



**CETYS**  
UNIVERSIDAD

**Graduate School of Business**

**Master's in Business Administration  
Program Review  
2010**

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## **1. Introduction.**

Program review processes in CETYS University date back to the early 60s, with the first academic program being launched in 1962. Originally, program review processes were focused on maintaining pertinence in our academic programs and updating content according to regional and national tendencies and needs. Program reviews have been periodic, with cycles of 4 or 5 years between reviews, in concordance with the length of each program so as to have information regarding program completion and overall program efficiency.

These processes were based on the design or redesign of the curriculum, as well as the definition or re-definition of the resources required to deploy the curriculum, such as faculty, infrastructure (labs, etc.), bibliography and information resources. Also, employment after completion and the impact of the academic program with regards to regional and national factors were taken into account. The results were new versions of each academic program with substantial changes that improved the curriculum and co-curriculum.

Program review processes have evolved in CETYS University, now being driven by the definition of institutional and program level learning outcome (and student achievement relating to these), as well assessment processes and an overall focus on student achievement and alumni follow-up based upon these elements. Also, the international / global component or piece is another key element in the evolution of our program review processes. The WASC accreditation process has been a leading factor in this change in paradigm.

The program review process has been re-designed, and re-tooled to allow faculty to organize in academies to analyze each academic program with a strong emphasis on the mission and vision of the program, its educational objectives, student learning outcomes, assessment and student achievement, with the final goal being to identify strengths and areas of opportunity to help in academic decision making processes and academic program improvement. Also, the addition of external reviewers provides important feedback for the work being done by the academies and the overall review process.

A new program review process was designed by the Vice-Presidency of Academic Affairs and Academic Planning and Effectiveness Offices, and deployed via the Colleges, resulting in the CETYS Periodic Academic Program Review Policy in 2008. This was not well received by the faculty who found it too cumbersome and decided to create a “task force” formed by volunteer faculty members who redesigned the process in 2010 into the one that is currently in use. Valuable support was provided by Marilee Bresciani in program review and Gloria Rogers in assessment topics.

The CETYS Periodic Academic Program Review Policy, states that faculty should be organized in Academies, according to areas of knowledge, with the primary functions of these Academies, among other things, is to oversee the Program Review and Assessment Processes in coordination with the College of Business Administration. The business academy works on a system wide level (for strategic processes), in addition to a campus level support for operational and tactical processes.

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On July 30<sup>th</sup> of 2009, the Academies of the different areas were established as follows:

1. **Academy of Business Administration.** This Academy is responsible for business programs and is currently headed by Dr. Scott Venezia based in the Ensenada campus, and the Master's in Business Administration specifically is headed by Mario Dipp (Mexicali campus).
2. **Academy of Engineering.** This Academy is responsible for the different programs in the fields of Mechanical, Industrial, Aerospace and Computer Sciences Engineering Programs at both the graduate and undergraduate levels. The chair of the academy is Dr. Miguel Salinas.
3. **Academy of Social Sciences and Humanities.** This Academy is responsible for the different programs in the fields of Psychology, Criminology, Corporate Law and Education. The current chair of this Academy is Dr. Alberto Gárate.

The College of Business Administration began deployment of the program review processes in 2010 at the graduate level with the Master's in Business Administration to be completed in the first semester of 2011.

This document presents the results generated by the Academy of Graduate Business program review process which is comprised by the following faculty members:

- Mario Dipp (Chair) – Mexicali Campus.
- Francisco Vélez – Mexicali Campus.
- Mónica Acosta – Mexicali Campus.
- Carlos Castellanos – Mexicali Campus.
- Patricia Valdés – Tijuana Campus.
- Víctor Mercader – Tijuana Campus.
- Diana Woolfolk – Ensenada Campus.

The Master's in Business Administration program was launched in 1995 and has undergone 3 major reviews, the latest being in 2004. In 2007, the program underwent an upgrade in the sense that complementary specialization areas were added to the 2004 version to the program in the field of Agribusiness, and as such, is not considered as a major review.

In late 2009, the Master's in Business Administration program began preliminary work on the program review process, led by the Academy of Graduate Business Programs, following the guidelines established by the CETYS Periodic Academic Program Review Process. Work was done via face to face workshops, interviews with employers in local industries, full-time, adjunct and visiting faculty participation, as well as taking advantage of technology, such as e-mail and videoconferencing sessions for distance interaction.

The review components that are presented in this document reflect the methodology that the academy followed to undergo the review process, which begin with an analysis of the Mission and Vision of the program, as well as its educational objectives and learning outcomes, following with the curricular mapping and assessment processes, identifying indicators for student achievement, and the analysis of students, faculty and support resources. It also includes the information gathered from comparative analysis with other programs' external reviewers.

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The areas of opportunity and recommendations identified by the academy during the process and reflected in this document are presented to the College of Business Administration and to the Vice-Chancellor for Academic Affairs, to be considered for implementation in the 2012 versions of the academic programs.

## **2. Mission and Vision.**

For the analysis of the Mission and Vision of the Master's in Business Administration program, we begin with identifying some important historical and contextual information, as well as significant achievements of the program:

- The MBA program has been ranked among the best in Mexico five consecutive years (#15 in the 2011 publication) by CNN/Expansion which is Mexico's main business publication and is the only program in northwest Mexico to be included in the rankings. These rankings are based on the same model as with internationally recognized rankings and includes number of faculty and their degrees, academic rigor and productivity, student selectivity, and student and employer opinions.
- The MBA program has achieved recognition since 2009 by CONACYT (National Council of Science and Technology) under the National Program for Quality Graduate Studies (PNPC), being one of only eight private universities in the country to be included. Among other benefits, PNPC recognition provides access towards scholarship funds to fulltime MBA students. Recognition is awarded only after an extensive review of the program's quality and structure for a period of two years and must then resubmit in order to remain in the program. The following evaluation period begins in November with final results expected by March 2012.
- The program has alumni working in high level job positions in companies such as: Kenworth, Fender, Gulfstream, Goodrich, Skyworks, Emerson, Honeywell, Mitsubishi to name a few and they frequently recruit recent graduates to fill high level positions.
- The program also has alumni working in high level positions in government and the public sector including the current mayor of Mexicali who is a graduate of our business school.

Three main aspects are considered in the analysis of the Mission and Vision of the Master's in Business Administration Program:

- a) Alignment with the institutional Mission and Vision
- b) Impact on regional and national development
- c) Level of alignment of the program with the current educational objectives

*The Master's degree in Business Administration seeks to prepare high level specialists and professionals able to assume leadership in the change processes of organizations, companies, and businesses where they participate by applying with responsibility and innovation the required knowledge according to their specialization field.*

The current mission of the academic program strengthens the institutional commitment of preparing professionals who will be able to excel within the workplace, but it omits their role as persons and their commitment with the community.

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The Master's in Business Administration Program is focused on the following Primary Areas of Knowledge:

- a) Strategy and Policy
- b) Financial Management
- c) Marketing Management
- d) Human Resources Management
- e) International Business

In addition to the above mentioned elements, the CETYS University educational model promotes character development in its students and graduates, which includes critical thinking, a global and international mindset, information literacy, values and contribution to social, economic and technological development and sustainability.

The program mission does not explicitly specify the importance of the “moral capacity” development in students, but it does consider “responsibility”, which implies also a level of accountability, and thus we implicitly refer to the “moral capacity” as mentioned in the institutional mission.

The mission statement of CETYS University is as follows:

*It is the purpose of the Centro de Enseñanza Técnica y Superior to contribute in the education of persons with the moral and intellectual capacity required to participate in an important way in the economic, social, and cultural improvement of the country. CETYS University seeks, as a result, to make indestructible those values that have traditionally been considered as basic so man can live in society in a peaceful way, and satisfy the needs that his capacity to do work allows him.*

The institutional mission points out the following points regarding students:

- Moral and intellectual capacity for the economic, social, and cultural improvement of the country.
- Values for living in society in a peaceful way and the satisfaction of his needs that his capacity to do work allows him.

We understand as moral capacity that the students should be decent, respectful, and noble persons; regardless of the activities they choose to undertake. This would allow them to live a successful life regardless of the socioeconomic level they come from or eventually achieve.

The institutional mission points out the intellectual capacity of alumni suitable for successfully carrying out the work that his/her profession demands. In other words, the value of students as persons and as professionals should be guided towards the “economic, social, and cultural improvement of the country.”

The second part of the institutional mission points out that the students must be able to satisfy their needs through their work and by living in peace with the rest of the persons. Once again, we can detect the existence of the students' ability in their profession as well as the respect to others.

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Taking the above components and elements as guidelines and always with the Institutional Mission and Vision as fundamental foundation blocks, and through a process of review and analysis, the Mission and Vision of the Master's in Business Administration program has been re-defined as follows:

*The Master's in Business Administration Program seeks to have a meaningful and positive impact in the community by way of learning centered approach that will develop leaders with character and a strong set of values who will apply new skills, abilities and knowledge in furthering and improving their management performance within a global context.*

The graduates of the program, certainly, should provide added value for their clients and employers which include public and private organizations in the region. Additionally, considering that management performs a key integrator role in the functional areas of the organization, it is advisable to expand the leadership perspective and the decision making process.

The following objectives stem from the institutional mission and the academic program:

The program is aimed at professionals of different disciplines that seek to deepen their knowledge for improved personal and professional development according to their specialization field in the public, social, and private sectors.

### **3. Student Learning Outcomes.**

The Student Learning Outcomes for an academic program are comprised by two main blocks: Institutional Learning Outcomes and Program Learning Outcomes. Both set of learning outcomes are defined and reviewed by the respective academic groups.

The Institutional Learning Outcomes are four and focus on:

- Verbal and Written Communication Skills
- Critical Thinking
- Continuous Learning/Information Literacy
- Tolerance to Diversity

The Program Level Learning Outcomes for the Masters of Business Administration are defined by the academic members of the graduate business programs have been re-defined to take into account the change in policy implemented by the state education department in relation to the legal structure under which the programs operate.

The program required authorization for each specific major or concentration that was offered. This in turn required eleven different study programs each with its own learning outcomes and objectives. This created increased operational transactions and documentation in our efforts to make changes between majors (finance to marketing) as smooth and transparent as possible for our students but also reflecting a bureaucratic layer that did not add any value to the educational process.

After several interviews and meetings with the state authorities we have received authorization to develop just a single program that will encompass all the selected business

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majors and concentrations. This will reduce internal transactions and documentation but most importantly will allow our program to focus its learning outcomes and not spread its assessment efforts thin.

This document will focus on the analysis and review process for the Program Level learning outcomes done by the graduate business academy.



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**Current learning outcomes:**

There was an initial effort to develop learning outcomes that would apply to all graduate level programs including business, education, engineering, psychology, criminology and international corporate law. There was also one learning outcome for the masters of business administration program and an additional one for each of the majors or concentrations that were being offered.

These made a total of eight learning outcomes for the entire educational process:

- Four institutional learning outcomes
- Two graduate school learning outcomes
- One program level learning outcome
- One Concentration level learning outcome

Given that the program consists of fourteen courses it would require that assessment be applied in more than half of the courses, and that the separation of programs into concentrations is no longer required, the academy participating in the program review concluded that two learning outcomes for the program in addition to the four institutional learning outcomes were adequate to measure students' learning and provide evidence of this thru the application rubrics for each learning outcome.

The two graduate school learning outcomes were:

- Students shall be able to develop applied research projects by using proper quantitative and qualitative techniques as well as information technologies and data bases for the solution of problems related with their specialization area.
- Students shall be able to develop personal and professional competencies with specialized focus for direct application on his/her professional employment or activity.

The learning outcome that applied to all graduates of the masters in business administration program is the following:

- Develop and manage projects that require continuous improvement and innovation within their organization through leadership and the application of knowledge and administrative skills in the areas of finances, marketing, human resources, international business, production processes, economic development, and high management.

The objectives of the program can be re-stated in such a way that we have more objective metrics to measure alumni's success. Likewise, the learning outcomes must reflect the changing needs of the labor market so that the alumni can contribute to the development of the country, and complying with what is proposed in the institutional mission.

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Faculty verifies the students’ portfolios to check the quality of the papers and other evaluation documents such as essays, reports and research projects, in order to detect areas of opportunity, and the alignment of the learning outcomes of the program with the course content.

The quality of the documented evidence provided in the electronic portfolio is evaluated using the following rubric:

Level of achievement reached	Insufficient	Marginal	Acceptable	Outstanding
	< 69 points	70 - 80 points	81 – 90 points	91 – 100 points
The learning objectives of the subject are clearly defined.				
The learning objectives of the subject are aligned with, are least, one of the learning results of the program.				
The evaluation criteria are clearly defined.				
The evaluation criteria are aligned with the learning results of the subject				
The performance of the student demonstrates the achievement of the learning outcomes of the subject.				

For graduate level programs and courses it is required to obtain evaluations that are only IMPROVEABLE or OUTSTANDING to get a passing grade in each course. These would be roughly equivalent to requiring a minimum grade of B to pass each course in the United States educational system using the A to F format. This is in line with similar graduate business programs in the country which requires a higher standard than the C that is accepted at the undergraduate level.

Examples of these are located in electronic portfolios where a platform is being considered to make them available for future analysis or reference, as well as to be used as evidence of student learning.

This analysis was carried out by members of the faculty, including some adjunct faculty which provided insights and deductions on the implications of the evidence and recommendations on the best way to apply the lessons learned through this process into an

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improved program that will provide our students with more opportunities to acquire new knowledge and skills as part of our strategy of continuous improvement.

The graduate school programs are increasingly relying on rubrics to determine with improved clarity and certainty how students are improving in their skills and knowledge in order to fulfill their objective of becoming better executives and professionals in their chosen fields.

Since our program has the objective of training leaders to have positive and lasting impact in the community, they should have knowledge, skills and abilities that are among the very best so they can project these talents across all their chosen field of work.

For this reason the members of the graduate business school faculty have recommended that having students achieve an average of 95 on a scale of 100 is an aggressive yet desirable and achievable goal that would require changes in the current program.

The institutional rubrics that have been applied are:

- Clear and Effective Communication in Spanish (Written)
- Clear and Effective Communication in Spanish (Oral)
- Continuous Learning

The courses that have used the rubrics on a more consistent basis are:

- Strategic Management      (Core Course)
- Macroeconomics            (Core Course)
- Applied Research Project   (Capstone Course)

Other courses have used the institutional rubrics as well, depending on the subject matter, including Statistics and Human Resource Management. Graduate programs accept only the top two levels used in the rubrics as acceptable, making INSUFFICIENT AND SUFFICIENT non passing levels, with IMPROVABLE and OUTSTANDING as the only passing levels. This was determined by the graduate school faculty and took into consideration the current grading system where the minimum passing grade is 8 (eight) from highest grade possible of 10 (ten). The undergraduate programs minimum passing grade is 7 (seven) using the same scale.

**Clear and Effective Communication**

Among some of the findings is that writing ability appears solid when students enter the program but there is still room for improvement, especially while attempting to establish clear conclusions or recommendations. With students gaining an average score of 91 on a scale of 100 using several groups over several years as a basis, overall writing ability achieves the Outstanding grade but just by a couple of points where a grade of 95 or more is recommended.

One of the suggestions put forward has been to require a writing sample from all incoming students to be analyzed by a writing coach and determine the level at which each student is when entering the program with recommendations for immediate improvement and additional writing evaluations during the program.

Another recommendation is that writing and communication seminars be conducted several times a year that should include organizational communication as well as working with modern writing topics such as using email effectively and writing memorandums in a concise manner. This requires effort and skill given that as a French philosopher wrote to a friend “I’m writing you this long letter since I don’t have the time to make it shorter”. These recommendations will be formally developed during 2011 put into practice in early 2012.

Making effective presentations is also important in order to “sell” a concept, idea or plan to different stakeholders and along with the previous recommendation a seminar will be developed to improve this skill. It was agreed that these skills didn’t require a full academic course to in order provide the needed learning given that they provide skills more than any specific knowledge per se.

Among the abilities that are generally considered as essential towards a successful career is effective communication and specifically writing, which requires shaping an idea or argument in a clear and coherent fashion with structure that makes the conveyed message easy to perceive, including providing context, developing ideas, linking sentences, providing references or supporting arguments, attention to detail by using the correct grammar and summarizing the topic in a such a way that the desired effect is reached with the readers. These recommendations will be integrated into the MBA 2011 program and will be put into practice by the second quarter of 2012.

**Continuous Learning:**

Using the continuous learning rubric the main finding is that students don't read in an efficient manner, sometimes not at all, and are accustomed to basically skimming through reading material. This is in line with the fact that people in Mexico read just over one book a year on average even among the better educated population. Students should improve their ability to locate resources that provide answers to the questions or issues that arise as part of their work experience and be able to conduct applied research to find solutions to problems or opportunities that arise in their organizations or projects.

Students' skills in using the information gained should also be better than they currently are and this requires adjustments to the current course offerings. The average grade in this topic is currently 89 using recent results, achieving just an Improvable level and not up to the standards that should be expected for our graduates or for business and community leaders.

One recommendation from this issue has been to include a course or seminar that considers such topics as basic research methods and other ways of acquiring evidence and establishing criteria to form a judgment or to reach a decision to be applied in real world settings. A course in critical thinking and decision making has been proposed by the faculty working on the MBA program review. These changes will be put into practice by the second quarter of 2012.

Our academic programs are professionally oriented and as such are not expected to generate academic research in large volumes but as an academic institution we should develop what could be called a research component where some structures and courses promote academic research and channel the efforts of faculty and students who are interested in contributing to the generation of knowledge. Accordingly, a course should be included to provide just such a channel for these research opportunities.

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Current MBA Assessment Plan														
Code	Name	I	I	I	I	M	M	M	O	O	O	O	O	O
		L	L	L	L	P	P	B	F	M	A	R	N	A
		1	2	3	4	1	2	1	1	1	1	1	1	1
<b>CORE COURSES:</b>														
AD 500	Strategic Mgt		X							X				
CB 500	Accounting													
EC 500	Economics	X										X		
FZ 501	Financial Mgt								X					
II 500	Operations Mgt			X										
MA500	Statistics	X												
MK 500	Marketing Mgt								X					
RI 505	HR Mgt	X									X			
CS501	Applied Research Project	X		X		X		X						

The conclusions of the revision of the students’ learning outcomes are:

After several periods applying the current learning outcomes in several courses, faculty members mentioned in interviews that measuring competencies as part of a single learning outcome was very difficult given that it is such a broad concept and that MPLO1 was very similar to MBAPLO in that they rely on project development. It was recommended by the graduate business academy that the learning outcomes be redefined to a more specific version that could offer more detailed objectives and therefore more relevant results that could be used towards better course design and also improved teaching.

Some aspects to consider in redefining are a set of new issues and contexts and will be adjusted to continue with our continuous improvement strategy and to keep this program as relevant and well accepted by the different interested segments of the community. Some of the specific recommendations that may be adopted include the following:

- Continue training faculty on evaluation based on learning outcomes. This comes as a result of low rates of participation among faculty who teach in the graduate business school. The main reason given has been lack of understanding of how the rubrics apply as well as the technology used for this same purpose.

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- Improved student project management and leadership skills. This comes as a result of interviews with employers in which they are requiring these skills and abilities in increasing fashion since the workplace is becoming ever more geared to project specific goals and less to day to day operations among supervisors and managers. This also requires identifying and training leaders at all level to lead these projects in an efficient manner.
- Update program learning outcomes to take into consideration the institution's 2020 strategic plan. The graduate business academy evaluated adopting some or all of the main strategic points included in the 2020 plan. One of the objectives would be to benefit from institutional efforts and resources that are devoted to such strategies. The changes that would most align with the institutional strategy are global competitiveness and sustainability given their ever increasing relevance in the business world.
- Improve student abilities in critical analysis and decision-making. As a result of interviews with graduates from our program, employers as well as faculty members, both full-time and adjunct, there was a general recommendation that there is a lack of clear and original thinking that comes as a result of being able to analyze different situations and develop improved decision-making skills that are based more on a clear process and less on intuition and impulse which appear to be very common at all managerial levels

#### **4. Curricular Mapping.**

The CETYS University graduate business programs have the following structure and degree obtainment requirements:

- Credit for 14 courses (totaling 84 graduate credits given 6 credits per course) for the 2004 program.

The curriculum for the Masters of Business Administration program contains the following structure:

A.- Students must take six of the following eight core courses

Strategic Management  
Accounting Management  
Macroeconomics  
Financial Management  
Operations Management  
Statistics  
Marketing Management  
Human Resource Management

B.- Students must take four courses from one of the following concentrations

Finance  
Human Resources  
Marketing  
Strategy  
International Business  
Quality Management  
Supply Chain Management  
IT Management  
Economic Development

C.- Students must take three courses from any concentration or from other graduate level programs from this institution

D.- Students must develop an applied research project.

As stated above, students need to achieve minimum learning outcome levels of improvable to receive credit for the course. The research project is part of the curriculum in order to ensure that it will be completed within one academic quarter and improve graduation rates.



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Complementary academic programs that strengthen the student's holistic education, and in some cases with the alliance with other institutions, such as:

- The Economic Development Institute, which was established in 2004 in alliance with the Economic Development Institute of the University of Oklahoma which is recognized as a leader in this topic. More than ten seminars have taken place in different parts of the country with more than 600 total participants, and having two individuals from Mexicali that through the graduate business program have been able to become Certified Economic Developers (CEcD); being the first two persons in Mexico that have received this distinction.
  
- The Microeconomics of Competitiveness Network (MoC) Harvard Business School center created by Michael Porter that has as its goal to communicate the last advances in the theories and practices in the regional economic development topic. In 2005 CETYS was accepted into the network becoming only the second institution in Mexico after ITESM to be included. The network allows our students the opportunity of applying cases, materials, and real-time resources that take place in the Harvard Business School as tools to strengthen the course delivery and the educational process.
  
- The Entrepreneurial Development Center promotes student participation in the Management and Economic Simulation Exercise program (MESE in Spanish) which strengthens the training for business decision making process through simulators. Coupled with this, the Center promotes the visits to companies and seminars in the institution.

Students on average require 3.1 years to finish their degree, which given the fourteen courses required finished in just over twelve periods means that they are taking more than one course per quarter. Given that students are allowed the flexibility to skip registering for any specific period, we are required to devote more time and resources to tracking their academic progress towards their degree and also keeping tabs on those who are falling behind schedule.

Using the three and a half year expected finishing period as a basis, since it implies taking one course per period, the current graduation rate is approximately 64% for the students who entered the program during 2007 and 67% for those entering in 2008 staying stable for those periods. There is an effort currently underway to analyze all groups all the way back to 2003 in order to get a clearer idea of the trends in play here.

**5.- Faculty analysis and its quality**

In the last years we have carried out a considerable effort for supporting faculty so they can get their doctoral degrees. We have a network of external academicians, both national and international that join the program in their specific areas of competency.

Given the fact that the majority of our students are part-time and that 75% register for only one subject per period, three graduate degree students are considered as an equivalent of one full-time student; the intention is to have one full-time faculty per every 150 enrolled students in the master's degree in business administration.

We have hired two full time faculty members during 2011. These two new hires will strengthen the program and improve the lack of academic personnel participating in research activities, student guidance, and other graduate academic projects. In addition, we expect that these full-time professors will participate as instructors in our undergraduate business degree programs according to the needs of these programs.

CETYS University is currently developing a strategy under the guidance of the vice-chancellor for academic affairs so that full-time faculty who do not yet have the doctoral degree could join programs in other institutions so they can achieve this goal and thus can strengthen our schools' academic staff. This means that faculty members that are interested in furthering their academic qualifications can request financial and other required support (such as lower teaching loads) in order to obtain a doctoral degree or a fellowship and other similar options.

Faculty degrees are important in recruiting both fulltime and adjunct faculty. All new fulltime hiring will require a doctoral degree as hiring more instructors with masters degrees would not be conducive in reaching the objective of a minimum of 50% of fulltime faculty with doctoral degrees by 2020.

While recruiting instructors for the masters in business administration program there are several requirements to be taken into consideration including academic degree, professional or consulting experience, prior teaching experience and English language competency. A master's degree is the required minimum to teach in the program. All potential instructors are

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personally interviewed by the program coordinator and members of the graduate business faculty to assess a candidate's teaching abilities and determine if they are a good match with our program.

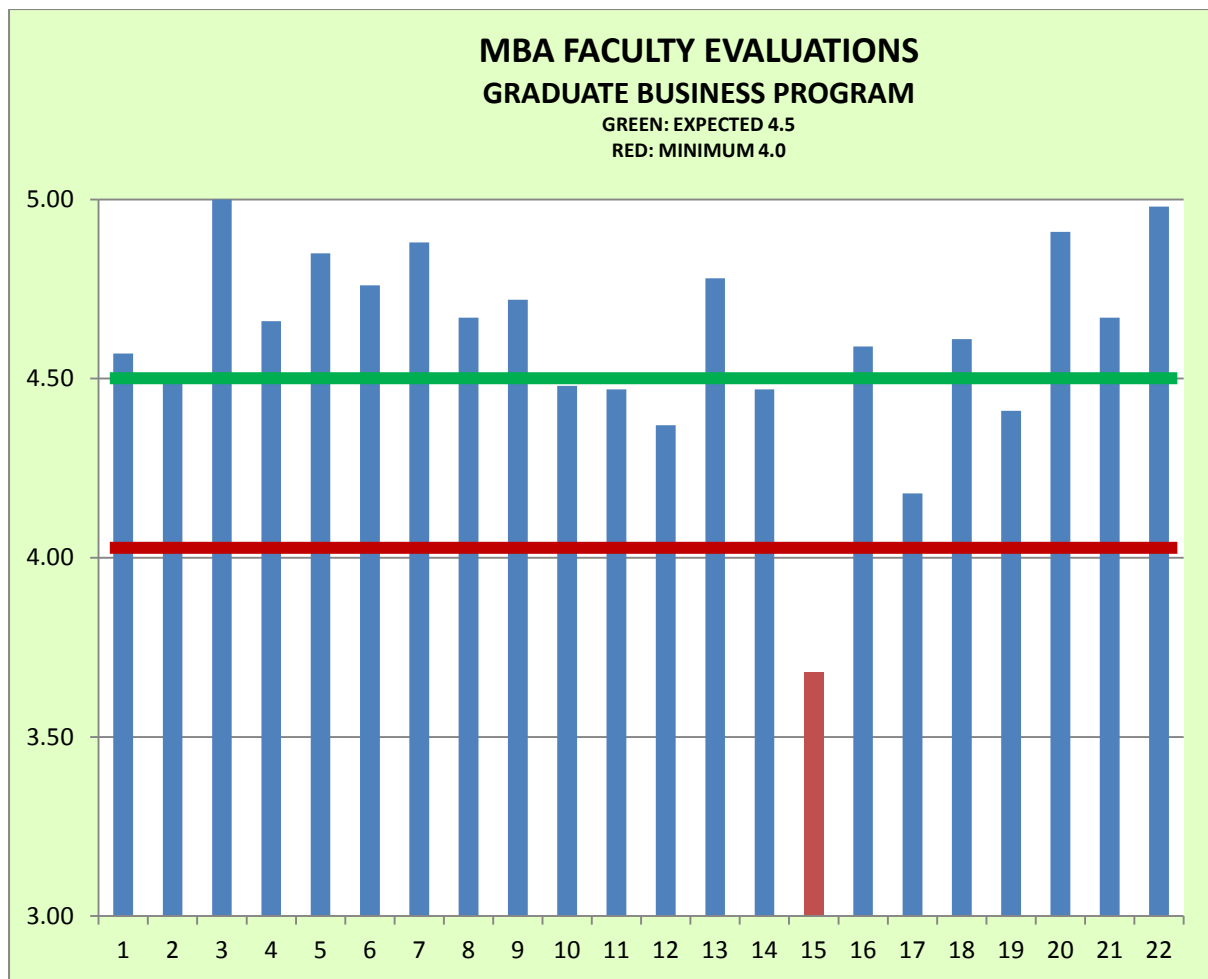
In recent years the proportion of courses that are taught by instructors with doctoral degrees has increased from less than 10% to over 35% with an overall goal of 40% by 2012 and reaching the institutional level of 50% by 2020 or sooner.

Student surveys are carried out every quarter related to the performance of each instructor to determine faculty skills, knowledge and abilities, control of the topic, and course evaluation among others. In the chart below there is an example of a faculty evaluation in which there are two levels established, the minimum acceptable grade of four on a scale of one to five, marked with a red bar, and the average of the group marked with a green bar.

As part of a continuous improvement strategy instructors are expected to be evaluated above 4.5 on a scale of 5. If an instructor is below this level in repeated occasions and remains after the instructor is given the opportunity to improve through training and/or adjustments, another instructor is recruited to teach the course.

These results are communicated to the instructor with the purpose of providing feedback so he/she can make the necessary adjustments.

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Student evaluations of teacher quality are given very serious consideration but are not the only criteria utilized when considering the overall quality of the instructors’ abilities since this could lead to becoming a popularity contest.

Students are specifically instructed that while evaluating instructors they must be objective in order for the instrument to have any meaningful value. Interviews with students are carried out to ensure that the results are trustworthy and in line with true objective: to gauge if an instructor contributes in a meaningful and specific way to the students’ learning experience during the development of the course.

The historical ratings given to faculty members have met the overall expectations required of them with the most recent quarterly ratings being

2010-1	4.47	2011-1	4.60
2010-2	4.49	2011-2	4.59
2010-3	4.53		
2010-4	4.62		

In the process of maintaining the quality level that we require to keep the program among the best in the country, we are considering ways in which we could better integrate more full-time CETYS faculty to teach courses at the graduate level without distorting or lowering the bar on the qualifications or abilities demanded from a graduate level instructors as opposed to an undergraduate level instructor which in our experience tend to be different.

Those instructors that have achieved the greatest impact on our graduate students have experience working in the field, either as executives or consultants, are up-to-date in their topics with cases, information, knowledge and an in-class presence and method that draws from the students own practical experience and using real-world situations and scenarios, as opposed to lecture-intensive courses from a mostly theoretical perspective.

The best background for graduate level instructors tends to be academics with consulting experience, consultants with a master's degree with prior teaching experience, and full-time executives with teaching experience. Students tend to avoid instructors who are too theoretical or rely too much on research given that their learning objectives are strongly linked to being able to apply the gained knowledge.

We also take advantage for our location along the California border, which allows access to American airports and entry points, to invite guest lecturers from American universities including San Diego State University, Cal Poly Pomona, UNLV, Arizona State University and City University in Seattle among others.

These instructors complement our current faculty and also to provide our students with the opportunity to take courses in English as an additional part of their learning experience, given that at their average age of over 31 years, the teaching of languages is not really feasible, and most of our students already have a fairly strong handle on the English language based on experience and also on the language component of the intake exam.

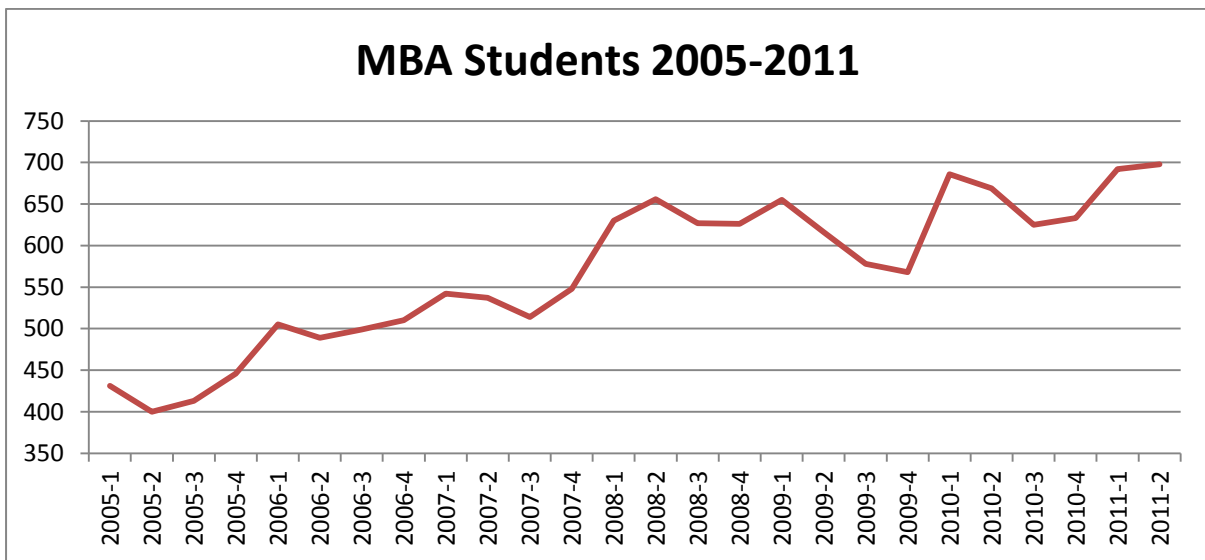
The intake exam is called PAEP, which is modeled on the GMAT, and incorporates an English language module where our students have consistently achieved in the 80<sup>th</sup> percentile or better over the years.

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Proving students with the best possible faculty requires striking a balance from not being too theoretical and structured, to not being too practical in that it resembles training more than education. As in most things, the truth lies somewhere in the middle and that is why recruiting the right mix of faculty members to teach the courses at the graduate level is probably the most important activity we as program managers can and must do.

**6.- Students**

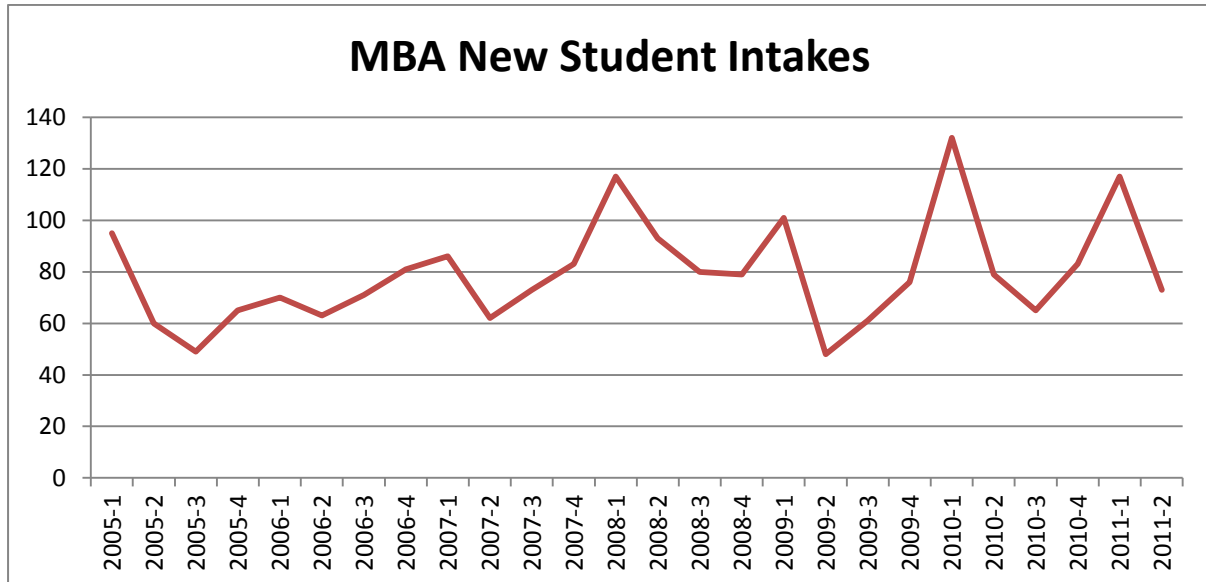


The program has been growing somewhat steadily for over six years. The 2008 crisis forced a lot of the local companies to cut back on expenses including financial support to MBA students, or in some instances cutoff completely, the impact being reflected as lower than expected students registering during 2009 and is slowly coming back. In 2011 we achieved an all-time high of 698 students in the MBA program and had a healthy average intake of 95 students in the first two quarters which is the highest we have ever had, and is over our five year quarterly average of 78 students.

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The new intake level shows a seasonal pattern with the January period usually being the high point and leveling off the rest of the year given that financial support resources are higher at that time.



Interviews are carried out with alumni in order to determine their general overview of the program and to get their feedback, so we can consider integrating them into the programs overall operation and continue to improve the program. These meetings provide useful feedback in all aspects of the program, from the administrative process, promotional activities to determine among other issues, the most efficient channels to reach them as well as potential students, the program's structure and faculty, potential opportunities, inefficiencies, and those activities where we are not performing up to the students' expectations.

Additionally, there are periodic online censuses to determine the general student profile and the composition of the student body of the master's degree in business administration.

Some of the main findings are:

- The Male/Female split is 55%/45%
- Average student age is 31.3 years and 53% are married.
- Less than one in five MBA students got their undergraduate degree from CETYS.
- Almost half work for a foreign company or manufacturer.
- Two thirds are in leadership or supervisory positions.

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- Regarding the possibility of increasing the number of courses in the MBA from 14 to 16, less than 10% would consider not joining the MBA with more courses.
- Two thirds are interested in taking a course in another country.
- Over 90% heard from us either from a friend or at work. A quarter thru the internet.
- Three quarters would be willing to take courses in the English language.
- More than 80% receive some sort of financial support from their employer or other sources.
- More than 98% would recommend the program to a friend or colleague.
- Regarding overall satisfaction, the areas that received the lowest ratings were the wireless network, labs, and computer equipment, along with the registrar and cashier.



### **7.-Benchmarking, Experts and Recruiters**

The Master's in Business Administration of CETYS University is the only one in northwest Mexico that is considered among the best in the nation according to the CNN/Expansion, a national business publication that is recognized by the business community as the most relevant in these matters, and is considered the equivalent of Businessweek in Mexico.

Additionally, it is the only private university in the region that is included in the National Program of Quality Graduate studies of CONACYT (PNPC in Spanish). This is why the benchmarking exercise is carried out using the best graduate business programs in the US, Mexico and the world the basis of maintaining our program at the forefront in graduate business education.

The process involves establishing patterns among the best programs in the world to determine which are the trends, topics, courses, and strategies that are being applied among the majority of them with the purpose of adapting those changes to our programs when they match our academic strategy.

It is a qualitative process more than a quantitative one and is not solely based on numerical indicators but also on quality evaluations based on expert opinions and publications including MBA ratings guides, AACSB accreditations and includes establishing the adequate number of courses, the evaluation and teaching process, and other activities that might strengthen the program. Analyzing successful programs and their characteristics we have come to consider the following aspects:

Number of courses: Most of the top programs currently have twenty courses during a two-year full-time period compared to the fourteen currently in our program. We are proposing an increase to sixteen courses as intermediate step so as not to impact new student intakes as well as to develop the required additional academic and administrative capacity.

Skills development: Executives require additional skills that are necessary to be successful in their chosen field; towards this end we will consider short courses that include topics like business writing and communication, making effective presentations, team-building among others.

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English language: It is recommended that the English language be much more present in the overall program development, in courses, summer courses, and other activities.

Flexibility: Provide more flexibility with more course options into more up to date topics and subjects. Currently there are four blocks of courses, 6 core courses, four concentration courses, three electives and one applied research project. The proposal would join the concentration and elective courses into one block and allow students the flexibility to structure their courses according to their specific goals and educational objectives.

Applied Research Project: The capstone course would be modified to improve the current results which have included a mention in an academic journal, presentations in academic seminars, as well as some projects being put into practice by several companies. By creating a more robust course in statistics and an additional research course, we will provide the opportunity for some of the projects to be developed with more depth and structure with the final objective of creating a source of practitioner-led academic research.

Internationalization: Provide for a greater level of international issues to be included in all courses, not just those specifically in international studies. A recent AACSB report concluded that most business programs don't do enough to promote an international mindset at all levels and courses, with very limited and defined activities being considered like teaching a globalization course and spending an academic period abroad as being sufficient to be considered a global student and future global executive or leader.

Interviews with employers are necessary to gain their perspective into what they are expecting of our graduates and what they visualize will be required in the following years of top level executives. Some of their main recommendations have been to improve communication skills, leadership, critical thinking, financial analysis and project management abilities among others.

We also request the participation of academic experts including our own faculty to provide an insider's perspective into the learning process. The main recommendation from academics has been to improve research and writing among students. This process is still ongoing and will probably provide more valuable information by its expected completion in September 2011.

### **8.- Support Resources and Technology**

All classrooms have overhead projector equipment and wireless Internet connections. Some classrooms have sound equipment. Faculty cubicles have computer and Internet connection. Likewise, most of the computer labs that the students use have the specialized software required for the different courses (E.g.: Statistics) as required.

Changes are required in order to bring all the educational technologies and platforms together into a single system that eliminates overlap and job duplication in grading and evaluating student performance. A new academic technological platform will be adopted in the following months that should offer a leaner and more efficient tool and expand our capacity to provide relevant data to improve our decision-making. Some of the providers currently under consideration are SunGard and Oracle.

We require investment in broadband capacity and in didactical technologies to be able to develop on-line contents and have access to them during the classroom sessions. This will offer the opportunity to develop an on-line educational model (eCampus) that will be integrated to our teaching models within the 2020 Plan.

The library has carried out considerable improvements, especially in the acquisition of electronic books as well as data bases for research by the students and academicians. The use of this resource has been widely accepted by the graduate program students and faculty, and each time more evidences are being generated of their use as well as the publications and research by the students with the guidance and orientation of the instructors.

There is an operations staff responsible for all non-academic factors of the program like registering, bursar issues, classrooms assignments, report development and budget considerations.

We recommend the installation of the SPSS, Photoshop, Illustrator, and Adobe software in all the computers used by the students and faculty of the academic program of the Bachelor's degree in Business Administration, and to incentivize the students' participation in the departments and support centers.

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**9.- Alumni**

Alumni have been an underutilized resource and there is a project currently underway to establish in a more formal process where they are currently working, the impact the degree has had on their career development, involve them in the programs' growth and development as lecturers, instructors, towards recruitment of future students, among other activities. The current process relies on informal contacts and meetings and has no clear strategy. Given that we are currently graduating over two hundred individuals a year this is a growing resource that we should integrate into our strategic plans.

**10.-Areas of Opportunity**

**DOUBLE DEGREE PROGRAMS**

We are currently in discussions with several institutions in Spain, Austria, Australia and the United States to consider a double degree MBA. The specifics of each agreement will be varying depending on each partner institution and will integrate WASC guidelines to provide an additional learning opportunity for our students. This would require an executive structure without long-term residencies.

**EXCHANGE PROGRAMS**

Some students have the interest of spending a period abroad to experience living in a different country and learning from other cultures and business environments. Even though the demand for these programs is not very large, it still represents an opportunity for our students and would provide greater exposure to our program.

**CREATE A GRADUATE BUSINESS SCHOOL**

A graduate business school would provide additional support and opportunities for students and faculty towards developing a strong identity for our programs that could serve as a platform for other activities such as executive education, consulting, research and business case development.

**ALUMNI**

Develop a strategy to integrate them into the program's future development as growth, as well as a future potential market with courses that will maintain their knowledge and abilities up to date and relevant.

**11.- Action Plan**

Redefine the learning outcomes to be more relevant clear and useful and in line with the institutions vision where feasible. These should be concluded by December 2011.

Develop new curriculum and structure for the masters program that will be more flexible, relevant and to update the current structure and integrates a global perspective across the entire educational experience. The new MBA program is expected to be offered by fall 2012 at the latest.

Develop a graduate business school strategy that will serve as a platform for all other related projects and activities by the end 2011.