there is a similar trend; Social Sciences and Engineering Schools report rates of around 50%, while the School of Business and Administration only reached a rate of 42.8%.

Student Conclusions

The trends in the study that corresponds to the period of (2006-2011) show that in the enrollment and re-enrollment issue, the BIB Program has had a positive performance in the Tijuana and Ensenada Campuses, unlike Mexicali, where enrollment has decreased almost 40%. At CETYS University System level, enrollment reports a negative growth rate in the BIB program of almost 3%.

The declining enrollment rate in the BIB program contrasts with the positive growth rates of around 20% registered in Professional, as with the CETYS total student population.

The BIB Program has increased its percentage in student population growth in the School of Business and Administration by nearly 30%. In fact, in the Tijuana Campus, Bachelor in International Business was the only program that reached a positive growth during the period 2006-2011, whereas in Ensenada BIB and BMA reported positive rates. However, Campus Mexicali recorded negative rates in all BA programs offered in the School of Business.

Comparatively, the BIB Program has reduced its participation percentage with regards to enrollment rates in Professional by 17% and in the total student institutional population by 19%.

These trends, which were detected specifically in the decline in enrollment in Mexicali, the lower participation in the total population at the Professional and institutional levels, must be analyzed in further more specialized studies. The main purpose would be to determine the appropriate strategies that will allow us to meet the goal of 16% growth in enrollment of BA programs which was proposed in the 2020 institutional Plan.

Regarding retention and completion rate results, we can observe on the one hand, that in the three Campuses the graduation rate (in 2004-2008) ranked below 50% and, on the other, we can observe that the School of Business and Administration-to which the Bachelor in International Business belongs –also ranks below the results of retention and completion rates compared to the Schools of Social Sciences and Engineering) in CETYS University. These results must also be

further analyzed in more specific studies because improving retention and efficiency rates is an important institutional strategic objective.

Graduate profile

Information leading to the Bachelor in International Business Program student profile was obtained from EGEL reports that correspond to the period 2008-2011. This is because all students who are in the process of graduating must answer as part of their administrative process, a questionnaire specifically designed by CENEVAL to obtain a profile of the applicants. Below are the most relevant results of this self-study.

Table 24. CETYS graduates, Tijuana Campus 2008-2011

DISCRIPTION	2008	2009	2010	2011	2008-2011
Total students	26	29	16	35	106
					2008-2011 %
Gender					
Male	15	13	9	20	53.8
Female	11	16	6	15	45.3
Age Range					
Under 22		2			1.9
22-25	22	25	14	31	87.7
26-29	4	2	2	3	10.4
30-33					
Degree Average Score					
70-79	1	1		1	2.8
80-89	7	9	9	15	37.7
90-100	18	19	7	19	59.4
Scholarship					
With scholarship	22	21	11	25	74.5
Without scholarship	4	8	5	10	25.5
Employment status					
Employed	19	20	7		67
Unemployed	7	9	9		33

Source: Based on data from EGEL 2008-2011.

During the (2008-2011) period, 106 BIB Tijuana students took the EGEL exam; 54% were male and 46% female.

Table 24 shows that almost 90% of students were in the age range of 22 to 25, and at the time of the test, 67% were employed. As for the average score, it is worth noting that almost 60% reported scores in the highest range (90-100). Also, most of the students of the Tijuana Campus had a scholarship during their professional studies.

Table 25. CETYS graduates Profile, Mexicali Campus 2008-2011

DISCRIPTION	2008	2009	2010	2011	2008-2011
Total Students	36	37	20	8	101
					2008-2011 %
Gender					
Male	14	14	12	4	44
Female	22	23	7	4	56
AgeRange					
Under 22	3	2			5
22-25	30	31	17	8	87.1
26-29	3	1	2		5.9
30-33		1	1		2
DegreeAverage Score					
70-79	1		1		2
80-89	19	18	14	4	55
90-100	15	19	5	4	43
Scholarship					
Withscholarship	27	26	10	6	69.7
Withoutscholarship	8	10	10	2	30.3
Employment status					
Employed	19	33	11	6	69.7
Unemployed	15	4	9	2	30.3

Source: Based on data from EGEL 2008-2011.

In the Mexicali Campus (see table 25), 101 students of the Bachelor in International Business program took the EGEL exam in the (2008-2011) period. Unlike Tijuana, in Mexicali most were women (56%). As in Tijuana, nearly 90% were between 22 and 25 years old, and about 70% and

were employed at the time of the exam. As for the average score, unlike Tijuana most students ranked between 80-89 in the GPA. Unlike Tijuana, Mexicali has the lowest percentage (69.7%) of students that received some form of scholarship during their studies.

Conclusions of Student Profile

In conclusion, we can point out that in the Bachelor in International Business Program there is an equal participation of male and female students, although in Tijuana there is a slightly higher proportion of males and in Mexicali there is a higher proportion of females. The average age of almost 90% of students in both Campuses is between 22 and 25 years. Most undergraduate students finish their program with high GPAs. This is because during their undergraduate studies they received some kind of financial aid or scholarship and in order to hold on to it they are required a high GPA. Also, we must emphasize the fact that about 70% BIB students were already employed when they took the test. This is considered an advantage because students gain experience and therefore can aspire to better positions in the work field. Despite the high scores obtained by most students of the Bachelor in International Business program, we must keep in mind the CENEVAL test results in recent years and particularly the improvement areas identified in the Learning Assessment section.

On the other hand, it is important to mention that it is not available specific information about the professional performance of the Bachelor in International Business Program graduates.

Communication and support for students

The Academic Program has different methods to monitor student performance in each campus. Here is a description of the Communication Channels.

Table 26. Communication Channels

Channel	Description (activities)	Evidence or responsible person
Program Coordinator	This person is available to Bachelor in International Business students since the beginning of their undergraduate studies. Activities included are: vocational counseling issues, support planning domestic and international exchange programs, and participation in extra-curricular and institutional events.	Mexicali: Monica Acosta Tijuana: Eduardo Diaz Gomez Ensenada: Diana Woolfolk
Course: Introduction to International Business	All freshmen students must take this course in order to identify the business field, the different schools of thought and their application in specific successful companies,	Curriculum- 2004

	and also highlight the importance of sustainability and development as core elements for the human being.	
Group Tutor	In Tijuana Campus there is a mentoring program which is a complementary activity that involves the appointment of a tutor (one of the groups' professor) to accompany a group during the semester. The tutor supports the whole group in its academic performance and contributes to its comprehensive development.	Tutorial Reports
Student Development Center (CEDE)	There is a CEDE in each Campus. Its functions include: conducting the induction program for new students, provide support for different courses and follow-up on students who are at risk of academic failure.	Academic Operations Direction Campus Mexicali: Francisco Chavez Tijuana: Gustavo Gonzalez Ensenada: Marcela Rodriguez
International Program Department	The International Program Department offers information and advice regarding the international exchange programs, double degree programs, courses abroad and study trips. Every year about 200 CETYS University students participate in exchange programs all over the world.	Mexicali: Gabriela Rivera. Tijuana: Francisco Martinez. Ensenada: Yasmin Avila

Source: CETYS Universidad

The main function of the communication channels available to students of the Bachelor in International Business program is to guide students in their academic progress and offer alternative support for students at risk of failure. In particular, the tutoring program that has been implemented in the Tijuana Campus offers the possibility to monitor students in a more personalized way and take measures in order to avoid academic failure.

7. Faculty

The purpose of this section is to present a profile of professors that teach regularly in the Bachelor in International Business program, and to present a comparative analysis of their characteristics within the institution.

Methodology

The following methodology was used in this study: First, information from (2008-2011) was considered because of the availability of data and also because of the similarity to time parameters that have been used in other sections of this self-study. Secondly, we decided to consider only professors that teach in the Bachelor in International Business program and belong to the School of Business and Administration.

We should draw attention to the fact that the General Development subjects in Axis 1, are taught by professors who belong to the School of Social Sciences and Humanities, but were not included in this study because they also teach students from other majors. Finally, it was established that in order to consider professors as regular staff in the Bachelor in International Business Program, and solely for the purposes of this self-study, they must have taught for at least 5 semesters during (2008-2011).

With these criteria, we made an analysis of the professor staff in Bachelor in International Business program through a statistical evaluation of the following information: professor type, maximum academic credits, and average of evaluation results.

Results

Following these criteria and time of reference, in campus Tijuana there is a total of 16 professors (see table 27) that have taught in Bachelor in International Business Program. From that total, 9 professors are full-time (FT), 6 are adjunct (AD), and 1 is part time (PT). In campus Mexicali, there is a total of 13 professors, where 8 are full-time (FT), 2 are associate (A), and 3 are adjunct (AD). In campus Ensenada, there are 10 professors, of which 6 are adjunct (AD), and 4 are full-time (FT). In total, 39 professors were considered in the three campuses, of which 24 are women and represent the 68%, and 15 are men who account for 32%.

In respect to the maximum academic credits, (see Table 27), 10 professors have PhD, 23 have MA and 6 BA completed.

Table 27. Faculty of the Bachelor in International Business Program

	TIJUANA	Highest Academic Degree	Professor Type	Average evaluation 2008-2011
1	025005 VALEZ FLORES, PATRICIA	PH.D	FT	90.78
2	080894 SANCHEZ VELEZ, CELSA GUADALUPE	PH.D	FT	89.99
3	080403 JAUREGUI OLLIVIER, LORENA	PH.D	FT	88.59
4	082269 DIAZA GOMEZ, EDUARDO RAUL	MA	FT	88.57
5	080728 SUMAYA TOSTADO, ROSA	MA	FT	88.39
6	081230 PIÑA DIAZ, CRISTINA	MA	A	87.76
7	081565 ENCINA GRIJALVA, MARIA DEL SOCORRO	MA	A	86.84
8	080770 CORELLA TORRES, MARIA EUGENIA	MA	FT	86.52
9	082162 PEÑA HERRERA, JUAN MANUEL	MA	A	86.23
10	082134 DIEZ DE BONILLA Y OCHOA, CLUDIA	BA	A	86.12
11	081073 SALGADO PATIÑO, LISETTE	MA	FT	83.33
12	081440 GONZALEZ BERMUDEZ, JUAN FCO.	BA	FT	81.46
13	082078 RIVERA CASTRO, ANGELICA	BA	A	80.97
14	081008 FRANCO SANDOVAL, MARCO ANTONIO	MA	PT	80.12
15	080795 RODRIGUEZ RUBIO, CARLOS	PH.D	FT	79.78
16	081762 VILLANUEVA MARTINEZ, LILIA ESTHER	PH.D	A	75.7
MAX				90.78
MIN				75.7
MEAN				86.38
AVERAGE				85.07
	MEXICALI			
1	71098 GONZALEZ GUTIERREZ, VICTORIA	PH.D	FT	90.85
2	71740 CANTELLANO DE COETO, HELIA	PH.D	FT	90.79
3	73594 PEREZ CORDOVA, SAIDA	MA	FT	89.52
4	73621 VARGAS LARRAQUIVEL, PAULINA	MA	FT	89.3
5	72450 ACOSTA ALVARADO, MONICA	MA	FT	88.98

6	73197 RAMIREZ MARTINEZ, CRISTINA	MA	AD	86.86
7	73695 BASTIDAS CANIZALES, YOLANDA	MA	A	85.45
8	12241 OVIEDO VILLAVICENCIO, LUIS FERNANDO	MA	FT	86.28
9	72071 VILLALBA ROSARIO, FRANCISCO	MA	FT	84.25
10	71482 CASTELLANOS LEON, CARLOS	PH.D	FT	83.74
11	73433 CANIZALEZ REYES, BERTH FERNANDO	MA	A	82.44
12	73227 TORRES ARTEAGA, LETICIA	MA	AD	81.88
13	72291 GUTIERREZ DUEÑAS, HECTOR	MA	A	76.27
MAX				90.85
MIN				76.27
MEAN				85.45
AVERAGE				85.82
ENSENADA				
1	90966 MELLINK, SIALIA KARINA	MA	FT	88.44
2	91102 CAMARGO GUTIERREZ, DANIELA	BA	A	87.24
3	90873 ORTIZ, FERNANDO	MA	A	86.51
4	90827 RUIZ GONZALEZ, DAMASO	MA	FT	85.93
5	90350 MEDINA LEON, CLAUDIA MARIA CARIDAD	MA	A	85.72
6	90315 VENEZIA CORRAL, SCOTT	PH.D	FT	85.55
7	90650 VILLAVICENCIO HITO, ARTURO	PH.D	FT	85.02
8	91123 CASTRO MORALES, CECILIA	BA	A	84.41
9	91124 SALINAS GOMEZ, LIZBETH	MA	A	82.79
10	91121 VAZQUEZ GUTIERREZ, ROGELIO	BA	A	81.17
MAX				88.44
MIN				81.17
MEAN				85.64
AVERAGE				85.28

Source: Based on data from the SICU.

Concerning the evaluation of professors, CETYS University has implemented an evaluation method that is carried out towards the end of each semester. Students from every group have to fill out a questionnaire to evaluate their professors. This questionnaire is also answered by

professors as a form of self-evaluation. This evaluation considers three aspects: course planning, learning achievement and facilitation, and student performance assessment.

In the (2008-2011) period, the professor evaluation results were: campus Tijuana with an average of 86.38, campus Ensenada with an average of 85.64, and campus Mexicali with an average of 85.45.

Table 28. Comparative Results of professors' average evaluation in (2008-2011).

	2008 - 1	2008 - 2	2009 - 1	2009 - 2	2010 - 1	2010 - 2	2011 - 1	2011 - 2
BIB Program CETYS System	82.44	83.85	87.5	86.27	87.49	86.56	89.3	87.72
School of Business and Administration	78.02	79.47	80.75	82.68	82.73	82.26	83.22	85.48
School of Social Sciences and Humanities	80.53	82.11	82.65	85.21	84.25	85.38	85.77	88.12
School of Engineering	78.24	78.47	82.01	81.29	81.99	81.42	82.72	82.9
BA level as CETYS System	78.41	79.72	81.59	82.87	82.79	82.69	83.65	85.16

Source: Based on data from the SICU.

Table 28 reveals a comparative study of the assessment average results. We can see that during the eight semesters during (2008-2011), the evaluation results achieved by professors of the Bachelor in International Business Program ranked higher than the three BA Schools, as well as the global professor results in the BA programs. Only during the second half of 2011, the School of Social Sciences and Humanities attained a higher average than the BIB Program.

The following tables and graphs indicate a comparative analysis of the minimum, maximum, and mean average results obtained by professors in the School of Business and Administration, and professors from other BA Programs in CETYS University.

Regarding the mean results (see Table 29 and Figure 4) of the BA Programs at System level, recorded the highest evaluation results, especially in the first semester of 2009 and the second semester of 2011.

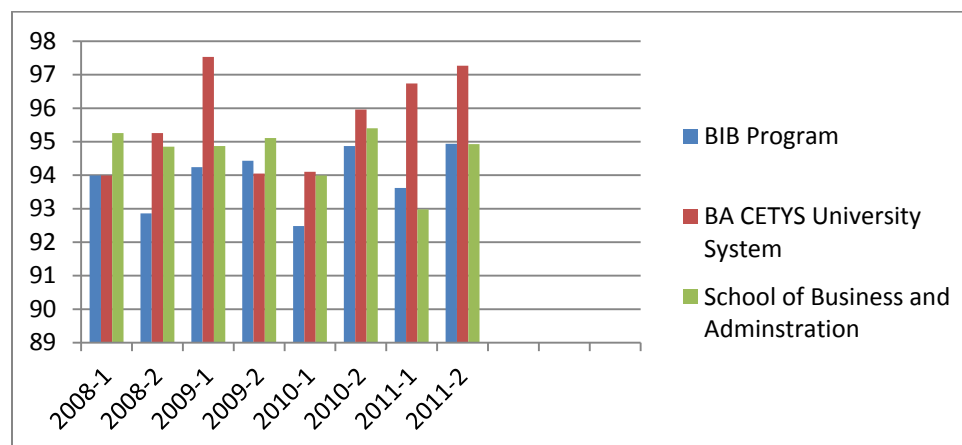
Table 29. Comparative Maximum results in Professor Evaluation (2008-2011).

	2008 - 1	2008 - 2	2009 - 1	2009 - 2	2010 - 1	2010 - 2	2011 - 1	2011 - 2
BIB Program	93.99	92.86	94.24	94.43	92.48	94.87	93.62	94.94
BA Level as CETYS System	93.99	95.26	97.53	94.05	94.1	95.96	96.74	97.26

School of Business Administration	95.26	94.85	94.87	95.11	93.99	95.4	92.98	94.93
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Source: Based on data from the SICU.

Chart 4. Comparative maximum results in Professors Evaluation (2008-2011).



Source: Based on data from SICU.

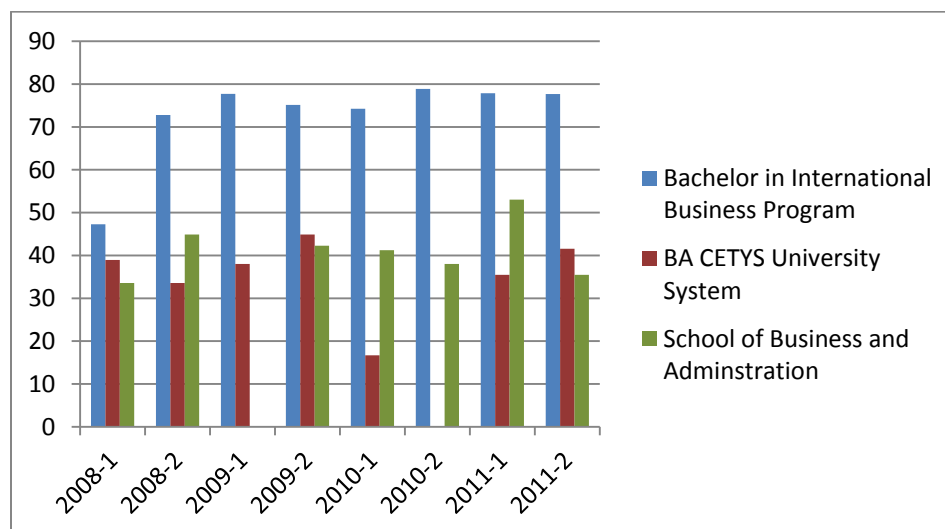
The maximum evaluation results of the professors ranked slightly below or near the same level as the mean the School of Business and Administration almost every year by obtaining levels above 92 points.

In contrast, the minimum average result (see table 30 and figure 5) ranked higher than 70 points in most years. This level is considerably higher than the minimum, both in the College of Business and Administration and the other BA programs at CETYS University System.

Table 30. Comparison of the minimum in Professors evaluation in 2008-2011

	2008 - 1	2008 - 2	2009 - 1	2009 - 2	2010 - 1	2010 - 2	2011 - 1	2011 - 2
BIB Program	47.26	72.79	77.72	75.12	74.25	78.88	77.87	77.66
BA Degree as CETYS System	38.94	33.56	38.02	44.89	16.67	0	35.48	41.55
School of Business Administration	33.56	44.89	0	42.28	41.24	38.02	53.01	35.48

Source: Based on data from the SICU.

Chart 5. Minimum Comparative evaluation of professors (2008-2011).

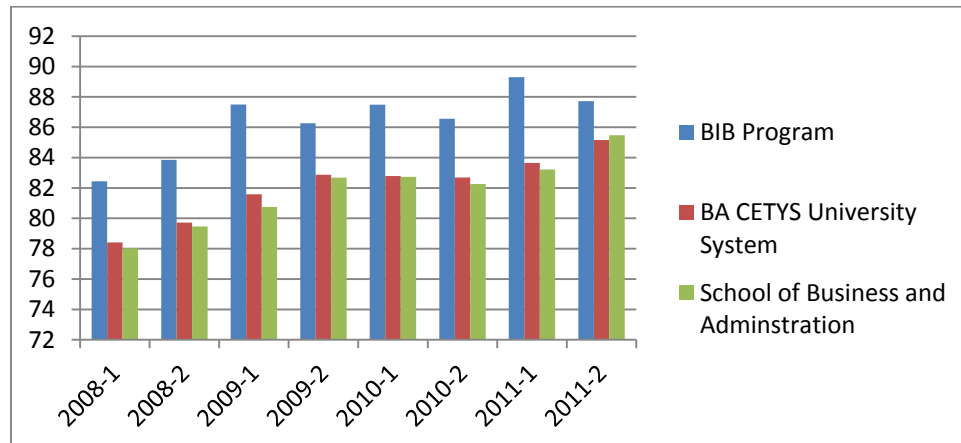
Source: Based on data from the SICU.

Finally, in respect to the mean evaluation results (see table 31 and figure 6) we observe that the Bachelor in International Business program achieved higher results than the School of Business and Administration, and the other BA Programs by obtaining more than 86 points since the first semester of 2009.

Table 31. Comparative Evaluation of Professors Average (2008-2011)

	2008 - 1	2008 - 2	2009 - 1	2009 - 2	2010 - 1	2010 - 2	2011 - 1	2011 - 2
BIB Program	82.44	83.85	87.5	86.27	87.49	86.56	89.3	87.72
BA Degree as CETYS System	78.41	79.72	81.59	82.87	82.79	82.69	83.65	85.16
School of Business Administration	78.02	79.47	80.75	82.68	82.73	82.26	83.22	85.48

Source: Based on data from the SICU.

Chart 6. Comparative Evaluation of Professors Average- (2008-2011)

Source: Based on data from the SICU.

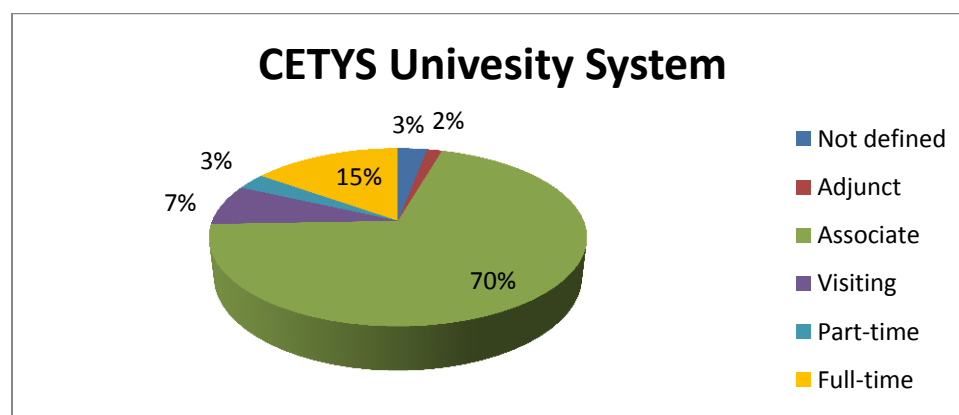
In respect to professor categorization, table 32 shows that at the BA level, between 60% and 75% are associate professors, both as CETYS University System, as well as in the School of Business and Administration and School of Business in the three campuses, whereas full-time professors represent from 15% to almost 21%.

Comparatively, most of the faculty in the Bachelor in International Business program, both as CETYS University System and in the Tijuana and Mexicali campuses, is full-time. In Ensenada, we can observe an opposite trend; 60% are associate professors and the remaining 40% are full-time.

Table 32. Faculty Classification

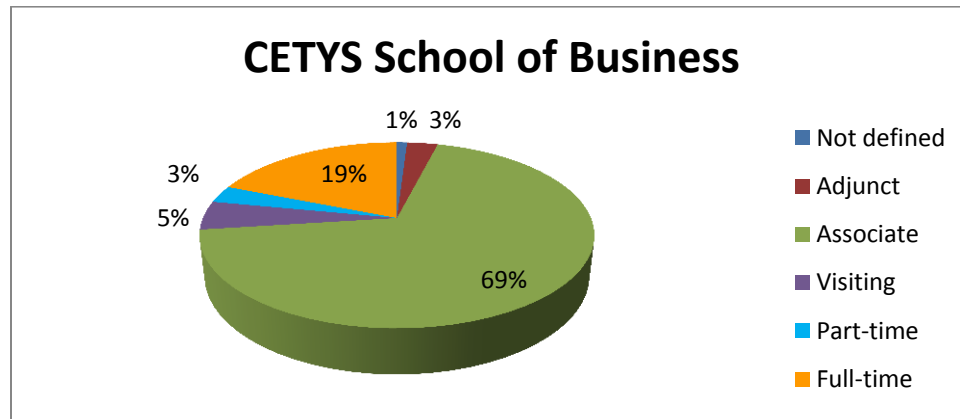
	Not Defined	Adjunct	Subject	Associate	Part-time	Full-time	Total
CETYS University System	3.04	1.52	69.96	7.41	2.85	15.21	100.00
School of Business and Administration CETYS University	1.33	3.33	68.67	5.33	2.67	18.67	100.00
School of Business and Administration Tijuana			73.08	5.77	1.92	19.23	100.00
School of Business and Administration Mexicali		8.06	61.29	6.45	3.23	20.97	100.00
School of Business and Administration Ensenada	5.56		75.00	2.78	2.78	13.89	100.00
BIB Program CETYS		5.13	38.46		2.56	53.85	100.00
BIB Program Tijuana			37.50		6.25	56.25	100.00
BIB Program Mexicali		15.38	23.08			61.54	100.00
BIB Program Ensenada			60.00			40.00	100.00

Source: Based on data from the SICU.

Chart 7. Classification of BA professors

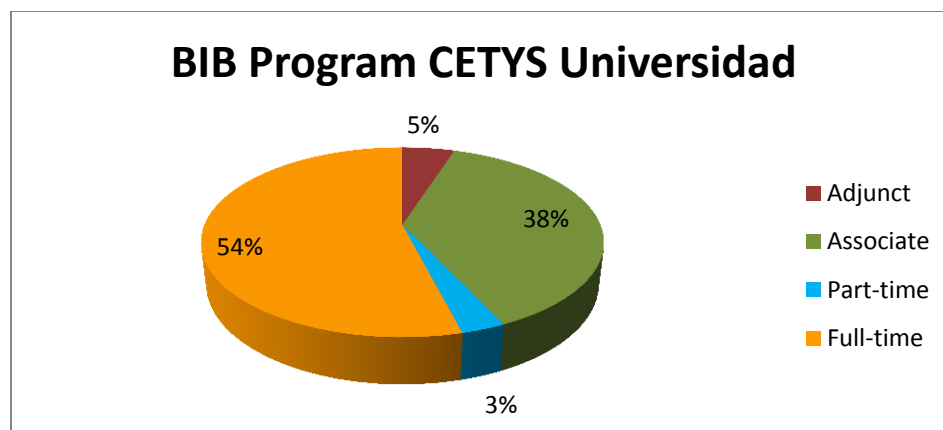
Source: Based on data from the SICU.

Chart 8. School of Business Faculty Classification



Source: Based on data from the SICU.

Chart 9. BIB Program Faculty Classification



Source: Based on data from the SICU.

Finally, as shown in table 33, 6% full-time professors have a doctorate degree, 36 % have a master's degree, and 32% have bachelor degree studies.

In the School of Business and Administration, also 6% faculty has a doctorate degree, but has a higher proportion with a master's degree compared to the results as CETYS University System.

However, we can see that in the School of Business and Administration, the Ensenada campus has the highest percentage in doctorate degree, this is followed by the Tijuana campus with 9% and Mexicali ranks third with 6.45%. The Tijuana campus has the highest percentage of professors with a master's degree (50%), and is followed by Mexicali with nearly 42%.

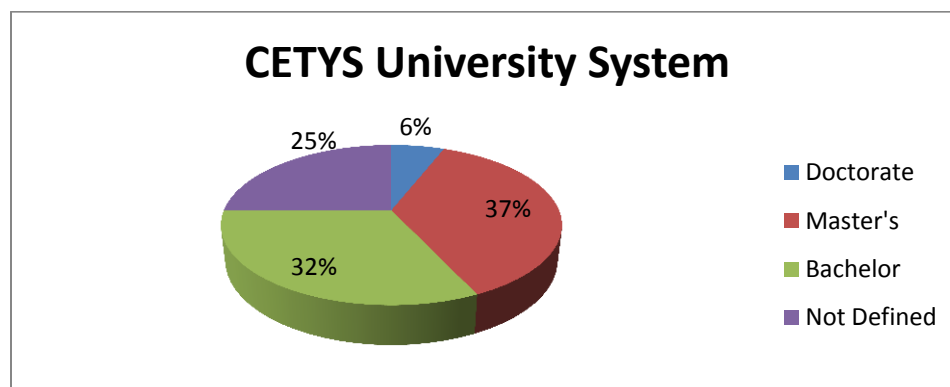
Graduate studies data in the Bachelor in International Business Program shows better results than those reported by the School of Administration, the College of Administration and the entire institutional professor staff. As we can see, 25% Bachelor in International Business Program professors have a doctorate degree, almost 59% have a master's degree and 15% have a bachelor degree. We must point out the fact that only the School of Administration in Tijuana displays the lowest percentage of 7.69%. It is also important to mention that there are significant percentages in the institutional data regarding professors with undefined degree.

Table 33. Maximum Academic Degree

	Doctorate	Master's Degree	Bachelor Degree	Not Defined	Total
CETYS University System	5.90	36.72	32.47	24.91	100.00
College of Business and Administration CETYS	6.00	44.00	24.69	25.33	100.00
School of Business and Administration Tijuana	9.62	50.00	7.69	32.69	100.00
School of Business and Administration Mexicali	6.45	41.94	35.48	16.13	100.00
School of Business and Administration Ensenada	38.89	30.56	30.56		100.00
Bachelor in International Business Program CETYS System	25.64	58.97	15.38		100.00
Bachelor in International Business Program Tijuana	31.25	50.00	18.75		100.00
Bachelor in International Business Program Mexicali	23.08	76.92			100.00
Bachelor in International Business Program Ensenada	20.00	50.00	30.00		100.00

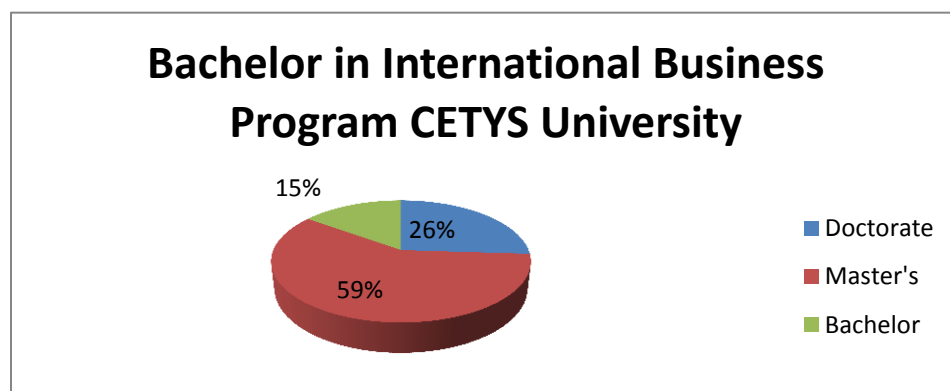
Source: Based on data from the SICU.

Chart 10. Maximum Academic degree. CETYS University System



Source: Based on data from the SICU.

Chart 11. Bachelor in International Business Program Maximum Academic Degree.



Source: Based on data from the SICU.

Faculty Training

Due to the need to contribute to the operation of CETYS University's Educational Model, a comprehensive training program for existing professors for the period 2008-2020 has been created. This program will govern the higher education full time, part time and course professors. The program aims to develop the master the skills required to meet CETYS professor's standards.

Taking into consideration that both the skills and the teaching experience of the professors are different, the program integrates the following lines:

- A. Professional Development.
- B. Pedagogical Training.

- C. Technological Training.
- D. Values training.
- E. Cultural training and healthy lifestyle

A. Professional Development

Professional development refers to the group of knowledge and skills that CETYS professors must acquire and strengthen through graduate studies, obtaining specialties or degrees in their area of expertise.

B. Pedagogical Training

Pedagogical training is defined as the set of actions that lead a professor to understand, improve and develop skills of learning-centered model of the institution, through programs and courses that train all professors.

C. Technology Training.

The objective of this training is for professors to have the opportunity to update and develop skills in areas related to the use of educational technology and information resources in order to strengthen and improve the teaching practice in the classroom. It provides professors with the understanding of all the educational possibilities offered by technology to be incorporated in the design of activities of each course programs.

D. Values Training.

This training is critical in the compliance with the institutional educational philosophy, which identifies the person rather than the professional, and the Mission, where mention is made of the moral capacity. Therefore, this line refers to the development and implementation of values as well as the contribution of a professor's emotional development.

E. Cultural training and healthy lifestyle.

This line of work completes the comprehensive professor training, referring to the promotion of body care, health and appreciation of art, beauty and of the word.

CETYS Professor's Certification (CDC for its acronym in Spanish)

CETYS Professor's Certification program aims to check the levels of mastery in teaching performance of the five areas described above. This certification involves a prior evaluation process by which we verify the evidence of the performance and knowledge of the candidates. To achieve CDC professors must participate 430 hours in training. Table 34 shows the distribution of hours by area and levels.

Table 34. Distribution of hours by areas and levels.

	Hours per Area				Total
	Pedagogical	Technological	Valoral	Values	
1st level	70	20	30	20	140
2nd level	100	40	0	0	140
3rd level	30	120	0	0	150
Total hours	200	180	30	20	430

Information Literacy Program

In relation to the promotion of the culture of information in CETYS University, the Information Center and the Development and Improvement Center (CDMA for its acronym in Spanish) have developed a Literacy of Information Program. The first generation of this program graduated in April 2009. The objective of the program is to promote information literacy among CETYS professors, with the purpose of acquiring the skills to identify, locate, retrieve and analyze the information found in different formats such as primary tools in the teaching process.

Table 35. Information Literacy Program

Modules	Learning Outcomes	Total Hours	Modality
I. Profiles of the Information Society.	Analysis of the impact of information technology in education.	20	In-person/ Distance
II. - Conceptualizing Information Literacy	Review ACRL-ALA standards to guide the professor in the implementation of information technologies in academic programs.	10	In-person/ Distance
III. - Organization of the Information	Guide the professor into the concepts and applications of information through a variety of methods and formats of information storage.	20	In-person/ Distance

IV. - Search and Retrieval of Information	Guide the professor in the process of information retrieval through the use of tools and reliable information that allows an efficient search of information.	20	In-person/ Distance
V. - Use of Technology	Develop the skills demanded by new technologies.	20	In-person
VI.- Analysis, Synthesis and Communication of Information.	Acquire skills and techniques that enable the development of skills related to the analysis, synthesis, organization and use of information.	30	In-person
TOTAL HOURS		120	

Source: CETYS University. Institutional Report for WASC

As you can see, this program consists of 6 modules with a total of 120 hours, which offer the possibility to be attended in person or by distance according to the needs and schedules of the professors.

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

The following table (36) shows the relation of CETYS professors from the first generation, for the period of the first half of 2009 to the first half of 2011.

Table 36. Professors by Campus and College

	ENSENADA				MEXICALI				TIJUANA				Total
	B&A	SCH	ENG	Total	B&A	SCH	ENG	Total	B&A	SCH	ENG	Total	
Professors with less than 50% of the modules completed.	12	2	8	22	8	6	6	20	20	12	14	46	88
Professors with more than 50% of	11	2	5	18	4	1	1	6	4	3	3	10	34

the modules completed.													
Professors with 100% of the modules completed.	4	0	0	4	4	5	3	12	3	4	2	9	25
Total professors enrolled in the first generation.	27	4	13	44	16	12	10	38	27	19	19	65	147

Source: CETYS University.

B&A Business and Administration
 SCH Social Sciences and Humanities
 ENG Engineering

147 professors were enrolled in the first generation, divided as follows:

- a. College of Business and Administration: 70
- b. College of Social Sciences and Humanities: 35
- c. College of Engineering: 42

Comparing the total number of professors enrolled (147) with the number of professors who have completed the program (25), we obtain an efficiency level of 17% at the system level. It is noteworthy that 11 participants in the program, 44% of the total, belong to the College of Business and Administration, which is part of the International Business Program.

Faculty Conclusions

All the information related to Bachelor in International Business Program professors, shows that the professor staff is of high quality and has obtained positive results in the institutional evaluation process during the last years by obtaining results higher than the overall average. Furthermore, 85% have a master's or doctorate degree; these percentages are also placed above CETYS University System level data. Finally, Bachelor in International Business Program professors in contrast to the institutional trend, are mainly full-time. Finally, it is important to highlight the efforts made by the institution in recent years to provide and encourage a comprehensive professor training, which is recognized through CETYS Professor's Certification. In particular, the institution has placed emphasis on the training of professors on issues related to information literacy.

8. Resources

The infrastructure, information and technology resources that the students and professors from the Bachelor in International Business Program have, and resources in general from CETYS system, are very different.

All three Campuses have a bookstore, cafeteria, bank with basic financial services, infirmary and stationery with copy service. Also, each campus has a sports area where they conduct training and football, basketball, volleyball, flag, soccer and baseball games. The individual disciplines that are practiced are: 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 that are: the Norberto Corella Gil Samaniego library, Luis Fimbres Moreno Library and 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. The Centers have more than 100,000 books, both print and electronic, about 300 magazines titles, about 1,500 videos and almost 800 CDs.

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

- Guided tours. - Showing each of the areas within the Information Centers and they are intended for students in any semester.
- Induction for library. - It is offered to students and newly hired professors in the first days of each semester.
- Internal Loan.- Students, professors and the general community can use the various materials that the centers have within the facilities.
- External Loan. - The books and videos are provided exclusively to professors, students and administrative staff of 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 loan of books. - Through this service you can request materials from other CETYS System Campus, as well as other libraries in the region, the country and the world if they are within the participating institutions.
- Newspaper. - Area designated for consulting daily newspapers and magazines.

- University Historical Archive. - This area aims to rescue, preserve and manage all materials (graphics, text and audio-visual) from CETYS history. Access is restricted and operates solely in the Tijuana Campus.
- Loan of audiovisual and computer equipment.
- Loan study carrels.
- Internet.- It has wireless internet service in all the areas that make the Information Centers.

Databases

Information Centers also have a digital library, where students and professors have access to several databases and different alternatives to see eBooks as: e-book, e-brary and Safari.

CETYS University has eight databases. The following are the most useful for the BIB Program:

- EBSCO: includes 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.

Videoconference Rooms

These rooms are used on all three campuses for distance classes as well as courses, conferences and meetings with other educational institutions nationally and internationally. The rooms have a multipoint connection that allows up to 4 institutions to simultaneously have a video conference. The system allows you to upload PowerPoint presentations as well as video.

Blackboard

This platform supports the students and faculty of the 3 Campuses. In recent years, the percentage of courses that are handled through Blackboard has greatly increased, as shown in Table 37 which shows that for the first half of 2011, 84% of the courses in the Tijuana Campus, 83% in Mexicali and 72% in Ensenada used this technological tool.

Table 37. CETYS University System: Statistics of Blackboard courses.

	Mexicali Campus			Tijuana Campus			Ensenada Campus		
	Total of Courses	Total of Courses in Bb	%	Total of Courses	Total of Courses in Bb	%	Total of Courses	Total of Courses in Bb	%
2007	967	185	19	937	409	43	458	19	4
2008	953	287	30	920	480	52	458	48	10
2009	957	539	56	1003	492	49	407	69	16
2010	990	452	45	1020	632	61	433	92	21
2011-1	527	439	83	569	479	84	241	174	72

Source: CETYS University. Institutional Report for WASC.

My Campus Portal

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

Electronic portfolio

The Electronic Portfolio is a Web resource in which CETYS University System's professors and students can interact for the following activities:

- The professor leaves projects, evaluates and provides feedback to students.
- The student uploads assignments information, presentations and projects, whether they are products of work done in class or personal.

Technology Center for Educational Improvement (CETEME for its acronym in Spanish)

The CETEME is a department within the Department of Informatics and Telecommunications that was designed so that the professor has the opportunity to be updated on issues related to the use of educational technology to improve his teaching 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. CCTV Operation in the Campus.
4. Filming academic events.
5. Inspection and maintenance of the audiovisual equipment installed in classrooms.
6. Transfer service or information digitization (VCR to CD or DVD).
7. Technological Advice and Training in:
 - a. Blackboard
 - b. Camtasia studio
 - c. Videoconference System

- d. Video Editing
- e. Microsoft Office, supported by the Information Technology and Telecommunications.

Audiovisual and computer equipment

The following tables show the availability of the audiovisual and computer equipment in the classrooms and laboratories in the three campuses.

Mexicali

Table 38. Available audiovisual equipment in the classrooms

Facility	# Classrooms	Projectors	PC	TV	Sound
Mexicali					
Professional	32	32	-	-	-
Special rooms	14	14	6	-	6
Language Center	21	21			
San Luis	5	5	5	-	5
<i>Portable equipment</i>					
Library		5	7		
Graduate		4	4		
Continuous Education		3	3		
Professional		2			

Source: CETYS University. Institutional Report for WASC

Table 39. Computer equipment available in labs

Lab	Capacity	Use
High School	70	Computer studies

Library	27	General use
General A	24	General use (Professional)
General B	16	General use (Professional)
Graphic Design	20	Macs
Industrial Engineering	10	SW statistics, simulation, etc.
Advanced Computer studies	20	DB Electronic design Programming
CEDICOM	12	Mechanical Design
CETEA	20	Open standards
Strategic planning	20	Strategic planning
Entrepreneurs	6	Business Advisory
Language Center	28	Language classes
Mechatronics	6	Mechatronics practices
Control & automation	4	PLCs programming
Electronics	4	Design and electronic engineering practices
TOTAL	287	

Source: CETYS University. Institutional Report for WASC

Tijuana

Table 40. Audiovisual equipment available in classrooms

Facility	#Classrooms	Projectors	PC	TV	Sound
Classrooms	56	56	-	-	-
Special rooms	10	10	-	-	-

Source: CETYS
Institutional
WASC

**Table
computer
labs**

41.

<i>Portable equipment</i>					
Graduate		2	6		
Continuous education		1	6	-	-
Professional		-	5	-	-
High school		-	1		
IT		1			

University.
Report for

**Available
equipment in**

Lab	Capacity	Use
General	28	Computer studies
Multimedia	16	Classes – with reservation
Creativity and digital design	20	Classes – with reservation
Technological innovation	24	Classes – with reservation
Library	24	Information
Networks	20	Networks and operative systems
Digital art	30	Digital graphic design
Electronics	4	Electronic engineering practices
Methods engineering	4	Engineering
Assembly	3	Assembly practices
Mechatronics	7	Mechatronic practices
Physics and chemistry	1	Physics and chemistry practices
TOTAL	181	

Source: CETYS University. Institutional Report for WASC

Ensenada**Table 42. Audiovisual equipment in classrooms**

Facility	# Classrooms	Projectors	PC	TV	Sound
Professional	7	-	-	-	-
High school	15	-	-	-	-
Special rooms	18	13	6	5	-
<i>Portable equipment</i>					
IT		4	4		

Source: CETYS University. Institutional Report for WASC

Table 43. Computer equipment available in labs

Lab	Capacity	Use
General 302	16	General Lab
General 306	32	General Lab
Universia	12	Access to BD, Graduate studies and continuing education
Graphic Design	20	Graphic Design
Networks	8	Networks and Electronics
Library	11	General Use
Control	6	Automation and Control practices
TOTAL	105	

Source: CETYS University. Institutional Report for WASC

Online Courses

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

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

The platform used by CETYS University for its distance education program has been Blackboard. Professors must possess skills in handling computer equipment, Blackboard, and knowledge about the learning strategies in the form of distance learning.

According to the 2020 Plan, in each academic program students must complete a minimum of 10% of their courses in the distance education scheme.

The Bachelor in International Business program opens an average of one or two distance courses each semester, which are held with the Blackboard platform as their main technological tool. However, other tools, facilities and technological capabilities to develop distance education scheme are required nowadays.

Financial Assistance

CETYS University is a private, nonprofit institution, which gives priority to have healthy finances and maintain the resources to cover the scholarships it awards to its students.

Regarding sound finances, the following table (44) shows the breakdown of revenues and expenses of CETYS University during 2011. Positive operating results were generated, which represented at a system-level 2.8% of total revenues in the first half of the year, while in the second it was of 3.6%.

CETYS University offers academic and athletic scholarships to their students. Additionally, students have access to an education loan granted by the Government of Baja California, which they will begin to pay a year after finishing their studies. It is also possible to obtain an education loan through Santander financial group which can be paid over a period of 10 years. Currently, about 78% of CETYS University's total students have some type of scholarship.

Table 44. CETYS University's Budget in 2011.

No. OF STUDENTS	ENSENADA		MEXICALI		TIJUANA		TOTAL SYSTEM	
	JAN-JUN	JUL-DEC	JAN-JUN	JUL-DEC	JAN-JUN	JUL-DIC	JAN-JUN	JUL-DEC
UNDERGRADUATE	306	348	984	1081	977	1048	2,267	2,477
HIGH SCHOOL	450	475	853	959	492	527	1,795	1,961
GRADUATE	190	182	860	761	580	556	1,630	1,499
TOTAL STUDENTS	946	1,005	2,697	2,801	2,049	2,131	5,692	5,937
INCOME								
TOTAL INCOME	22,730	23,791	89,304	96,074	57,546	59,910	169,580	179,775
DISBURSEMENTS								
SALARIES AND BENEFITS	14,838	15,068	55,712	57,638	35,927	36,992	106,477	109,698
OPERATING EXPENSES	6,650	6,756	26,629	30,427	16,727	17,413	50,006	54,596
CETYS SYSTEM	1,188	1,306	4,055	4,457	3,161	3,475	8,404	9,238
TOTAL DISBURSEMENTS	22,676	23,130	86,396	92,522	55,815	57,880	164,887	173,532
OPERATING RESULT	54	661	2,908	3,552	1,731	2,030	4,693	6,243
RESULTS IN %	0.2%	2.9%	3.4%	3.8%	3.1%	3.5%	2.8%	3.6%

Source: CETYS University. Institutional Report for WASC

Conclusions for Financial Assistance

Students of the Bachelor in International Business Program, and any other student of the CETYS University System, have the adequate infrastructure for its curricular and co-curricular activities during their studies. In particular, the institution has made significant investments in the Information Centers to expand resources, diversification of sources of information, have advanced technologies, and develop training programs for both the Center's staff and students and professors, looking for the highest and best use of all available resources. The institution's Scholarship Program deserves a special mention since it makes it possible for almost 8 out of every 10 CETYS students to have some type of scholarship. It should be mentioned that it is considered necessary to increase the investment in technological infrastructure to boost the Distance Education Project.

9. External Review

The Bachelor in International Business academic program is accredited by the Board of Accreditation of Accounting and Administration Instruction (CACECA, using the acronym in Spanish) in the Tijuana and Mexicali campuses. This accreditation is regarded as an external

review by an agency that is widely recognized and respected among the academic community in Mexico.

The academic program that is to be accredited or re-accredited by CACECA, must submit a self-study which consists of a questionnaire with items related to the following variables: faculty members, students, research, continuing education and extension, infrastructure and equipment, learning assessment, and administration. Upon completion, the self-study is sent to the Evaluation Committee which is formed by three CACECA evaluators who teach similar academic programs in Mexican universities.

Subsequently, after reviewing the document, the Evaluation Committee visits the campus of the institution where the academic program that is being accredited or re-accredited is being offered. During a three day visit, the Evaluation Committee thoroughly reviews all the evidence that supports the self-study, interviews faculty, students, academic and administrative staff, and tours the facilities.

Once the revision is completed, the evaluators return to their institutions and issue their report. This report determines whether the academic program is (1) NOT-Accredited or (2) Accredited.

This CACECA evaluation process is based on a point scale of 1000 points in total, which are distributed in throughout the different variables. The minimum score that is required for academic programs to be accredited is 700 (70%).

The academic program faculty carries out self-evaluation of each variable and assigns points to each one. However, the Evaluation Committee determines if the program is accredited or not.

The Mexicali Campus was granted the accreditation in In the case of Tijuana; the Bachelor in International Business Program has recently been re-accredited for a period of five years as of April 30, 2012, while Ensenada began the CACECA accreditation process in 2012. Table 34 shows the scores obtained by the Tijuana Campus in the last reaccreditation.

Table 45. Overall scores for the Bachelor in International Business Program

Variables	CACECA	CACECA- FINAL REPORT BIB Program Tijuana Campus
1. Academic Staff	185	162.0

2. Students	117	91.0
3. Learning assessment	52	52.0
4. Academic Undergraduate Programs	133	110.0
5. Holistic Development	70	58.7
6. Institutional service support	68	68.0
7. Continuing Education and Extension	118	95.0
8. ResearchEfficiency	95	48.0
9. ResourceEfficiency	41	41.0
10. Administrativemanagement and Financing	121	97.0
TOTAL	1000	822.7

Source: Opinion CACECA, Academic Program of the Bachelor in International Business, CETYS Universidad Tijuana.

As we can see in table 45, the Bachelor in International Business program in Tijuana scored 822.7 points overall. The areas that obtained the highest scores are: Learning Assessment, Institutional Support Services and Infrastructure and Equipment. On the other hand, the categories that obtained the lowest scores and therefore require more attention are: Research, Students, Faculty, Curriculum and Continuing Education and Extension. In this regard, the main recommendations made by CACECA in each of these areas are listed below:

Research

- Establish a research plan in compliance with the 2020 institutional Plan that will determine areas of research for the Bachelor in International Business program.
- Develop a professor profile for research projects and then assign the research professor the corresponding academic load.

Students

- Implement strategies and mechanisms in order to reduce academic failure rate to a maximum of 10%.

- Establish criteria to maintaining terminal efficiency to at least 70% average.
- Implement strategies to increase the percentage of graduated students to at least 90%.
- Implement actions to establish remedial courses and thus reduce academic failure and dropout rates.

Academic staff

- Grant formal support to professors with a master's degree in continuing doctoral studies.
- Encourage and support Bachelor in International Business Program professors to update in their corresponding disciplines in regards to the course syllabus.
- Ensure a minimum of 3-year experience requirement as part of the hiring policies for professors.

Curriculum

- Structure subject programs according to educational competency model for the development of content methodologies.
- Implement options for a flexible curriculum by including elective subjects.
- Implement specified institutional methodologies in curriculum policy revisions.
- Develop a mechanism for program revision every 5-years considering the opinion of faculty staff.
- Conduct a study of labor market demands and the scientific and technological improvement of the Bachelor in International Business curriculum.

Service and Extension

- Design and implement a method to periodically evaluate graduate performance and their employment status.
- Implement mechanism to incorporate results of graduate and employer surveys in restructuring the curriculum.
- Implement a method to register in order to backup and monitor the results of student mobility programs in national and foreign educational institutions.

External Review Conclusion

The CACECA accreditation gives CETYS University an opportunity to analyze and reflect on the quality of the teaching-learning process in the Bachelor in International Business program, since it has a very strict accreditation system that regulated quality indicators in education. It is important to point out that the CACECA model does not fit perfectly with the CETYS

educational model and mission; therefore, some of their indicators are not necessarily a priority in our institution.

The Bachelor in International Business program and CETYS University System seeks in its graduates a profile that is compatible with the best practices and trends worldwide. That is why considerable efforts were made to obtain the international accreditation from the Western Association of Schools and Colleges (WASC), which was granted in early 2012. Nevertheless, the CACECA accreditation will continue to be important in the quality assurance of efforts made in regards to the academic program. Indubitably, each accrediting institution gives CETYS Universidad and its programs the opportunity to improve and adapt to changes in education and market demands.

10. Conclusions and Action Plan

The results of the different sections of the self-study were analyzed by the members of the BIB Academy, who made the following conclusions and recommendations:

Educational Capacity

Mission and Vision.

The Mission and Vision of Bachelor in International Business Program are not entirely aligned with the values of CETYS University's System. Therefore, we need to adapt them in order to make them consistent with the humanistic approach of the institution.

1. The alignment of the vision and mission of the Bachelor in International Business Program to the institutional values should be integrated into the strategic planning efforts of the College of Business and Administration.

The differentiating elements of CETYS University's System (Culture of Information, Entrepreneurial Culture and Innovation, Internationalization, Sustainability, Service and Social Responsibility) help to meet the challenges of social change in a timely manner. This makes it necessary to include them in the curricular and co-curricular structure of the bachelor degree.

2. In order to update the curriculum and / or subjects, CETYS must take into account these elements in the design of content and academic activities inside and outside the classroom.

Installation/Systems of Information.

The students of the Bachelor in International Business program and students in general from CETYS University's System, have adequate infrastructure for their curricular and co-curricular activities during their studies. This coincides with what is documented in the Reaccreditation Report from the Bachelor in International Business program in the Tijuana Campus by the Council on Accreditation in Teaching Accounting and Administration (CACECA for its Spanish acronym). The institution has made significant investments in the Information Centers to expand resources, diversify sources of information and have cutting edge technologies.

3. It is necessary for the institution to continue with this type of investment in the Information Centers and that the Center for Development and Academic Improvement (CDMA) offers at least one course for faculty development related to information literacy each semester.

Distance courses are an important opportunity area since, according to the 2020 Plan, students must complete a minimum of 10% of their academic program of education under this scheme. On average, one or two online courses are opened in each of the three campuses from the Bachelor in International Business program twice a year, which are taught using the Blackboard platform.

4. Therefore, it is necessary for the institution to invest in the new available technologies to develop distance education, and that the CDMA regularly offers training courses to teach classes under this modality.

In relation to the facilities, it was identified that in Tijuana there are disagreements, by some students over classrooms, parking, internet service, student life and the Department of International Programs.

5. In this regard, it would be advisable to compare these views with the results of the latest survey of satisfaction and deliver the results in the second half of 2013, in order for the institution to evaluate which improvements in services and facilities can be implemented.

Regulations.

As for the regulatory support during the realization of the self-study, we found that the information was scattered and there was no institutional handbook for this paper. It is noteworthy that the review of the academic programs and the learning assessment, according to the criteria and standards of international accrediting institutions, are relatively new processes in CETYS University. Regardless, we must recognize the progress made and the effort to standardize procedures and improve collection and access to information.

6. In order to continue these initiatives it is suggested to create an institutional guide regarding policies and procedures for the Academies that satisfactorily meet its two specific functions: the review of academic programs and the learning assessments. Note that this coincides with a recommendation made

by CACECA in the last reaccreditation of the Bachelor in International Business Program in the Tijuana Campus.

Curriculum.

The curriculum mapping was established, in general terms, in an organized and sequential way in the three training blocks of the Bachelor in International Business Program. It has a structure of courses covering various topics of the four Program Learning Outcomes (RAPAs for its acronym in Spanish). However, the curriculum and the RAPAs were created in 2004 and in line with the 2010 Strategic Plan of the institution and have had no formal update organized by the Academy, even though the contents of the subjects from the Bachelor in International Business program have a strong influence of the international environment characterized by its rapid change.

It is necessary to update the curriculum taking into account the labor market needs and the objectives of the 2020 Strategic Plan of the institution. This finding coincides with the conclusions of the External Auditor, who notes that there is an urgent need to update the curriculum in response to the realities and current priorities, as well as the position of the accrediting bodies, CACECA and WASC, who consider that the updates should be performed every 5-8 years.

7. In order to prevent that in the future the curricula lags behind the changes in the environment and in particular in the market needs, it is suggested to develop and implement regulations to update subjects semiannually, which should also be compatible with the Professor's Evaluation System. Currently, this system lacks precision in regards to professors being able to modify or update the contents of the courses.

Professors.

Regarding Faculty of the Bachelor in International Business Program, the Self-Study identified 39 professors in the three campuses, of which 24 are women (68%), and 15 are men (32%). Most of the faculty of the Program in Tijuana and Mexicali are full-time professors. 60% of the professors in the Ensenada Campus are subject professors and the remaining 40% are full-time.

As for their maximum degree, 25% of the professors of the Bachelor in International Business program have a PhD, 59% have a Master's degree and 15% have only a bachelor degree. This means that almost 85% of the Professors have a Masters or PhD, percentages that are above system-level statistics.

While the degree data from the Bachelor in International Business Program shows better results than those reported by the total faculty of the institution, it is important to note that 15% of it has a bachelor's degree when they should have, at least, a Master's degree.

In addition, all full-time professors of the Bachelor in International Business Program should be aware of the need for doctoral studies. In the 2020 Strategic Plan, it is established that support will be given to

professors to carry out or complete their doctoral studies. This approach coincides with the view of CACECA and WASC in regards to the issue of professor's training.

8. It is important that the institution continues to promote the incorporation of more professors to PhD programs.

Educational Effectiveness

Learning Assessment.

On the subject of learning assessment, the analysis of the EGEL results in the 2008-2011 period shows that the majority of students in the program achieved satisfactory results above the national average in the first two years. However, in the last two years, the opposite happened as most of the students scored unsatisfactory performance in 3 of the 5 areas of the EGEL, corresponding to: international trade negotiations, international trade logistics and customs management. In the areas 1 (development of business plans) and 3 (application of international trade to the business environment) the results were satisfactory. It should be noted that in 2010, the contents of the EGEL test that the students of the program take was modified, focusing much more in areas of knowledge of the program in Foreign Trade than in International Business.

Analysis of the students' portfolios, starting with their compliance with the four learning outcomes of the program, shows that in RAPA 2 (ability to advise foreign trade companies and potential foreign investors) the performance of the students is barely enough. In particular, we identified the following areas of opportunity: management of administrative processes and customs of international trade, international logistics and international recruitment. As you can see, these areas coincide with the weaknesses in the EGEL results.

The portfolio assessment also indicates that students from the Bachelor in International Business Program students satisfactorily achieved the RAPAs 3 and 4, which are related to the ability to develop sensitivity to the differences presented by the countries in the world and the skills to cope with multicultural organizational contexts. Likewise, CETYS satisfactorily meets the RAPA 1 (clear oral, written and visual expression in English) and have favorable results in developing business plans, which also coincides with the results of the EGEL.

The EGEL is an important national benchmark for measuring the performance of the students in the Bachelor in International Business program, so CETYS University should continue to use it for the measurement of learning.

9. For the second half of 2013, CETYS should determine a minimum score to be obtained in the EGEL as a degree obtainment requirement.

10. Also, it is suggested to start the planning to update the curriculum on the second half of 2013, and

perform the work of renovation during 2014.

The update should address three key issues: 1- The appropriateness of compacting subjects of the accounting and financial areas. 2- To guide five Academic Program subjects to the contents of the EGEL. 3-Include more courses on the Axis 3 of Specialty.

The updated curriculum should be performed using different sources of information, such as benchmarking studies with other universities, consultations and opinion surveys with employers and graduates of the program, the External Auditor's recommendations, EGEL contents, labor market analysis, implications of dual degree agreements and accreditations, and expert's opinion and participation in subjects, including professors who teach the subjects

Retention and Graduation Rate.

According to a comparative analysis of the average retention levels from 2004-2011, it was found that the three Colleges of CETYS University presented similar levels in the first year. However, for the second year it shows that the Colleges of Social Sciences and Engineering maintain retention rates averaging around 80%, while the College of Business –where the Bachelor in International Business program belongs- decreased to a rate of 74%. As for terminal efficiency, there is a similar trend; Social Sciences and Engineering report rates of around 50%, while the College of Business and Administration only reached a rate of 42.8%. It is important to note that regarding these results, CACECA recommends keeping terminal efficiency at least 70%.

11. It is desirable that a more specific study to determine the causes of low levels of retention and completion rates takes place in the institution during the second half of 2013. It can be done using a multifactorial approach that includes financial, family, and sports aspects besides the academics.

Meanwhile, the Academy suggests implement and / or strengthen academic retention strategies such as:

12. Implement Mexicali Tutoring Program from the second half of 2013 and strengthen in Tijuana and Ensenada. For this program to work properly tutoring is necessary to have the support of the School Directors in each of the three campuses.

13. Expand and strengthen the differentiating elements of the Bachelor in International Business Program, particularly by increasing dual degree options and opportunities of internationalization during the program.

14. Increase the number of subjects taught in English according to the goals of the 2020 Plan.

15. Incorporate placement programs in companies that can be linked to any field in the last semesters. It is important to include this proposal as part of the updated curriculum.

16. Implement a program, with the participation of teachers and students scholars with high performance, to provide academic counseling, primarily in the areas of higher failure rate.

17. Strengthen the areas of Spanish and math through remedial materials to reinforce basic skills necessary for students throughout the program.

Population Goals.

In terms of population, the trends analyzed in the period (2006-2011) show that on the issue of enrollment and re-enrollment Bachelor in International Business Program has had a positive performance in the Campus Tijuana and Ensenada, but not in Mexicali, where enrollment has decreased almost 40%. A system level reported a negative rate of growth in the program almost 3%.

The decline in enrollment for the Bachelor in International Business program in the institution contrasts with positive growth rates of around 20% in both the level registered professional, such as total student population CETYS.

The trends identified, including declining enrollment in Mexicali and the smaller participation of the program in the total population of Professional and the entire institution must be analyzed in another, more specialized study.

18. It is advisable to conduct a study in the second half of 2013 to identify the causes of low enrollment in the Bachelor in International Business Program in Mexicali.

Graduate profile.

Regarding the profile of graduates, the self-study identified that the LNI Program is a similar share of men and women, although in Tijuana is slightly higher proportion of men and women in Mexicali. The average age of almost 90% of students on both campuses between 22 and 25 years. I conclude most undergraduate students with high averages, which is related to the financial support received throughout his career. Moreover, it should be noted that almost 70% of LNI students already working at the time of the exam, which is a positive aspect because students gain experience and therefore can aspire to easier access in the labor market in their specialty.

Despite the high average earned by most students of the Bachelor in International Business Program, it must be remembered EGEL results in recent years, in particular the areas of opportunity identified in section Measurement of Learning.

Note that the information obtained from the profile of the graduate of the Bachelor in International

Business Program is limited and was obtained from EGEL reports for the period 2008-2011.

19. It is necessary to design and implement in 2014 an instrument that yields more detailed information on newly graduating students from the Bachelor in International Business Program.

Teachers (Promotion and Development).

The institution has sought in recent years to promote teacher training through CDMA, which is recognized with the Teacher Certification CETYS. However, the courses are more geared for teachers and average ground floor.

20. The CDMA should promote participation of Subject Teachers in teacher training, particularly training related to educational aspects consistent with the educational model CETYS.

Research and Publications

The issue of research and publications represents a major area of opportunity for Teachers Program, and overall CETYS.

21. The institution should promote, in the short term, the researcher teaching position among teachers with proven track record and interest in research.

Curriculum (Accreditation)

Currently the program is accredited by CACECA in the Mexicali and Tijuana campuses, while work for accreditation of the Ensenada Campus began in 2012.

Accreditation CACECA gives LNI Program the opportunity to conduct a self-analysis on improving the teaching-learning process in the areas of accounting and management.

The Bachelor in International Business program, like CETYS system, looking in its graduates a profile that is consistent with best practices and trends worldwide. That is why considerable efforts were made to obtain international accreditation from the Western Association of Schools and Colleges (WASC), which was granted in early 2012.

On the other hand, the system CETYS recently completed the second stage of institutional reaccreditation remains with the Federation of Private Mexican Institutions of Higher Education (FIMPES). The final rule is expected in October 2013 and should be accredited, CETYS be the first institution to do it for the third time.

Also, CETYS University is seeking accreditation in the three campuses, of all business programs at the undergraduate level and Master of Business Administration (MBA) from the accrediting business programs in the United States, Association of Collegiate Business Schools and Programs (ACBSP).

Each accrediting agency gives CETYS University and its programs the opportunity to improve and adapt to the changes in education and market demands. To take advantage of these opportunities is necessary to comply with the recommendations of the accrediting, looking in particular aspects of educational quality.

22. It is desirable, from the first half of 2014, with a committee to monitor and evaluate the implementation of the recommendations of the various accrediting.

11. Glossary

Academies: Groups of CETYS University Professors organized according to the academic programs where they teach. The responsibilities of the Academies include Assessment of Student Learning and Review of the Academic Program

ANS: Not Yet Satisfactory. Standard level implemented by CENEVAL to classify students who score 999-700 points in the EGEL test.

CACECA: Board of Accreditation of Accounting and Administration Instruction. It is an accreditation agency that accredits academic programs in Business and Administration discipline throughout the entire Mexican territory.

CENEVAL: National Assessment Center for Higher Education. CETYS University outsources part of its assessment activities to CENEVAL, so do many universities in Mexico.

College of Business and Administration: It includes the Schools of Business and Administration in Tijuana, Mexicali, and Ensenada campuses. The BIB is one of the academic programs offered by the schools of Business and Administration.

CRAIs: Resource Centers for Learning and Research.

EGEL: Exit Exam for Undergraduate Studies. This exam is an important part of the assessment of academic programs in Mexico. CENEVAL is responsible for designing, implementing, evaluating, analyzing, and disseminating the results of the EGEL.

FIMPES: Federation of Mexican Private Institutions of Higher Education. FIMPES focuses on Institutional accreditation, not program level accreditation.

Portfolio: Evidence of student learning in the form of a project, assignment, exams, essays, and so on, created by students in a course to prove that he/she has achieved the RAIs of the class.

RAIs: Institutional Learning Outcomes.

RAPAs: Program Learning Outcomes.

RVOE: Official Registration Number. Every academic program is required to register with the

Secretariat of Education at the State and /or Federal level.

SD:Satisfactory Performance. Term used by CENEVAL to classify students who score 1000-1149 points in the EGEL test.

SSD:Outstanding Performance. Term used by CENEVAL to classify students who score 1150-1300 points in the EGEL test.

ST: Without Testimony. Term used by CENEVAL to classify students who scored 999 or less in the EGEL test. This term changed to ANS since 2010.

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