

Bachelor in Law

**2013 Program
Review**

**CETYS
UNIVERSITY**

1. Introduction and context.

1.1 Internal context.

Name of the program: Bachelor in Law (LDE), Plan 2006.

Start of the program: August 7, 2001.

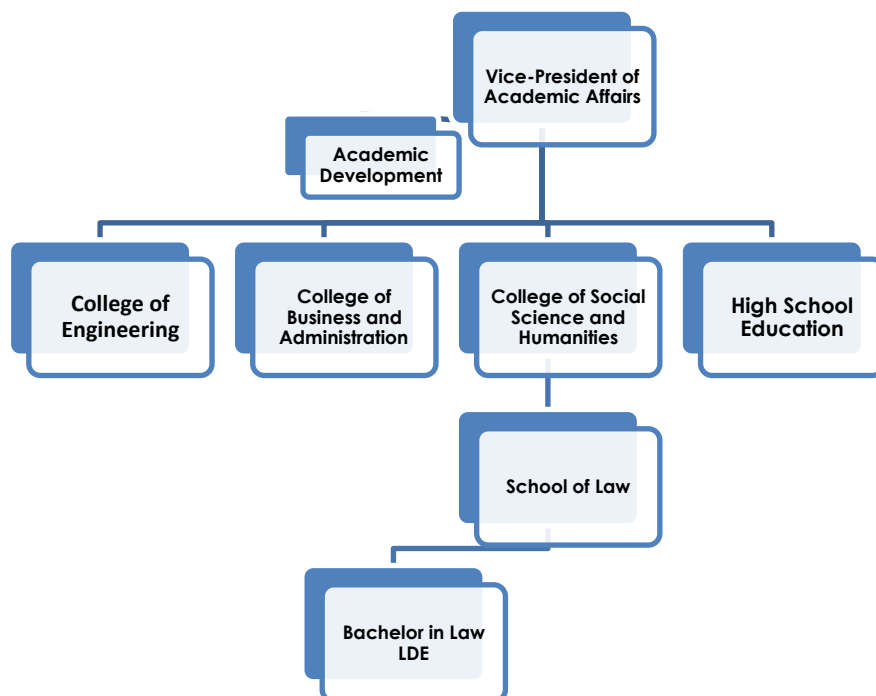
Campus where it is offered and Official Validity of Studies Recognition Number (RVOE):

Mexicali: Since August 7, 2001, registered at the Secretariat of Public Education with validity recognition number 5358.

Modality: Traditional.

Duration of the program: The program is designed to be completed in a period of forty eight (48) months or eight (8) semesters.

College to which the program belongs: The Bachelor in Law pertains to the School of Law. Born in the College of Social Science and Humanities in 2001, from 2009 to 2011 it became part of the College of Business and Administration, then came back to being a part of the College of Social Science and Humanities.



2. General aspects of the program: The program is aimed at high-school graduates who are interested and show vocation for the area of humanities and an education in the area of law.

The student can normally finish the program in 8 semesters or four years, and have to pass 42 subjects. There is the possibility of finishing early if they use the summer and winter periods to take subjects earlier. Since the student who is going to start this program does not have rational experience in it, it is of utmost importance that the School Director explains the following to them:

- The program structure is designed for students who are between 18 and 20 years of age when starting the program, who just finished high-school or finished a couple of years back. There are activities additional to the program structures that were created to encourage comprehensive education. Such is the case of the Entrepreneurial Program, workshops, professional practice, community service, degree obtainment process, conferences, organization of scientific or cultural events such as symposiums, science week, presentations, etc.
- It is necessary that the student improves their English language proficiency during the first semesters. Starting on the fifth semester, they can participate in the academic exchange program, preferably going to international schools, and they can also start linking activities with companies. Toward the final part of the program, and having done what was mentioned before, the student will dedicate a good part of their attention to three activities: professional practice, community service and degree obtainment process. This does not mean that their participation in other activities will not be significant.

The program covers 5248 hours, distributed in the following way: 2624 hours in the classroom and 2624 hours of independent work. The total number of credits is 328. This criterion of hours and credits works for all bachelor academic programs at CETYS.

The student will attend class five days a week, from Monday to Friday.

The institution offers intensive subjects in summer and winter, making sure they have the same duration in hours and the same quality of the subjects taught in regular periods. The necessary academic, physical and administrative for optimal functioning of these intensive subjects must be established; this means offering the services of information center, laboratories, copy center, etc.

3. Background of the program.

3.1. Degree obtainment requirements:

1. Passing the 42 subjects with minimum grade of 70 (in a scale of 100)
2. Community Service (500 hours)
3. Professional Practice (400 hours)

Community service allows the students to give back to society for the benefit of the educational experience each of them has received. En 1945, the federal government created this service as a requirement for obtainment of a university degree, according to the regulatory statute of the 5th Article of the Constitution regarding practice of professions in Mexico, and at the same time giving the educational institutions the authority to create their own internal rules and regulations without contradicting the one mentioned. CETYS University has its own Internal Regulations, establishing in the 6th article the guidelines corresponding to community service and its requirements.

4. General Test for Graduation from a Bachelor's Degree (EGEL for its acronym in Spanish):

Consists of taking the EGEL test applied by the National Center for Evaluation (CENEVAL for its acronym in Spanish) to all graduates of a bachelor's degree program

who request it. CETYS has an agreement with CENEVAL, so the test is applied to all students when they finish the program.

3.2. Analysis of the Mission and Vision of the program: This academic program is in line with the Mission of CETYS University, since it agrees with the objective of developing persons with moral and intellectual qualities, committed with the common good, who can contribute through their activities to the improvement of the work and social environment where they participate as professionals and citizens with a broad humanistic sense.

The Vision of the program is to be the best option in Mexico for the education of professionals in Law, based on humanism and values committed with social welfare, with a world perspective and competitiveness within the context of sustainable development. The Vision of the program confirms the commitment of the institution with education persons with the moral capacity to improve their social environment. Also, sees a lawyer as a professional with the capability to work and compete in a global environment.

4. Analysis and evidence of the quality and feasibility of the program.

Profile of the students: The Bachelor in Law is aimed at any person, man or woman who has finished high-school education and even another bachelor's degree, who has the following profile:

- Interest and vocation for the area of Humanities.
- Interest in obtaining professional education in the field of law.
- Dedication and care for the study of Law and social science in general.
- Ability to develop interpersonal relationships.
- Negotiation skills.
- Ability to learn how to work in interdisciplinary teams.
- Ability to communicate verbally and in written form.

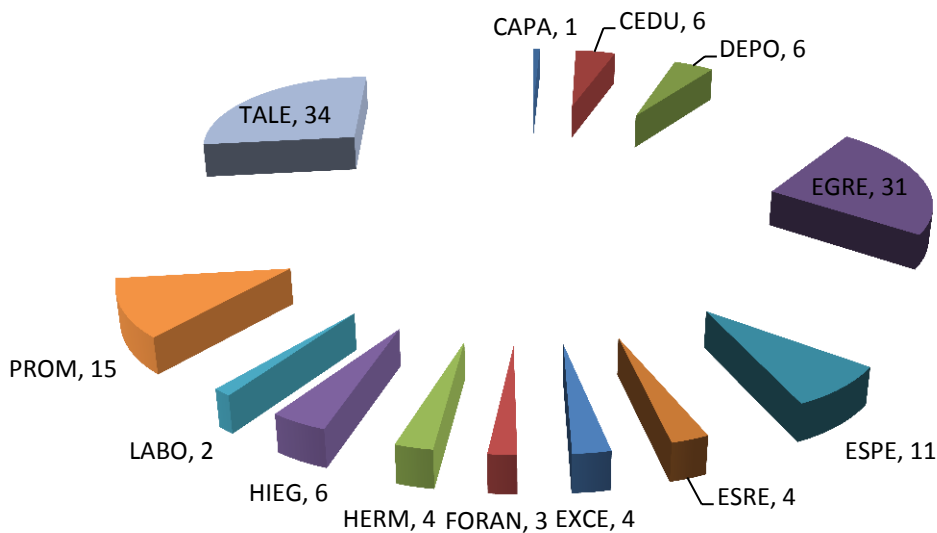
- Analytic-critical, abstraction and argumentation skills.
- Liking for reading technical, philosophical and history texts.

Regarding the financial assistance available for some students to defray their stay in the program, the following information is shared using abbreviations:

ACCU	ACCURIDE SCHOLARSHIP
CAMPUS	INTERCAMPUS SCHOLARSHIP
CAPA	WORK SCHOLARSHIP FOR TRAINING OF PERSONNEL
CEDU	EDUCATIONAL CREDIT
DEPO	SPORTS SCHOLARSHIP
EGRE	GRADUATE DISCOUNT
EMPR	COMPANY SCHOLARSHIP
ESPE	GENERAL DIRECTION SCHOLARSHIP
ESRE	SPECIAL PRESIDENT'S SCHOLARSHIP
EVRA	SPECIAL VICEPRESIDENT'S SCHOLARSHIP
EXCE	EXCELLENCE SCHOLARSHIP
EXTE	EXTENSIVE SCHOLARSHIP
FORAN	FOREIGN SCHOLARSHIP
GULFS	GULFSTREAM SCHOLARSHIP
HERM	SIBLING SCHOLARSHIP
HIEG	GRADUATE'S CHILD SCHOLARSHIP
HONEY	HONEYWELL SCHOLARSHIP
INTE	EXCHANGE SCHOLARSHIP
LABEX	WORK SCHOLARSHIP FOR FORMER EMPLOYEES
LABO	WORK SCHOLARSHIP FOR CHILDREN
MA	ACADEMIC ACHIEVEMENT SCHOLARSHIP
MACRI	MARIA CRISTINA RAMOS SCHOLARSHIP
PING	PRO-ENGINEERING SCHOLARSHIP
PROM	SCHOLARSHIP FOR HIGH GRADE AVERAGE
TALE	TALENT SCHOLARSHIP

2013-1. During this semester, **62** students of the Mexicali Campus were benefitted with one or more types of financial assistance. TALE, EGRE, PROM and ESPE are the ones that stand out.

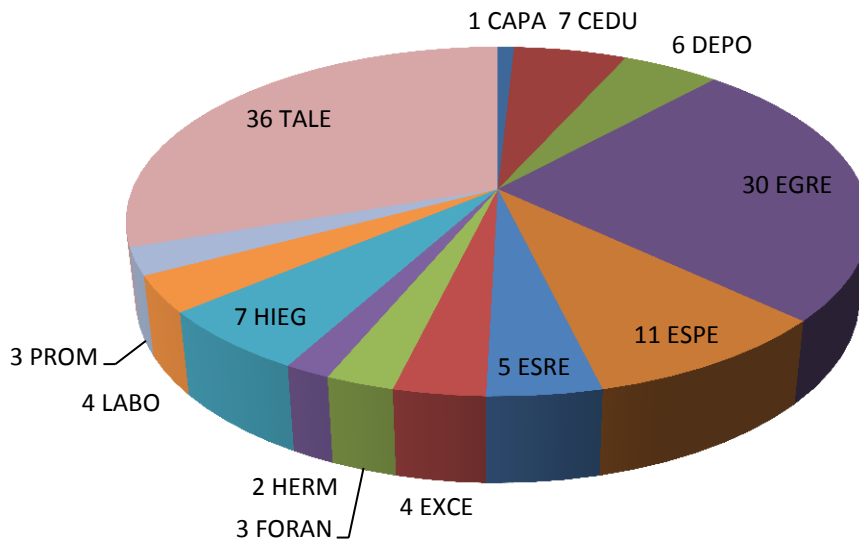
FINANCIAL ASSISTANCE. JAN-JUNE 2013



It is worth mentioning that it is possible for students to have several types of financial assistance at the same time. In this case, we can see that **3** students have **100%** financial support, **8** students have **90%**, **5** students between **89% and 80%**, **3** between **79% and 70%**, **11** students between **69% and 60%**, **4** between **59% and 50%**, **8** between **49% and 40%**, **6** between **39% and 30%**, **4** students between **29% and 20%**; and **10** students have **19% or less**.

2012-2. AUG-DEC. During this semester, **67** students of the Mexicali Campus were benefitted with one or more types of financial assistance. The following are the ones that stand out:

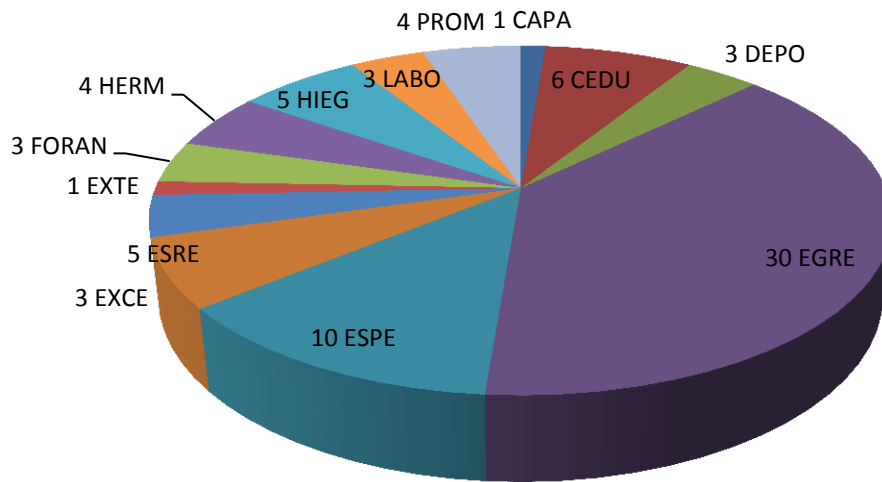
FINANCIAL ASSISTANCE. JAN-JUNE 2012



It is worth mentioning that it is possible for students to have several types of financial assistance at the same time. In this case, we can see that **5** students have **100%** financial support, **7** students have **90%**, **6** students between **89% and 80%**, **3** between **79% and 70%**, **12** students between **69% and 60%**, **7** between **59% and 50%**, **7** between **49% and 40%**, **6** between **39% and 30%**, **2** students between **29% and 20%**; and **12** students have **19% or less**.

2012-1. JAN-JUN. During this semester, **54** students of the Mexicali Campus were benefitted with one or more types of financial assistance. CEDU, EGRE, ESPE, ESRE are the ones that stand out.

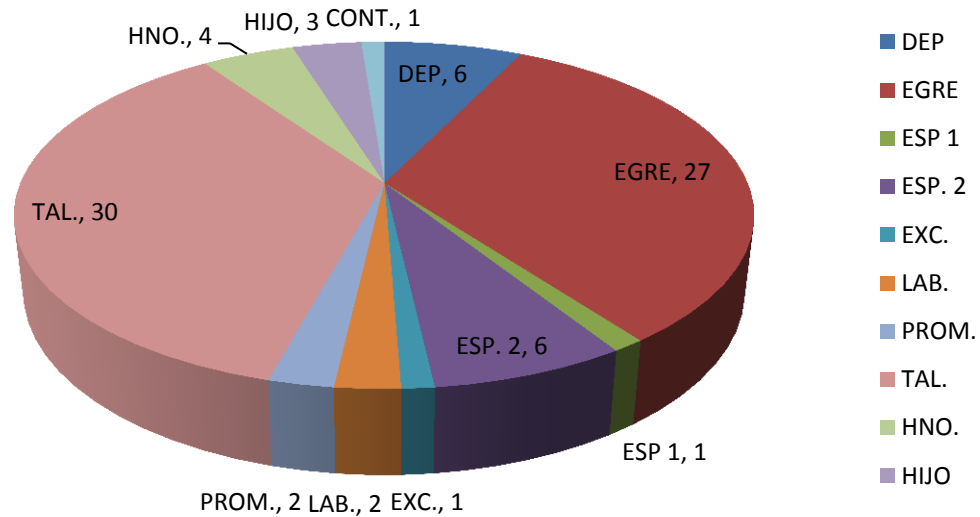
FINANCIAL SUPPORT. JAN-JUNE 2012.



It is worth mentioning that it is possible for students to have several types of financial assistance at the same time. In this case, we can see that **4** students have **100%** financial support, **3** students have **90%**, **3** students between **89% and 80%**, **1** between **79% and 70%**, **4** between **49% and 40%**, **10** between **39% and 30%**, **5** students between **29% and 20%**; and **24** students have **19% or less**.

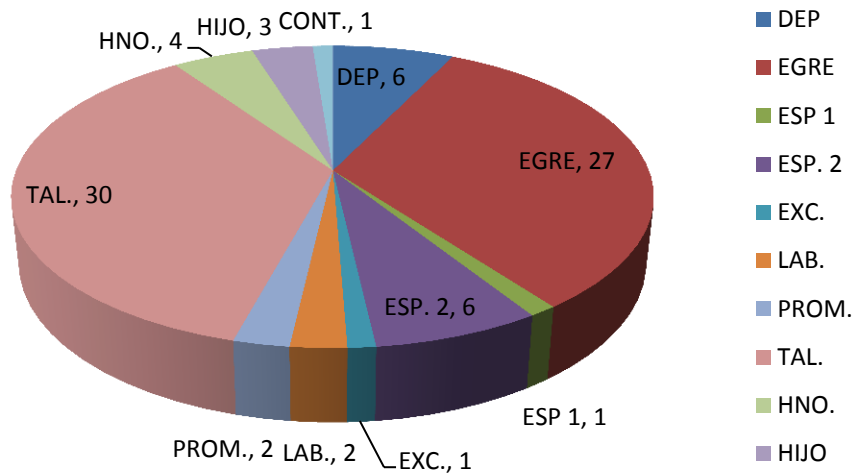
In the Tijuana Campus we saw the following results:

2013-1. During this semester, **40** students were benefitted with one or more types of financial assistance. TALE, EGRE, PROM and ESPE were the ones that stood out.



It is worth mentioning that it is possible for students to have several types of financial assistance at the same time. In this case, we can see that **0** students have **100%** financial support, **0** students have **90%**, **3** students between **89% and 80%**, **2** between **79% and 70%**, **0** between **69% and 60%**, **8** between **59% and 50%**, **3** between **49% and 40%**, **9** students between **39% and 30%**, **7** students between **29% and 20%**; and **32** students have **19%** or less.

2012-2. AGO-DIC. During this semester, **49** students of the Mexicali Campus were benefitted with one or more types of financial assistance. The following are the ones that stand out:



It is worth mentioning that it is possible for students to have several types of financial assistance at the same time. In this case, we can see that **1** student has **100%** financial support, **0** students have **90%**, **3** students between **89% and 80%**, **3** between **79% and 70%**, **1** between **69% and 60%**, **13** between **59% and 50%**, **3** between **49% and 40%**, **11** students between **39% and 30%**, **7** students between **29% and 20%**; and **41** students have **19%** or less.

- **Findings:** It was found that for the Mexicali Campus, the tendency in giving financial assistance so that students can start or stay in the Bachelor in Law program has been going upwards. As a result, in the semester of January-June 2012, assistance was given to 57 students, then to 67 and then to 62. Assistance covers up to 100%. However, for the Tijuana campus, the number of students and percentage of assistance is less. As it can be seen, in the semester of August-December 2012, only 1 student received 100% assistance, but no one received 90%. In the semester of January-June of 2013 there were no 100% or 90% assistance given. The assistance given to the majority of students is of 19% or less.

4.1. Admission of candidates.

To complete the admission process, candidates must hand in the following documents:

- Birth Certificate.
- High-school certificate or equivalent.

Regarding admission test results, the following table shows the statistics of the 2008-2013 periods:

Admission test results statistic for bachelor's degrees. (Mexicali Campus)

SCORE	R < 900		R 900-999		R 1000 - 1099		R 1100 - 1200		R > 1201		Total	
	Test Average	Students	Test Average	Students	Test Average	Students	Test Average	Students	Test Average	Students	Ha	Students
SEM AUG-DEC 2008					1,026.33	3	1,183.50	6	1,295.00	4	1,181.54	13
SEM JAN-JUN 2009							1,184.00	2	1,291.50	2	1,237.75	4
SEM AUG-DEC 2009							1,133.75	8	1,286.00	2	1,164.20	10
SEM JAN-JUN 2010			950.00	1	1,054.00	2	1,155.50	2	1,429.00	3	1,207.00	8
SEM AUG-DEC 2010	897.00	1	953.20	5			1,151.00	6	1,311.92	12	1,179.67	24
SEM JAN-JUN 2011			921.33	3	1,038.00	1	1,133.00	1	1,268.00	1	1,033.83	6
SEM AUG-DEC 2011	255.33	3	977.00	4	1,087.00	1	1,112.33	3	1,314.11	9	1,046.25	20
SEM JAN-JUN 2012			971.50	2					1,327.33	3	1,185.00	5
SEM AUG-DEC 2012			961.33	3	1,026.00	2	1,129.25	4	1304.73	11	1,190.25	20
SEM JAN-JUN 2013	0.00	1	997.00	1	1,064.00	1	1,163.00	2	1,252.00	1	939.83	6
SEM AUG-DEC 2013			991.00	2	1,013.00	1	1,138.88	8	1,269.86	14	1,195.36	25
		5		21		11		42		62		141

Mexicali Campus:

- 3.54% of the candidates scored less than 900 points, the result is: did not pass.
- 22.69% of the total candidates scored between 900 and 1099 points, the result is: conditioned.
- 73.75% of the total candidates scored between 1100 and more than 1201 points, the result is: passed.

Tijuana Campus:

- 1.78% of the candidates scored less than 900 points, the result is: did not pass.
- 30.28% of the total candidates scored between 900 and 1099 points, the result is: conditioned.
- 67.94% of the total candidates scored between 1100 and more than 1201 points, the result is: passed.

- **Findings:** As it can be seen in the results regarding the admission test for both campuses, the percentage of conditioned candidates is 22.69% for Mexicali and 30.28% for Tijuana.

Of the previous data we can say that: In Mexicali in 2009 there were no conditioned candidates, but for candidates with a score of 900 to 1099, CEDE follows up and provides workshops, academic and/or psychological guidance as required until the students become regular.

4.2. Subjects and learning assessment

The Program Review process is based on Learning Outcomes. All subjects have Learning Outcomes that must be lined up with the Academic Program's Learning

Outcomes (RAPAs) and the Institutional Learning Outcomes (RAIs). It is important to mention that RAPAs constitute the main element of this self-study.

Program Structure: The program structure consists of 42 subjects. With the purpose of identifying areas of opportunity in the sequence of the subjects and knowledge that need to be reinforced, we use a scale that clearly identifies subjects of which purpose is to **Introduce, Reinforce or Evaluate** a specific topic.

Code	Name of the subject	HC	HI	TH	Credits
First Semester					
DE406	Theory of Law	4	4	8	8
DE407	Roman Law	4	4	8	8
DE408	Contemporary Legal Systems	4	4	8	8
CS401	Thinking Skills	4	4	8	8
CS400	Advanced Communication in Spanish	4	4	8	8
Subtotal 1		20	20	40	40
Second Semester					
DE409	Family and Succession Law	4	4	8	8
DE410	Criminal Law I	4	4	8	8
DE411	Labor Law I	4	4	8	8
DE412	Theory of State	4	4	8	8
EC400	Globalization and Economic Development	4	4	8	8
CS403	Culture I	2	2	4	4
Subtotal 2		22	22	44	44
Third Semester					
DE413	In Rem Rights and Assets	4	4	8	8
DE414	Criminal Law II	4	4	8	8

DE415	Constitutional Law	4	4	8	8
DE416	General Theory of the Process	4	4	8	8
ID400	Advanced Communication in English	4	4	8	8
CS404	Culture II	2	2	4	4
Subtotal 3		22	22	44	44
Fourth Semester					
DE417	Obligations	4	4	8	8
DE418	Labor Law II	4	4	8	8
DE419	Commercial Law I	4	4	8	8
DE420	Criminal Procedure Law	4	4	8	8
DE421	Constitutional Guarantees	4	4	8	8
Subtotal 4		20	20	40	40
Fifth Semester					
DE422	Contracts	4	4	8	8
DE423	Commercial Law II	4	4	8	8
DE424	Appeal I	4	4	8	8
DE402	Methodology of Research	4	4	8	8
DE425	Administrative and Social Security Law	4	4	8	8
Subtotal 5		20	20	40	40
Sixth Semester					
DE426	Civil and Commercial Procedure Law	4	4	8	8
DE427	Appeal II	4	4	8	8
DE405	Tax Law	4	4	8	8
HU401	Human Being, History and Society	4	4	8	8
DE428	International Public and Private Law	4	4	8	8
Subtotal 6		20	20	40	40

Seventh Semester					
DE429	Tax and Administrative Procedure Law	4	4	8	8
DE430	Customs and Foreign Trade Legislation	4	4	8	8
DE431	Philosophy of Law	4	4	8	8
OP400	Optional I	4	4	8	8
HU400	Human Being and the Environment	4	4	8	8
Subtotal 7		20	20	40	40
Eighth Semester					
DE432	Tax and Administrative Procedure Law	4	4	8	8
DE433	Customs and Foreign Trade Legislation	4	4	8	8
DE434	Philosophy of Law	4	4	8	8
OP401	Optional I	4	4	8	8
HU402	Human Being and the Environment	4	4	8	8
Subtotal 8		20	20	40	40
TOTAL		164	164	328	328

Optional Subjects

Code	Subject	HC	HI	TH	Credits
DE435	Environmental Law	4	4	8	8
DE436	State and Municipal Law	4	4	8	8
DE437	Electoral Law	4	4	8	8
DE438	Introduction to Teaching Law	4	4	8	8
DE439	Bioethics	4	4	8	8
DE440	Legal Logic and Arguments	4	4	8	8

DE441	Financial Law	4	4	8	8
DE442	Civil-Commercial Forensic Practice	4	4	8	8
DE443	Tax-Administrative Forensic Practice	4	4	8	8
DE444	Labor Forensic Practice	4	4	8	8
DE445	Forensic Practice in Family Law	4	4	8	8
DE446	Criminal Forensic Practice	4	4	8	8
DE447	Agrarian Law	4	4	8	8
DE448	Notarial and Recording Law	4	4	8	8
DE449	Banking and Stock-exchange Law	4	4	8	8
DE450	Common Law	4	4	8	8
DE451	Foreign Investment Law	4	4	8	8
DE452	Legislation in the State of California	4	4	8	8

ABBREVIATIONS AND MEANINGS:

HC: Hours of class during the week **under guidance of a professor**, in internal spaces of the institution such as classrooms, centers, workshops, laboratories or external spaces.

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

TH: Total hours dedicated to learning activities in class or independently.

CREDIT: Unit of measurement of the value of a subject, equivalent to 16 hours of learning activities in class or independently.

The structure of the program consists of three blocks:

(a) **General education.**

This part of the structure of the program is common to all programs offered by CETYS University and consists of 10 subjects. With these signatures CETYS aims to give the student of the Bachelor in Law program a global and complete vision of the world's situation, learns to communicate effectively in written and oral form in English and in Spanish, learns to make decisions individually and in group, develop ethical conscience and a commitment with sustainable development and conservation of the environment.

(b) **Basic Education in Law.**

In this part of the structure of the program there are theoretical-practical subjects. 61% of the total subjects of the program, 25 subjects, are dedicated to this particular area, being the most important block in the program. Through the subjects that comprise this block, CETYS seeks that the student acquires a solid education in concurrent areas of professional practice, basic areas of law such as civil and commercial law, criminal law, labor law, administrative and constitutional law and the different procedural disciplines. These subjects will prepare the students for the third block and will open the doors for greater deepening in specific topics, as well as to participate effectively in a professional specialization through postgraduate programs.

(c) **Specific Education in International Corporate Law**

This block includes the 7 subjects where the student will acquire the skills and knowledge related to the corporate and international areas. These subjects define 17% of the structure of the program.

Structure:

LEARNING OUTCOMES OF THE BACHELOR IN LAW.

	Learning Outcomes	Internatio- nalization	Continuous Improvement	Community and Work Service	Entrepre- neurship
RA1	By the end of the academic program, the student will dominate legal terminology in English.	X	X		
RA2	By the end of the academic program, the student will be capable of applying legal skills and knowledge in the solution of problems.		X	X	X
RA3	By the end of the academic program, the student will be able to prepare lawsuits	X	X	X	X
RA4	By the end of the academic program, the student will be able to apply negotiation and problem-solution skills and techniques.		X	X	
RA5	By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.		X	X	
RA6	By the end of the academic program, the student will be capable of designing and documenting the most adequate statutory scheme for the establishment and development of a company of their interest.	X	X	X	X

APPLICATION LEVELS FOR LEARNING OUTCOMES.

I = Introduction (basic)

R = Reinforcement (intermediate)

E = Evaluation (advanced)

CURRICULAR STRUCTURE WITH LEARNING LEVELS AND OUTCOMES.

Code	Name of the subject	RA1	RA2	RA3	RA4	RA5	RA6
FIRST SEMESTER							
DE406	Theory of Law		I				
DE407	Roman Law		I		I	I	
DE408	Contemporary Legal Systems	I	I		I		
CS401	Thinking Skills						
CS400	Advanced Communication in Spanish						
SECOND SEMESTER							
DE409	Family and Succession Law		I	I	I		
DE410	Criminal Law I		I	I	I		
DE411	Labor Law I		I	I	I		
DE412	Theory of State		I				
EC400	Globalization and Economic Development						
CS403	Culture I						
THIRD SEMESTER							
DE413	In Rem Rights and Assets		I	I	I		
DE414	Criminal Law II		R	R	R	R	
DE415	Constitutional Law		I	I	I	I	
DE416	General Theory of the Process		I	I	I	I	

ID400	Advanced Communication in English						
CS404	Culture II						
FOURTH SEMESTER							
DE417	Obligations		R	R	R		
DE418	Labor Law II		R	R	R	R	
DE419	Commercial Law I		R		R	R	
DE420	Criminal Procedure Law		R	R	R	R	
DE421	Constitutional Guarantees		R		R	R	
FIFTH SEMESTER							
DE422	Contracts		R	I	R	R	I
DE423	Commercial Law II		R	R	R	R	R
DE424	Appeal I		E	R	E	E	
DE402	Methodology of Research						
DE425	Administrative and Social Security Law		R	I	R	R	I
SIXTH SEMESTER							
DE426	Civil and Commercial Procedure Law		E	R	E	E	R
DE427	Appeal II		E	E	E	E	
DE405	Tax Law		R	R	R	R	I
HU401	Human Being, History and Society						
DE428	International Public and Private Law	I	R		R	R	

SEVENTH SEMESTER							
DE429	Tax and Administrative Procedure Law		E	E	E	E	R
DE430	Customs and Foreign Trade Legislation	R	E	E	E	E	
DE431	Philosophy of Law		E				
OP400	Optional I						
HU400	Human Being and the Environment						
SEMESTRE 8							
DE432	Tax and Administrative Procedure Law		E	E			
DE433	Customs and Foreign Trade Legislation		E	E	E	E	
DE434	Philosophy of Law	E			E	E	E
OP401	Optional I						
402	Human Being and Ethics						

Effective learning assessment:

Professors dedicate time not only to prepare and teach their lessons, but also to provide tutoring and follow up independent activities that the students do outside of class, of which students report progress in a coordinated and supervised manner.

Blackboard platform is perceived by professors as a great tool to keep in contact with the students and provide information related to the subject they are teaching, since students can catch up on what was seen in class, upload homework, enter discussion boards, etc.

4.3. Student's learning and success.

Institutional Learning Outcomes (RAIs): as consequence of the need to start assessing learning in 2007, CETYS University carried out a curricular restructure, where RAIs were created for bachelor and postgraduate programs. Such RAIs are based on the Institutional Mission and Vision, the Strategic 2010 Plan, the Educational Model and the Values of the Institution. The definition of RAIs was determined by executive personnel of: Vice-presidency of Academic Affairs, Schools and Colleges of Engineering, Social Science and Humanities, and Business and Administration. The following are the four RAIs:

1. Clear and effective communication. By the end of the academic program, the student will be able to express their ideas in Spanish clearly and with appropriate language, either in written or oral form.
2. Continuous learning (learn how to learn, continuous improvement and entrepreneurial attitude.) By the end of the academic program, the student will be capable of searching and analyzing information independently and in teams, with the purpose of them being able to identify opportunities and solve problems.
3. Critical thinking and values (learn how to be and coexist.) By the end of the academic program, the student will have developed and show critical and existential thinking in the context of CETYS values, which will reflect in their academic life and their commitment to social development and the environment.
4. Clear and effective communication in English (exclusive for bachelor programs.) By the end of the academic program, the student will be able to express their ideas in English clearly and with an appropriate language, either in written or oral form.

Learning Outcomes of the Academic Program (RAPAs):

By the end of the academic program, the student:

1. Will dominate legal terminology in English.
2. Will be capable of applying legal skills and knowledge in the solution of problems.
3. Will be able to prepare lawsuits, specific petitions and procedures.
4. Will be capable of applying negotiation and conflict-solution skills and techniques.
5. Will be able to establish methods that allow them to find solution to different legal and administrative conflicts.
6. Will be capable of designing and documenting the most adequate statutory scheme for the establishment and development of a company of their interest.

Learning Assessment: The Academies are a support for the learning assessment process. The Bachelor in Law has an Academy.

Mexicali Campus:

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

1. The Academy will conduct the curricular review of all Higher Education programs of the institution.
2. The Academy has two specific tasks, which are:
 - a. Review of all bachelors and master's degrees' academic programs, and

- b. Carrying out all learning assessment activities related to all CETYS University's academic programs.

It is important to ensure the success of the Teaching-Learning process, which is why there is an institutional model of the learning assessment process:

1. Creation of the learning results of the institution and academic program.
2. Recollection of data and evidence on the student's learning through tests and/or professors evaluation in the classroom and through final projects.
3. Analysis and evaluation of the evidence on how much learning was done.
4. Decision making to improve learning and the pedagogy used.

Student portfolios:

Another instrument used for learning assessment is student portfolios; they are considered because they provide detailed information on the students' learning.

The Bachelor in Law Academy requests portfolios from the professors who teach subjects that help comply with one or more Learning Outcomes of the Bachelor in Law program in introduction, reinforcement or evaluation.

Methodology:

Two of the six Learning Outcomes of the Bachelor in Law were chosen based on the skills that all students of the Bachelor in Law from CETYS must have upon graduation. The following selection criteria was used:

1. Learning Outcomes must correspond to the intermediate and/or advanced level.
2. Consider aspects that support the graduate profile offered by the program as part of its specific education block in Corporate International Law.

- Professors selected to apply the learning assessment should have the professional and teaching experience necessary to do it successfully through the appropriate instrument, and have the time to evaluate the students' projects.

Learning Outcomes of the School of Law	
RA.1	By the end of the academic program, the student will dominate legal terminology in English.
RA.2	By the end of the academic program, the student will be capable of applying legal skills and knowledge in the solution of problems.
RA.3	By the end of the academic program, the student will be able to prepare lawsuits, specific petitions and procedures.
RA.4	By the end of the academic program, the student will be able to apply negotiation and problem-solution skills and techniques.
RA.5	By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.
RA.6	By the end of the academic program, the student will be capable of designing and documenting the most adequate statutory scheme for the establishment and development of a company of their interest.

SELECTED OUTCOMES.

Justification of the selection of subjects for learning assessment:

- Selection of the subjects was done based on the “mapping” of the Bachelor in Law, which shows the subjects that have a direct influence on the learning outcomes.

2. Only the second, fourth, sixth and eighth semesters are considered, since those are the semesters offered for the corresponding period January-June 2013, when the assessment will be done.

Justification of the selection of professors to do the learning assessment:

The criteria to choose the professors that will apply the evaluation instruments and report back the results of the assessment in due time and manner, according to the instructions provided by the institution was the following:

1. Professors with the disposition to participate in this process.
2. Professors with previous experience (preferably) in learning assessment.
3. Professors with the professional and teaching experience necessary to properly do the learning assessment.

SUBJECTS ASSESSED:

LEARNING OUTCOMES (RA)	Assessment level	Minimum level expected	Subject Assigned	Semester	Professor Assigned	Campus	Learning product and evaluation instrument
RA # 2 By the end of the academic program, the student will be capable of applying legal skills and knowledge in the solution of problems.	Introductory	Sufficient	DE409 Family and Succession Law	2	Lic. Ma. Luisa Walther Cuevas.	Mexicali	Research report showing analysis and conclusions. Rubric for final project of the subject
RA # 5 By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.	Reinforcement	Improvable	DE417 Obligations Applicable to RA5	4	Lic. Guillermo Manuel Castro Rico.	Mexicali	Analysis of a contract Rubric to identify the different parts of a contract.
	Evaluation	Outstanding	DE433 Alternative methods for the solution of controversies Applicable to RA2 and RA5	8	Lic. Basilio Martínez Villa.	Mexicali	Creation of a purchasing contract of goods at an international level. Rubric for analysis of purchasing contracts.

	LEARNING OUTCOMES (RA)	Assessment Level	Minimum level expected	Assigned Subject	Sem ester	Assigned Professor	Campus	Learning product and evaluation instrument
RA # 2	By the end of the academic program, the student will be capable of applying legal skills and knowledge in the solution of problems.	Reinforcement	Improvable	DE417 Obligations Applicable to RA2 and RA5	4	Lic. Yadira Ahumada Castro	Tijuana	Practice: 1. Release of Rights contract 2. Release of debt contract 3. Subrogation Pleading Verification list.
RA # 5	By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.	Reinforcement	Improvable	DE405 Tax Law	6	Lic. Cristóbal Hernandez Tamayo.	Tijuana	PENDING TO DEFINE

It is worth mentioning that all portfolios must be available at the Mi Campus Portal in the Electronic Portfolio.

Professors of each subject evaluated the portfolios by applying quantitative and qualitative criterion. An instrument was applied to evaluate the degree of compliance for each subject analyzed with the corresponding Learning Outcomes, according to a scale comprised of four levels: outstanding, satisfactory, sufficient and insufficient.

**I.- BACHELOR IN LAW.
1.1 MEXICALI.
1.1.1 Learning Outcome 2.**

GENERAL INFORMATION:

PROFESSOR DOING THE ASSESSMENT:

Ma. Luisa Walther Cuevas.

ASSESSED LEARNING OUTCOME:

RAPA 2

“By the end of the academic program, the student will be capable of applying legal skills and knowledge in the solution of problems”.

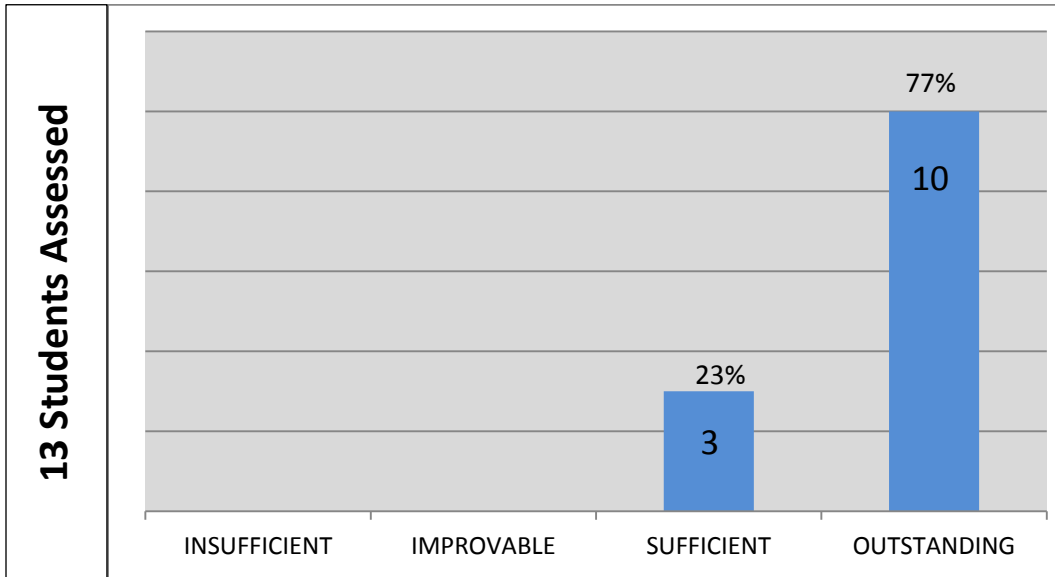
Subject:

DE409

Family and Succession Law.

Expected Level: Sufficient (SU)

**OUTCOMES:
Scales reached by the students.**



Family and Succession Law was the selected subject for learning assessment, with a total of 13 students from the second semester, of which only 3 reached sufficient level and the rest outstanding. These results exceed the expected level for the first three semesters of the Bachelor in Law, and confirm satisfactory learning according to the criterion established in the rubric used to evaluate the projects handed in by the students through the Institutional Electronic Portfolio (PEI for its acronym in Spanish.)

In conclusion, of the 13 students who went through the assessment, 100% participated handing in their projects in due time and manner. As a result of the learning assessment according to SICU, only 23% of the students applied their legal skills and knowledge in the solution of problems in the area of Family Law at a sufficient level, as it was expected for the first three semesters of the program, and 77% did it at an outstanding level, exceeding the before mentioned expectations.

1.1.2 Learning Outcome 5.

GENERAL INFORMATION:

PROFESSOR DOING THE ASSESSMENT:

Lic. Guillermo Manuel Castro Rico.

ASSESSED LEARNING OUTCOME:

RAPA 5

“By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.”

Subject:

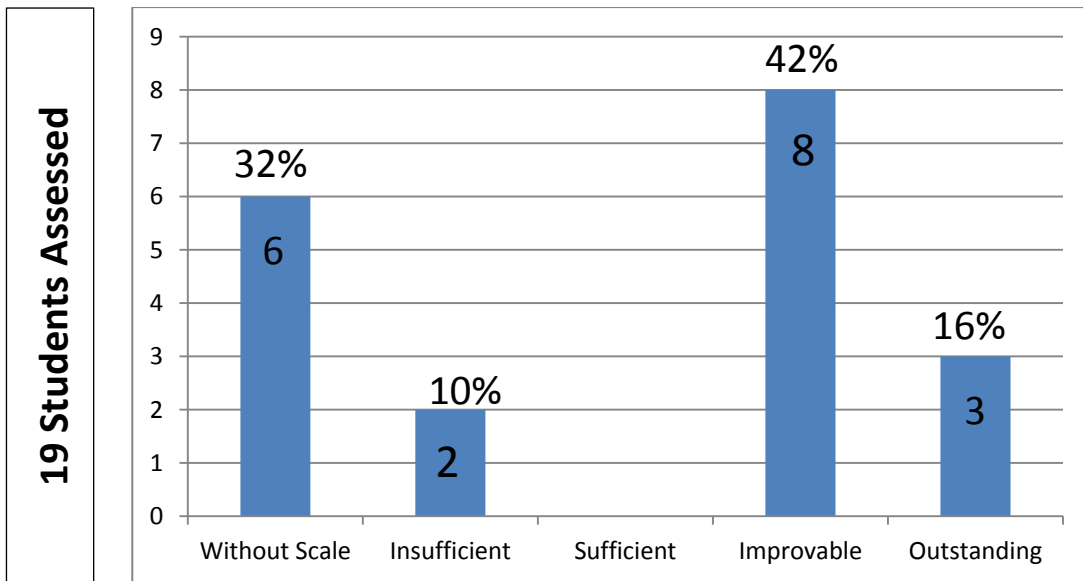
DE417

Obligations.

Expected Level: Improvable (ME)

OUTCOMES:

Scales reached by the students.



Obligations was the subject selected for learning assessment, with a total of 19 students from the fourth semester, of which only 13 handed in their projects; the rest do not appear in the graphic. Two students reached improvable level, and three reached outstanding; these results exceed the expected level (improvable) for the fourth, fifth and sixth semesters of the Bachelor in Law and confirm satisfactory learning according to the criterion established in the rubric used for evaluating the projects handed in through PEI.

In conclusion, of the 19 students assessed, only 68% participated handing in their projects in time, of which 15% did not reach sufficient, 61% reached improvable and 23% exceeded the expectations by scoring outstanding. As a result of the assessment, according to SICU, it can be established that 61% of the students were able to use different methods learned in class through the creation of a contract, which allowed them to find solution to different legal and/or administrative conflicts at an improvable level, and 23% at an outstanding level, exceeding the before mentioned expectations.

GENERAL INFORMATION:

PROFESSOR DOING THE ASSESSMENT:

Lic. Basilio Alfredo Martínez Villa.

ASSESSED LEARNING OUTCOME:

RAPA 5

“By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.”

Subject:

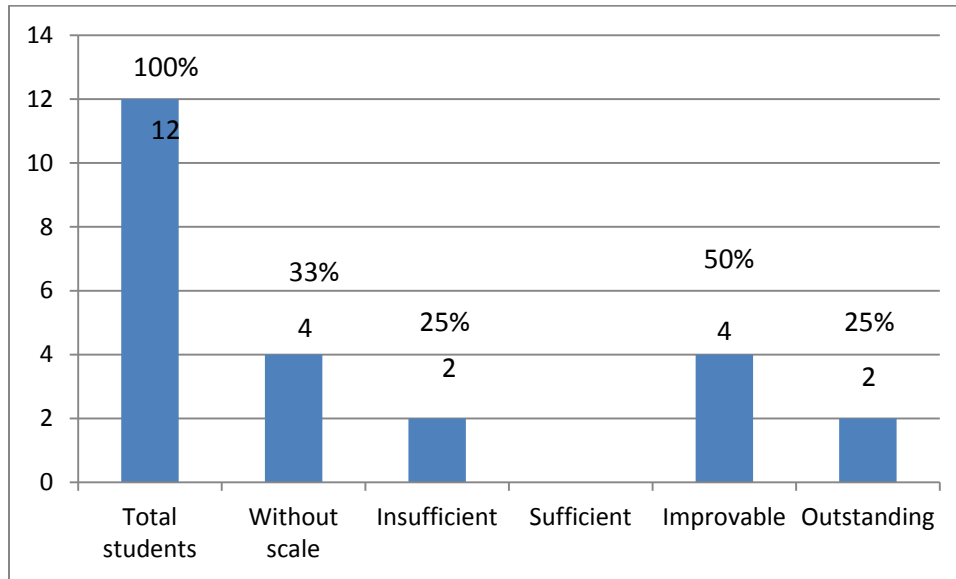
DE433

Alternative methods for the solution of controversies.

Expected Level:

Improvable (ME)

**OUTCOMES:
Scales reached by the students.**



Alternative methods for the solution of controversies was the selected subject for assessment, with a total of 12 students from the eighth semester, of which only 8 participated handing in their projects, and two did not reach the sufficient level; four students reached improvable and two outstanding. These outcomes are below the expected level for the two last semesters of the Bachelor in Law and confirm a non-satisfactory learning level according to the criterion established in the rubric used to evaluate the projects handed in through PEI.

In conclusion, of the 12 students assessed, 67% participated by handing in their projects in time. As a result of the assessment according to SICU, it can be said that only 50% of the students who handed in their projects were able to establish in an improvable way, different methods that allowed them to find solution to legal and/or administrative conflicts in the area of alternative methods for the solution of controversies seen in class, and that only 25% of the projects reached outstanding, as was expected for the eighth semester of the program, which placed them under the expected level.

1.2 Tijuana.

GENERAL INFORMATION:

PROFESSOR DOING THE ASSESSMENT ACCORDING TO THE 2013-1 ASSESSMENT PLAN:

Lic. Yadira Ahumada Castro.

ASSESSED LEARNING OUTCOME:

RAPA 2

“By the end of the academic program, the student will be capable of applying legal skills and knowledge in the solution of problems”.

Subject:

DE417

Obligations.

Expected Level:

Sufficient (SU)

OUTCOMES:

Scales reached by the students.

Without evidence at SICU for analysis.

GENERAL INFORMATION:

PROFESSOR THE ASSESSMENT ACCORDING TO THE 2013-1 ASSESSMENT PLAN:

Lic. Cristóbal Hernández Tamayo.

ASSESSED LEARNING OUTCOME:

RAPA 5

“By the end of the academic program, the student will be able to establish different methods that allow them to find a solution to different legal and administrative conflicts.”

Materia:

DE405

Tax Law

Expected Level:

Improvable (ME)

OUTCOMES: Scales reached by the students.

Without evidence at SICU for analysis.

- **Findings:** In the Mexicali Campus, regarding RAPA 2 for the Family and Successions Law subject, we found out that the students exceeded the expectations reaching “Outstanding” level in 76% of the assessed projects. Also, 26% reached the expected level, meaning that 100% of the projects assessed reached the expected level.

Regarding RAPA 5 for Obligations, it can be seen that 83% of the projects reached the expected level or exceeded it. However, 16% reached an inferior level.

Regarding RAPA 5 for Alternative methods for the solution of controversies, it can be said that 75% reached at least the expected level, but 25% of the total assessed projects reached a superior level. However, it cannot be left unnoticed that 25% of the assessed projects did not reach the expected level.

5. Analysis of the program’s retention and graduation rate:

16 students enrolled in the Tijuana Campus in 2009. Of those students, 12 were male and 4 female. Of this generation 50% of the students stayed until the fourth year, 33.33% of the males and 75% of the females. 5 of the students who enrolled in 2009 have graduated and 2 more are still in the program.

In 2008, 14 students enrolled in the Mexicali Campus, of which 8 are male and 6 are female. Of this generation, we can see that 86% stayed until the fourth year: 75% of the male students (6), 100% of the female students (6). Regarding the generation that started the program in 2009 comprised of 10 students, of which 4 are male and 6 are female, 60% stayed: 3 male (75% of the total males who enrolled), and 3 women (50% of the total females who enrolled)

6. Evaluation of full time and adjunct professors.

6.1. Faculty.

In the Mexicali Campus, the professors supporting the program are all members of the School of Law. Part-time, full-time and adjunct professors were involved in the development of the structure of the program.

Currently, there is only one full-time professor and the support of other professors who share their experiences with the students. We hope to invest more resources in hiring more part-time and full-time professors for the program, according with CETYS 2020 Plan.

There is one full-time professor who normally teaches subjects in this program. It stands out that some professors, even though they are adjunct professors, have supported this program from the beginning, getting involved in the curricular design, selection of bibliography, determination of evaluation methods, etc. with the purpose of promoting the program and its humanistic profile of personalized service for each student.

6.1.1.Productivity of full-time professors: The only full-time professor of the program has done research work and has some publications in magazines and newspapers.

6.1.2.Evaluation of full-time and adjunct professors.

Part-time and adjunct professors undergo evaluations that are carried out through the application of instruments to students and professors, based on what was established in the Professor Evaluation and Retribution System (SERP for its acronym in Spanish), which originates from CETYS University's educational model and is integrated by the following sub-systems:

- a) Professor Performance Evaluation (60 points).
- b) Institutional Tasks (20 points).

c) Education (20 points).

The Institutional Tasks and Education sub-systems only apply to full and part-time professors.

The Professor Performance Evaluation sub-system, which applies to subject, full-time and part-time professors, is structured in the following way:

1. Subject Planning. It evaluates how the professor teaches the subject.

1.1. Subject program design. It refers to the fact that the professor makes adaptations to the program, previously created by experts.

1.1.1. Subject program adaptation. It evaluates the adjustments made by the professor to the program he receives from the institution, regarding evaluation criteria, learning activities inside and outside of the classroom, resources, bibliography and time distribution, with the purpose of adapting it to the characteristics of the group to which the subject is going to be taught.

1.1.2. Compliance with the subject program. Evaluates the progress in the development of the subject according to what was established in the program.

1.2. Syllabus. It refers to the fact that, at the beginning of the semester, the professor talks with the students about the characteristics of the subject according to the following:

1.2.1. Learning outcomes. It evaluates talking about the knowledge, skills and/or attitudes, learning outcomes or competencies that the students will develop throughout the subject.

1.2.2. Contents. It evaluates talking about the different topics that will be covered in the subject.

1.2.3. Participation of the professor and the student in the learning process. It evaluates talking about the role of learning facilitator played by the professor, as well as the active role that the student should have, in relation with CETYS University's educational model.

1.2.4. Teaching resources. It evaluates talking about teaching and/or electronic resources that will be used for the development of the subject.

1.2.5. Evaluation criteria. It evaluates talking about how the evaluations are going to be in relation to products, activities, etc., as well as the corresponding scores for each.

2. Facilitation of learning. It evaluates the way in which the professor uses different learning activities and resources to facilitate learning of their students, also punctuality and attendance.

2.1. Comprehensive learning.

2.1.1. Promotion of achievement of the institutional learning outcomes. It evaluates the fact that, throughout the period, the professor promotes clear and effective communication, continuous learning, critical thinking and values, as well as tolerance to diversity through different learning activities, either in group or individually.

2.2. Educational technology.

2.2.1. Use of teaching resources. It evaluates the use of resources such as whiteboard, projector, overhead projector, study guides, printed materials, exercises, tutorials, etc. for the facilitation of learning.

2.2.2. Use of electronic resources. It evaluates the use of resources such as the internet, e-mail, Blackboard or other similar learning platforms for the facilitation of learning.

2.3. Tutoring. It evaluates the fact of offering tutoring for clearing up doubts regarding the topics seen in class, homework, projects, etc.

2.4. Punctuality and attendance. It evaluates the fact that the professor is punctual for every session throughout the whole semester.

3. Evaluation of learning. It evaluates the way in which the professor uses different evaluation resources to identify how the students are achieving the expected learning, and giving them feedback. Also, it evaluates opportunity for registering and giving grades according to the periods indicated in the school calendar.

3.1. Techniques and instruments.

3.1.1. Use of techniques and instruments to evaluate learning. It evaluates the use of a variety of evaluation techniques and instruments such as written tests, presentations done by the students, participation in class, homework, rubrics, written projects, self-assessment, group assessment, application projects and research reports.

3.2. Feedback to students.

3.2.1. About learning products. It evaluates the fact of making observations to the students about their homework and projects with the purpose of helping them improve.

3.2.2. Regarding the learning process. It evaluates the fact of making observations to the students regarding their participation in the different learning activities.

3.3. Giving grades. It evaluates registering and giving grades in the periods indicated in the school calendar.

The distribution of points for each evaluation criteria is shown below:

6.2. Tendency of the evaluation of full-time and adjunct professors: Below are the statistics of the results of the professor evaluations from the 2008-2 to 2013-1 periods corresponding to the Mexicali campus:

2008-2	
SUBJECT	SCORE
Maximum	91.68
Minimum	55.2
Average	73.44

2009-1	
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SUBJECT	SCORE
Maximum	93.9
Minimum	47.24
Average	70.57

2009-2	
SUBJECT	SCORE
Maximum	90.56
Minimum	44.88
Average	67.72

2010-1	
SUBJECT	SCORE
Maximum	90.8
Minimum	68.82
Average	79.81

2010-2	
SUBJECT	SCORE
Maximum	87.64
Minimum	74.76
Average	81.2

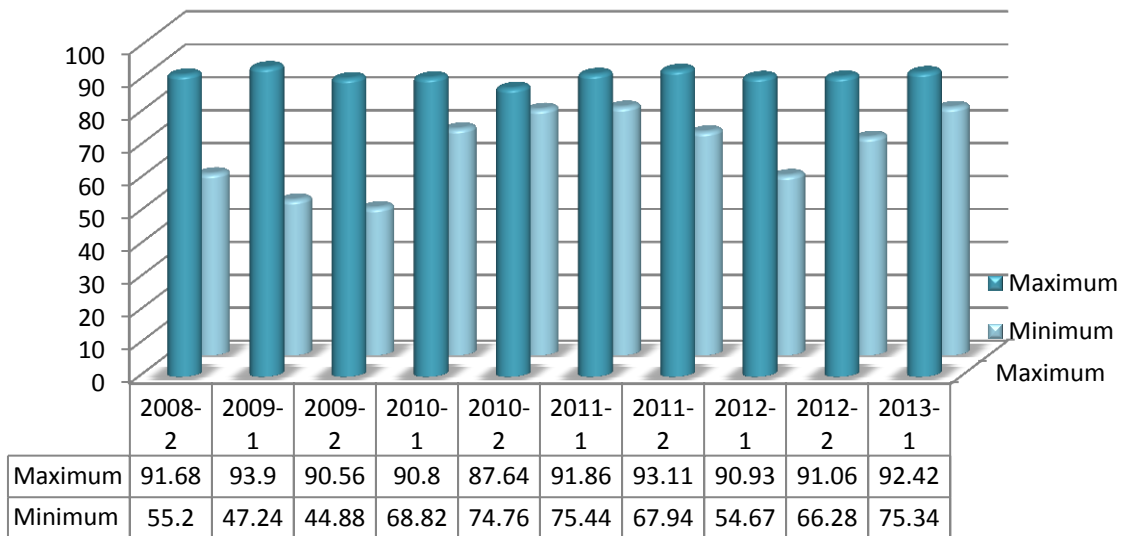
2011-1	
SUBJECT	SCORE
Maximum	91.86
Minimum	75.44
Average	83.65

2011-2	
SUBJECT	SCORE
Maximum	93.11
Minimum	67.94
Average	80.53

2012-2	
SUBJECT	SCORE
Maximum	91.06
Minimum	66.28
Average	78.67

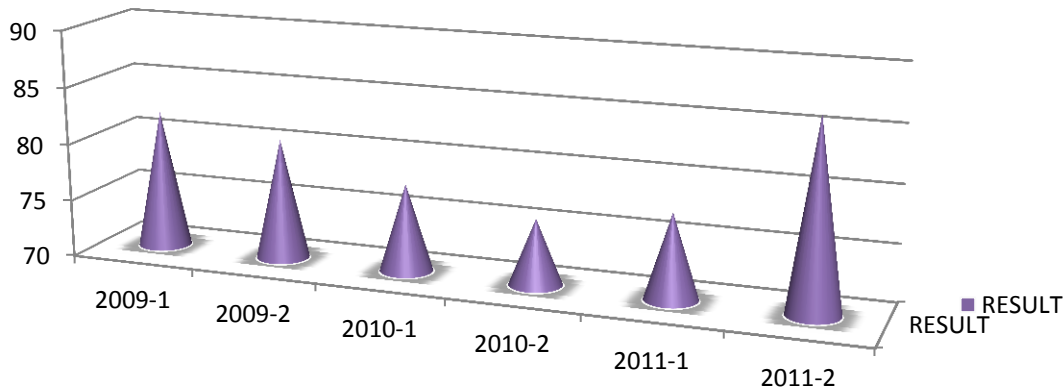
2013-1	
SUBJECT	SCORE
Maximum	92.42
Minimum	75.34
Average	83.88

Adjunct professors Evaluation



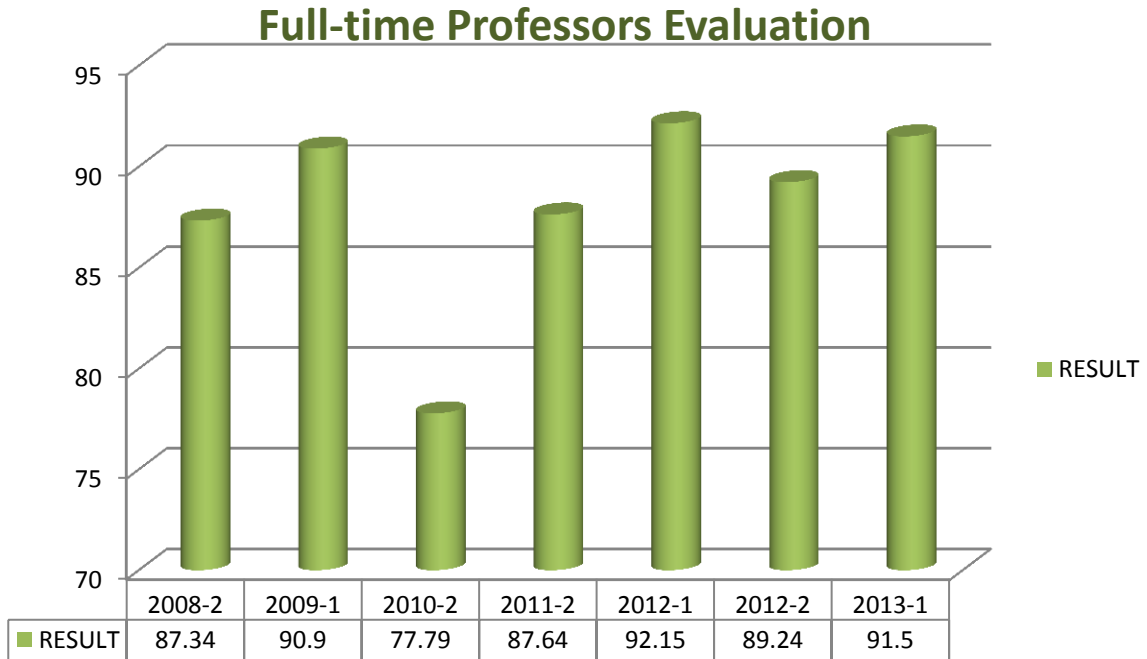
Results corresponding to part-time and full-time professors:

Part-time Professors Evaluation



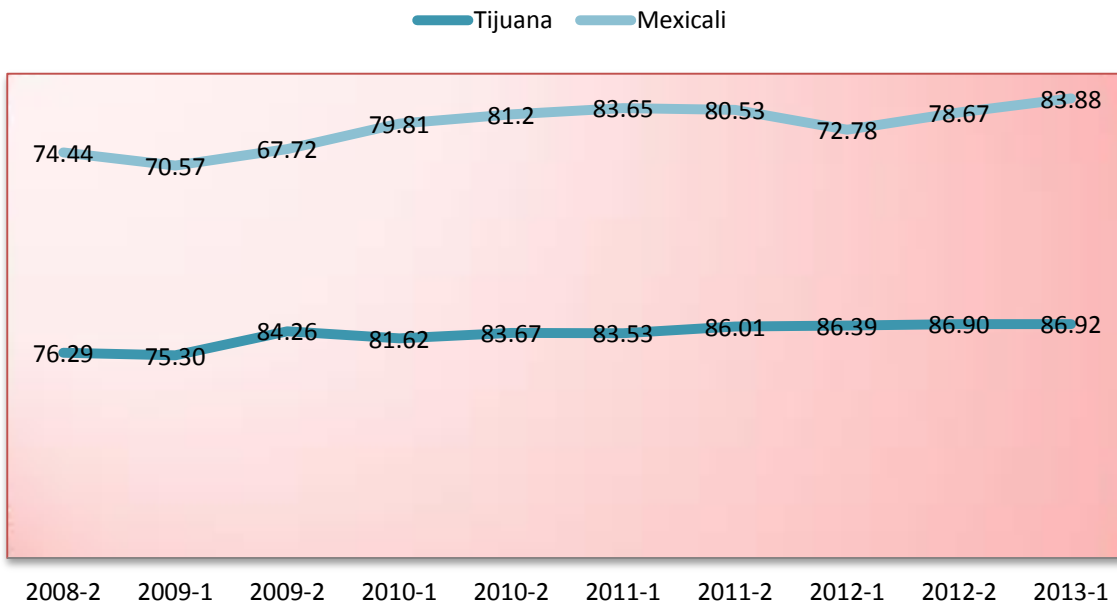
	2009-1	2009-2	2010-1	2010-2	2011-1	2011-2
RESULT	82.15	80.61	77.73	75.82	77.5	86.55

Regarding part-time professors, as it can be seen in the graphic, there were only one or two of them in the 2009-1 to 2011-2 period. There are currently no part-time professors.



In the case of full-time professors, it can be seen in the graphic that during the 2008-2 to 2013-1 period, there were some semesters where there were no subjects being taught by full-time professors. One or two of them have supported the program.

Tendency of the professor evaluation in the Mexicali and Tijuana campuses is shown below.



- **Findings:** For the Mexicali Campus, it can be seen that of the 20 professors who teach Law subjects, only 1 is a full-time professor, who is also the coordinator of the Program. The rest of them are adjunct professors, and the tendency of their evaluations from the subjects taught from 2008-2 to 2013-1 has been 67.72 at the lowest point and 83.88 at the highest. This shows that the minimum score (85) has not been reached. In the Tijuana campus, even though they scored 75.30 in 2009-1, in the last four periods (2011-2 to 2013-1), they exceeded the minimum of 85 and have maintained a tendency of more than 86 and it is increasing.

7. Evidence of feasibility and sustainability of the program.

7.1. Tendency of new-enrollment student population (5-8 year period):

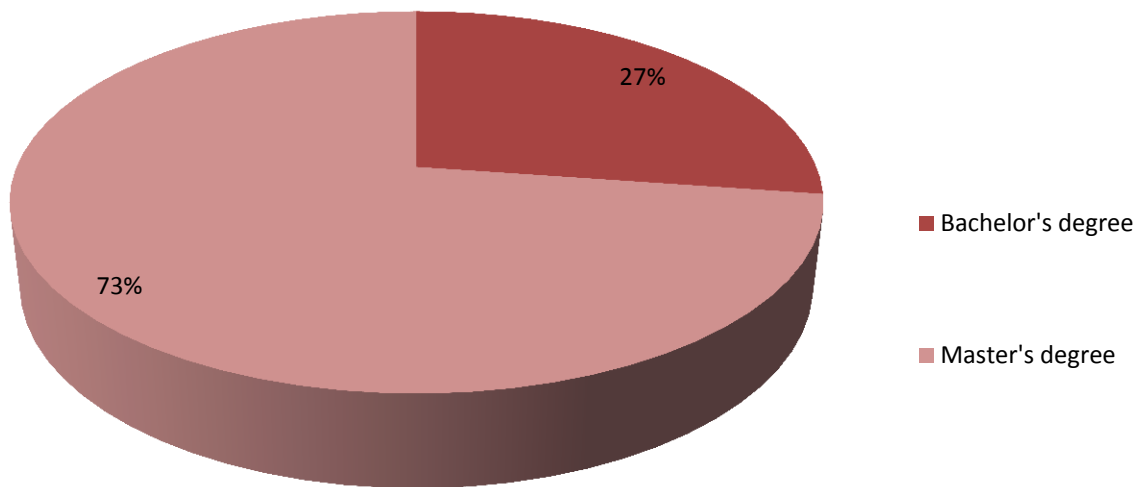
CAMPUS	2008	2009	2010	2011	2012	DIFFERENCE
Mexicali	14	10	21	18	18	4
Tijuana	3	16	5	7	18	15

- **Findings:** The number of new-enrolment students for the Bachelor in Law program has increased in both campuses; however, there is very little difference between new-enrollment in 2008 and 2012.

7.2. Resources

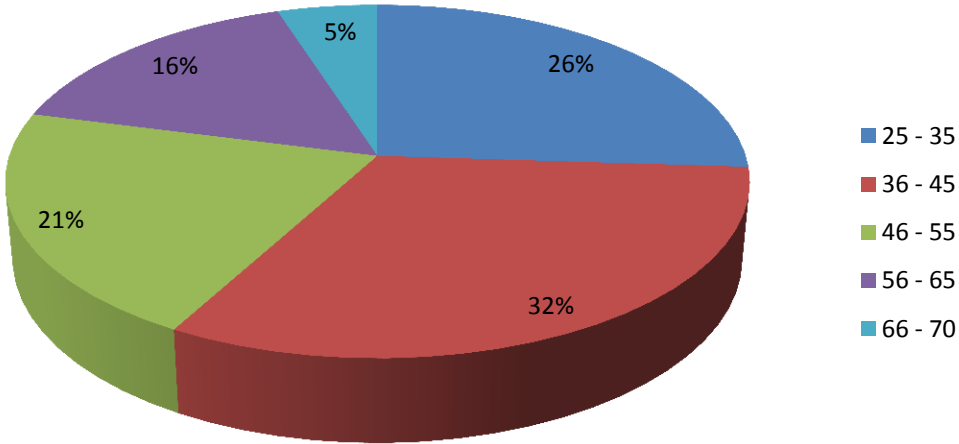
The Tijuana campus has 11 professors with an average age of **43.9** years and **19.2** years of professional experience in average.

As it can be seen in the following graphic, 73% of the professors have master's degrees, while 27% have bachelor's degrees.

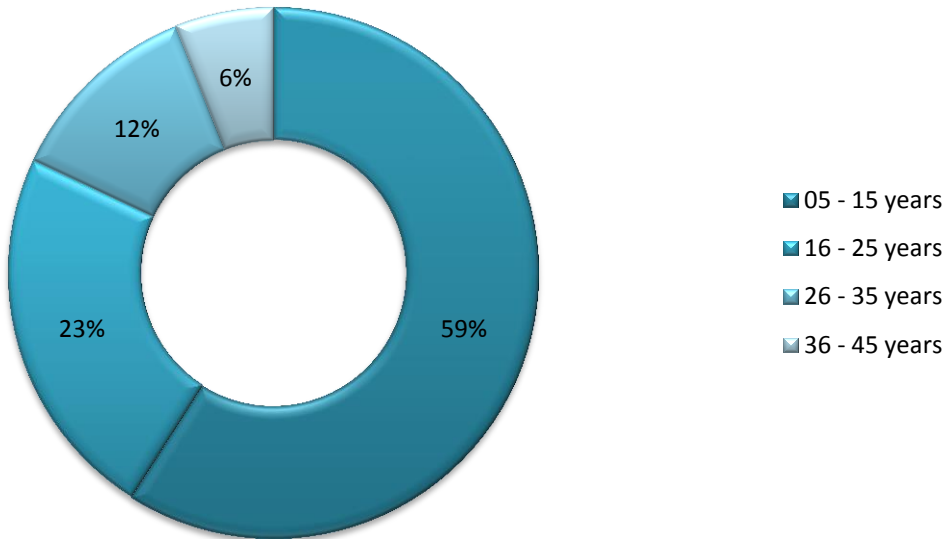


In the Mexicali campus, there is only one full-time professor; the other 19 are adjunct professors. The following information is shown: age, academic degree, and years of professional experience.

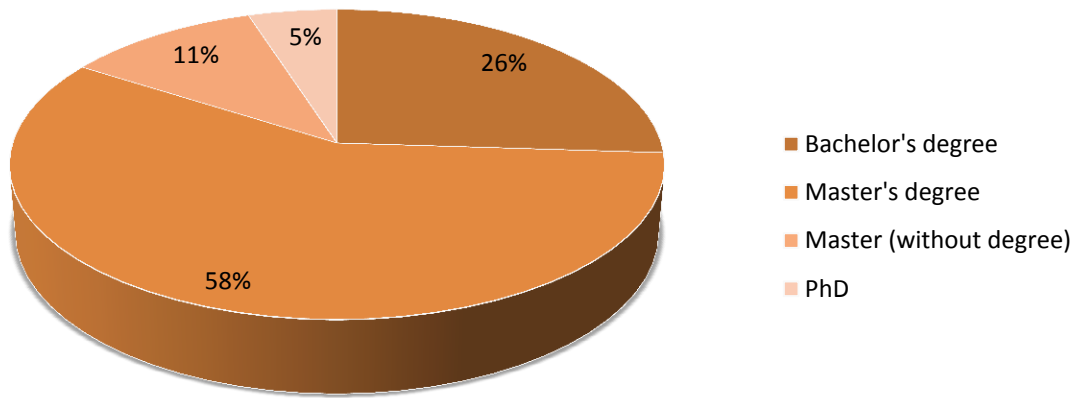
Average age: 44.2 years.



Average years of professional experience: 17.6 years.



Academic degree:



- **Findings:** It is important to mention that there are adjunct professors (26% in Mexicali and 27% in Tijuana) who still have only bachelor's degrees, so what was established in the 2020 Plan has not been achieved yet.

7.3. Support and services for students:

The services available for students in this program are provided and/or managed by the coordinator. The activity consists of guiding the students and referring them to the areas where they can get help for what they need, for example: academic orientation, financial assistance, etc. Once the need of the student is identified, they are sent to the appropriate department.

Student orientation:

There are informative and study sessions given by the coordinators of the program to address the following topics: establishment of the institution, its mission, vision, values and educational model, introduction and mission of the program and extracurricular activities such as professional practice. The student is also trained on how to use the database for accessing articles and books of the library, either printed or electronic.

Academic tutoring program:

This program has the purpose of encouraging in the students the responsibility of seeking support to understand and improve their development in the basic science of the program. This is achieved with the help of professors and students with scholarships who choose to complete their scholarship service hours by being peer tutors.

Tutoring:

In other bachelor programs offered by CETYS University, there is academic tutoring and counseling, which are given by professors in a continuous way, according to the needs of all the students.

- **Findings:** In the Mexicali campus, the academic tutoring program is not being implemented in the Bachelor in Law program, neither the tutoring program because there are not enough full-time professors to carry it out. Even though it is true that adjunct professors provide tutoring to the students, they do it in between their professional and personal activities, so the students are lacking this support in a continuous way. It would be very significant to have it for better understanding of the subjects.

Our institution has the Student Development Center (CEDE for its acronym in Spanish), which has the purpose of contributing to the academic and personal development of our students. This center is responsible for providing the admission, vocational, educational and personal counseling, as well as for providing information related to the student's development to their professors, program coordinators, school directors and parents as needed. CEDE has the task of applying the admission tests for the three levels (High School, Professional and Postgraduate) and making sure that the admission criteria is being met. They also offer personalized and/or group counseling to all students who require it and request it, either for having low academic performance issues and/or because they are going through personal issues. CEDE also offers human development programs for all students and aims to contribute with the institutional goal of student retention and graduation rate.

- **Psychological counseling**: From the beginning, CEDE has had the priority of offering and giving psychological counselling to the students that require it at a personal level, with the purpose of making the students feel supported and giving a balance to their academic life. In this way, all students who voluntarily seek orientation at a personal level are able to receive it. Professors have made the commitment to send students to CEDE when they see alarming behavior such as not attending class, poor integration with the group, hyperactivity, depression, lack of concentration, aggressiveness, etc.

- **Attention to students who fail**: The purpose of this process is to make critical students aware of their grades and make them feel responsible for the changes they need to make to achieve better performance and avoid dropping out. For CEDE, critical students are those who have more than 15 absences in an evaluation period. At the beginning of every semester, program coordinators receive a list of students with failing rates in the previous semester, so that they are aware of the academic situation of those students when they enroll. Also, they are reminded of the importance of referring students with academic issues so that they can receive counseling before the first evaluation.

Academic life: Support services provided by the Department of Student Affairs are:

Creation and development of an inter-institutional space that contribute to the comprehensive education of all students through their participation in cultural and sports activities that encourage understanding of behavioral rules and habits that will contribute to their fulfillment as persons.

Our institution offers cultural workshops for students at no cost.

It is important to mention that the representative groups of our institution are cultural or sports ambassadors that contribute to the creation of a sense of belonging and care for their Alma Mater, as well as a sense of social responsibility for CETYS University and the community.

I. Representative groups.

1.1. Support for CETYS cultural representative groups:

- Contratiempo Orchestra
- Entre la “C” dance group
- Aristófanés theater group
- Solsticion singing group

1.2 Community support actions.

- Campaign for the Mexican Red Cross annual collection.
- UNIRED program to support natural disaster contingencies.

- Support for non-governmental organizations such as orphanages, nursing homes, etc.

II. Internal promotion of cultural and sports activities where students can participate.

2.1 Cultural workshops:

- Singing and vocalization
- Painting
- Plastic arts
- Chess
- Jazz dance
- Digital photography
- Cinema appreciation

2.2 Art exhibitions created by students, professors, local artists.

- Concerts
- Literary presentations
- Paint and photography exhibitions

2.3 Organization of internal sports tournaments.

- Soccer
- Softball
- Football 7
- Basketball
- Baseball
- Individual sports

III. Other student activities.

- Campaign to elect a queen for CETYS.
- Student Association election.

IV. Encouraging a healthy lifestyle.

4.1 Fitness classes are offered each semester.

4.2 100% support for students who request first-aid service.

4.3 Preventing and keeping the campus free of the consumption of legal and illegal drugs through a preventive program that offers workshops and conferences for responsible lifestyle, and application of anti-doping tests.

Community service.

Students provide community service to areas of the population considered as vulnerable due to their lack of economic, social and cultural resources. It is necessary to encourage in the students the conscience of contributing to the improvement of society, which is an important part of their professional development.

It is a way of thanking and giving back to society for the benefit of having access to education.

In 1945, the federal government established community service as a requirement to obtain a bachelor's degree. According to the Regulatory Law of the 5th constitutional article regarding the exercise of professions, educational institutions have the authority the federal government.

Cetys University has its own Internal Rules, regulating community service in its 6th article.

It is important to mention that the Bachelor in Law has a Community Service program called "Legal Consultancy", through which the students provide free legal assistance for different areas of the population with limited economic resources.

The following table shows "Legal Consultancy" provided by the students:

Year	Number
2010	291
2011	643
2012	734
2013-1	673
TOTAL	2341

The areas of law where the most legal assistance is required are: Civil, Criminal and Labor.

- **Findings:** There is no infrastructure or space within the Mexicali campus for students to provide legal assistance in an organized and proper way to complete their community service hours. For this reason, we have requested space in different government and private places, even religious associations that allow our students to provide their community service. The disadvantage is that the time and resources for verification of community service hours provided by students are not enough.

International programs.

Students of the Bachelor in Law program at CETYS University are prepared to be highly competitive professionals in the work field. For better development, they have access to participate in international programs, taking subjects in academic exchange programs or courses in universities of other states of the country, even in other countries.

It is worth mentioning that having this experience opens up a lot of possibilities for students, since they get to know other cultures, new places, have the opportunity to know great personalities in the area of Law, and grow academically and spiritually.

From August of 2008 to June of 2013, **24** students of the Bachelor in Law program in the Mexicali Campus have taken subjects or courses at other universities as part of exchange programs.

These universities are:

Universidad de Salamanca (Spain)
Universidad Diego Portales (Chile)
Universidad Mayor (Chile)
Universidad De La Salle Bajío
(Mexico)
Université de Savoie (France)

From August of 2008 to June of 2013, **10** students of the Bachelor in Law program in the Tijuana Campus have taken subjects or courses at other universities as part of exchange programs.

These universities are:

Universidad de Salamanca (Spain)
Universidad Mayor (Chile)
Universidad del Valle de México
(Mexico)
Universidad Anáhuac del Sur
(Mexico)

From 2008 to this date, a total of 34 students of the Bachelor in Law have participated national and international programs.

- **Findings:** It is important to mention that the proportion of students benefitted with international programs is minimal compared to the total student population of the Bachelor in Law program.

8. Information technology and resources

Library: The Library at CETYS University Mexicali Campus currently has 38,207 printed books, including 2583 audiovisual materials (videos and CDs), as well as 130 titles of newspapers and printed magazines, which can be consulted through an online catalog that can be accessed through CETYS's website <http://www.cetys.mx/> and the library's website <http://www.biblioteca.cetys.mx/?page=351>.

There is an automatized system called "Altair", through which the user (student or professor) can consult the available material in the library from any computer with internet access; also, they can get to know the books and audiovisual materials they have loaned and renew them from their home or office without having to go to the library in person or show their cards.

To facilitate teaching and learning, the library has a 27/7 service through different electronic resources in full text: 147,752 electronic books in English and Spanish, 19 databases of different disciplines that include thousands of academic magazines, everything accessible through <http://bibliotecadigital.cetys.mx/>, which can be accessed outside of the campus with an account and password given to every student enrolled.

Also, the library has an electronic room with 20 computers so that students and professors can use the "Altair" system (Catalog) and the Digital Library (electronic books and databases). They can print the articles they find from any computer and do homework or presentations.

There is a training session for new-enrollment students and professors so that they can get to know and learn how to use properly the resources and services offered at the Library. In this training session, they are instructed on the proper use of the catalog and electronic resources, and are explained how to use the books on the shelves, lending policies and individual and group study spaces (individual cubicles and reading rooms.)

Additionally, one-hour classes are given to explain use of a specific database specialized in a discipline, use of APA style and use of the printed resources available at the Library. All of this is done by request of the professor and there is a Training Room with space for 30 people and an Electronic Room for special training.

The Library is open Monday to Friday from 7:00 to 22:00 hrs. and Saturday from 9:00 to 14:00.

The following Law material is available at the Library:

- 8 magazine titles.
- 2820 printed copies.
- 65 audiovisual materials.

➤ **Findings:** In this area, it is important to mention that even though there are enough copies for the program, it is also true that printed copies are from outdated editions. Including laws and other legal ordinance that are constantly being modified.

9. Facilities

ROOMS	MEXICALI	TIJUANA	TOTAL
Audiovisual room / CRAI training room	1	3	4
Auditorium / Student center	1	1	2
Computer laboratory	4	4	8
Library	1	1	2

Group study cubicles	6	7	13
Individual study cubicles	23	34	57
Postgraduate classrooms	11	18	29
Isoptic Rooms	2	0	2
Hearing Room	1	0	1
Student recreation area	1	0	1
Recreation terrace	1	0	1

EQUIPMENT	MEXICALI	TIJUANA	TOTAL
Projectors	13	18	31
Projector screens	13	18	31
Audio system	13	18	31

BlackBoard platform	1	1	2
Mi Campus portal	1	1	2
Wireless internet	*	*	1

- **FINDINGS:** From questionnaires applied to students, we can conclude that they are mostly satisfied with the facilities and resources offered by the institution for their academic, personal and spiritual development.

10. Professors' opinions

	Broaden	Keep	N/A
Duration of the subject (total hours)	Civil-commercial forensic practice, Commercial law, Criminal law, Appeal	Customs legislation, Roman law, Civil law, Tax law	
Contents of the subject	Customs legislation, Roman law, In Rem rights and assets, Commercial law, Tax law, Criminal law, Appeal	Contracts and obligations	Civil-commercial forensic practice, Family and successions law
Learning objectives of the subject	Customs legislation, Roman law, Commercial law	Tax law, Criminal law, Appeal	Civil-commercial forensic practice
Evaluation system of the subject	Roman law, Civil law, Commercial law, Tax law	Customs legislation, Criminal law, Appeal	
Strategies for facilitation of learning of the course	Roman law, Civil law, Commercial law, Tax law	Customs legislation, Criminal law, Appeal	
Theoretical content of the subject in relation with the practical activities outside of class	Roman law, Civil law, Tax law, Criminal law, Appeal	Customs legislation, Commercial law	
Academic activities that develop research skills	Customs legislation, Roman law, Commercial law, Tax law, Criminal law, Appeal	Civil law	

Events and academic conferences with experts (conferences, book presentations, etc.)	Customs legislation, Civil-commercial forensic practice, Roman law, Civil law, Tax law, Criminal law, Appeal	Commercial law	
Book collection supporting the subject	Customs legislation, Roman law, Civil law, Tax law	Civil-commercial forensic practice, Commercial law, Criminal law, Appeal	
Electronic and digital resources supporting the subject (Databases, Blackboard, DVD)	Roman law, Civil law, Commercial law	Customs legislation, Civil-commercial forensic practice, Tax law, Criminal law, Appeal	
Academic infrastructure (classrooms, laboratories, audiovisual rooms)	Civil-commercial forensic practice, Civil law, Commercial law, Tax law, Criminal law, Appeal	Customs legislation, Roman law	