

THE EDUCATIONAL EFFECTIVENESS REVIEW REPORT OF CETYS UNIVERSIDAD

Introduction

The formal process of accreditation with the Western Association of Schools and Colleges (WASC) started in 2004 and continues to build momentum at CETYS University, particularly in the presence of two important changes of leadership: the presidency (January of 2010) and vice presidency for academic affairs (June of 2011). The Board of Trustees fully supports and endorses this accreditation process. CETYS is now closing the initial accreditation cycle with its preparation for the educational effectiveness review. Most important and essential is that members of the CETYS faculty continue to be engaged in and actively participating in the accreditation process. Indeed, this report is a collection of the faculty's reflection in action; they are committed to the continued application of evidence-based and informed academic decision-making. They have transferred this increased knowledge base to their daily academic endeavors.

For the last seven years and as result of the WASC accreditation process, CETYS University has experienced important changes in its core functions. Both academic and administrative functions have been enriched with new perspectives, practices and processes that have helped the institution to better serve its mission, its student body and other relevant stakeholders. Assessment (institutional, academic program and co-curricular) and the periodic review of programs—two interrelated, interconnected processes—are now continuous activities of faculty members. The output of these two processes serves as departure points to improve student learning, academic programs curriculum and overall operation. Data base integration and information systems development are examples of two

critical activities that the administration has embraced with great energy in order to increase the amount and quality of institutional data available to faculty and staff. The big challenge now is to use that information with effectiveness to improve learning, student retention, graduation rates and overall CETYS operations.

Following WASC recommendations over the past several years has been a true learning experience for administration and faculty. For example, both groups have been working closely to develop effective search processes to hire highly qualified new faculty. They have also been working to formulate and execute a new strategic plan for the library and to conceptualize and implement an electronic portfolio to collect, display and analyze evidence of student learning. The triad of teaching, service and research has been improved with new insights derived from the WASC accreditation process. Rubrics, information literacy, development of a culture of research, use of disaggregated academic data, and a process orientation are new and/or revitalized functions now integrated throughout the everyday work of faculty and staff. The path to become a better learning community—an organization with a more developed culture of evidence and with more tools to devise actions for continuous improvement—is a direct outgrowth and consequence of the WASC accreditation process.

WASC recommendations have spearheaded institution-wide reflections. These recommendations were perceived as invaluable feedback and received with open arms. They propelled the institution to affect change by challenging old ways of thinking. CETYS is using these recommendations to enhance the quality of its educational services as it continues honoring its mission.

The following pages are organized by the four WASC accreditation standards. This essay addresses how CETYS University

has responded to each major recommendation. Faculty and administration have been working jointly to incorporate important changes that resulted in new academic processes such as student learning assessment and periodic review of programs; adjustments in the institutional budget to accommodate investments in the library, e-portfolio, and in new faculty hires; and key organizational changes with new positions such as academic directors, the academies and new academic bodies such as an Academic Senate. All of these changes are working in tandem to lead the institution through its educational effectiveness review.

The following matrix depicts where in the report the recommendations are being addressed.

#	Major Recommendation	Standard 1	Standard 2	Standard 3	Standard 4
1	Faculty	CFR 1.1	CFR 2.1; CFR 2.4; CFR 2.8; CFR 2.9	CFR 3.2; CFR 3.3; CFR 3.4; CFR 3.6; CFR 3.7	CFR 4.1; CFR 4.4; CFR 4.6; CFR 4.7
2	Library and Learning Resources		CFR 2.3	CFR 3.6; CFR 3.7	
3	Academic Planning	CFR 1.2			CFR 4.2; CFR 4.3
4	Learning Outcome	CFR 1.2;	CFR 2.2;	CFR 3.6;	CFR 4.4;

	s	CFR 1.5	CFR 2.3; CFR 2.7	CFR 3.7	CFR 4.5
5	Academic Program Review		CFR 2.4; CFR 2.7		CFR 4.4; CFR 4.6; CFR 4.8
6	Academic Senate	CFR 1.3	CFR 2.4	CFR 3.11	

A new cycle of strategic planning took place at CETYS University along with the initial WASC accreditation phase. The CETYS 2010 Plan was evaluated and the CETYS 2020 Plan was mapped out. Due to the accreditation process with WASC, CETYS 2020 is focused on and emphasizes strategic academic planning. This plan defines where the institution wants to be in 2020; it is the direct result of a thorough academic planning exercise.

The academic nature of CETYS 2020 is reflected in the fact that five of the six strategic objectives are focused on academic issues. Sixteen of the 21 initiatives have direct impact on academia (quality and capacity) and over 90 percent of investments under CETYS 2020 are assigned to academic initiatives. This is convergent with CETYS University's vision of striving to become a globally competitive institution of higher learning, recognized by the quality of its education, and for being a sustainable learning organization.

The Educational and Effectiveness Report was formulated by following the Comprehensive Approach established in the WASC Accreditation Handbook. The report is comprised of four essays: one for each standard and within each standard. Each and every one of the criteria for review is addressed. The report starts with and

introduction section and ends with a conclusion section.

STANDARD 1: Defining Institutional Purposes and Ensuring Educational Objectives

CETYS University “defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy” (WASC Handbook, 2008).

INSTITUTIONAL PURPOSES (CFR’s: 1.1, 1.2, 1.3)

1.1 The institution has published its mission.

Since its founding in 1961, CETYS University has strived to develop the whole person for the benefit of the region’s economic and social development. However, it was until 1977 that CETYS University officially adopted a mission statement was approved and reads, in part, as follows: “The driving purpose of CETYS University is to contribute to the development of individuals with the moral capacity and intellectual preparation to participate in an important way in improving economic, social, and cultural aspects of the nation” (Ev9-Institutional mission and vision). The mission declares that it is the whole person rather than just the professional person that is the priority of the educational process. Education at CETYS has a strong social component: “To contribute through its alumni to the improvement of society.” Education at CETYS is a process of continuous improvement that aims towards perfection of the person in all dimensions, while stressing three priorities for the university experience: Character, general culture, and science.

A constant reflection on the mission makes it the central point in the task of educating at the institution and it is evident that its significance, orientation, and humanistic precepts are as strong now as three decades ago, with the final result being overall institutional effectiveness. Within this framework, a group of academics designed a system of values corresponding to the central postulates of the mission. This values statement was approved in 2003 and has been widely disseminated. (Ev52-Faculty Guide 2010-2011)

The central institutional values that drive policies and student environment include liberty, justice, well-being, truth, beauty, and spirituality. The mission and values are reflected in various processes and programs of institutional life. All of these values are present and readily observable in such areas as academic programs, curriculum development, co-curricular activities and other distinctive elements of a CETYS education.

The mission and values system at CETYS is disseminated widely through various means including official publications and the CETYS homepage on its website. In addition, the Department of Human Resources informs new employees about the mission through various orientation workshops (Ev89-New administrative personnel induction). In a similar way, students receive their orientation to university life through workshops on humanism (Ev48-Induction program for new students). Also, in every classroom an institutional mission statement has been posted. As evidence of the degree of awareness of students regarding the mission of CETYS University, at the “Fin de Carrera” (End of Program) workshop held in June 2011 roughly 90 percent of all graduating students attended and, at the conclusion, students indicated that they “know the mission...” (Ev48-Initial, Mid & End of Academic Program Workshops). At that same workshop the law students

identified justice as one of their main values. This is congruent with the institutional values system. Additionally, new faculty take an orientation course on the life as a professor at the institution, which includes responsibilities and expectations on duties as a faculty member, the expectations for a high quality of teaching, and expectations on attention paid to students. At this initiation, each participant is provided a copy of the Guide for Faculty Members which provides basic academic and administrative information for professors (Ev52-Faculty Guide 2010-2011). A response survey from the 2009 workshop indicated that between 75 and 92 percent of the participants felt the mission and values statement were clear. (Ev90-Faculty induction and hiring process))

Throughout the year, faculty members consolidate their development of values by attending courses and workshops offered by the Centro de Desarrollo para Mejoramiento Académico (CDMA or Center for Academic Improvement). As evidence, 46 professors from the three campuses attended a workshop titled "The Ethical Dimension of Being a Faculty Member" (Ev31-Center for Academic Development & Improvement). Evaluations of the workshop reflect that more than 90 percent of the content had a high application to the classroom. In addition, attendees indicated that the class was very good and that the instructor knew the content very well. (Ev31-Evaluation, Ethical dimension of being a teacher workshop).

The institutional mission is the point of departure for any strategic planning effort at CETYS. This is the way it has been since the beginning of the institution. During the period of 2000-2010 this was reflected in institutional budgeting and also in definition of strategic objectives outlined in the CETYS 2010 development plan. This plan focused on three strategic goals: strengthening the educational model, consolidating the student population, and operating with sound fiscal processes.

The institutional purposes are broken down into 12 strategic objectives that respond directly to the CETYS 2010 vision. Congruency between the plan and the mission can be seen most clearly in the goal for strengthening the education model. The CETYS humanistic dimension has a direct relation with a pedagogy that is centered on learning and the curricular model that supports it.

1.2 The institution has published its educational objectives.

The institutional objectives of CETYS 2010 having a major impact on academic life included: strengthening the institution's education model, developing human resources (especially faculty), obtaining accreditation, and improving institutional effectiveness. These objectives were widely published and displayed in a variety of programs and systems. Published examples include program design and curricular evaluation, a system to evaluate the professoriate, design and development of new academic programs, and a program to increase the number of doctoral faculty. In Fall of 2010 the CETYS Board approved CETYS 2020, the institution's new development plan, which has also been disseminated broadly throughout the community (Ev59-IENAC, minutes; Ev65-2020 Strategic Plan CETYS 2020 presentations) (Details on CFRs 4.1 and 4.2).

The Resultados de Aprendizaje Institucionales (RAI or Institutional Learning Outcomes) measurement strategy was put together to strengthen academic development at CETYS University. Categories in this strategy include: clear and effective communication in Spanish, continuous learning, critical thinking, and openness to cultural diversity. RAI has been continually evaluated since 2008. For example, on a RAI scale of insufficient, sufficient, good but needs improvement, and outstanding, during the period of 2008-

2010 RAI scored “good but needs improvement” for the category of continuous learning based. The sum of good but needs improvement and outstanding was 61 percent on this RAI (Ev13-Assessment results 2008-2010).

The academic community has access to both the results of learning and the measurement model through the Academic Information Portal (PIA). This academic strengthening strategy is directed by the faculty and is an institutional learning approach derived from a WASC recommendation. PIA has guided CETYS to a new culture for demonstrating learning.

The first cycle of measuring institutional learning was in 2008-2010 and has been evaluated by the academy responsible for generating a report on methodology, results, and recommendations that will be used in the next cycle. The learning measurement results are used to refine rubrics as well as the electronic portfolio and to produce information that the faculty needs to ensure institutional effectiveness, (Ev13-Assessment results 2008-2010).

Graduation rates (cohorts of 2002-2008, 2003-2009, 2004-2010) at a campus level have remained relatively stable within each campus but have fluctuated when compared across campuses between 51 to 70 percent. (Data Table 3.2 EE 2011). The Centro de Desarrollo Estudiantil (CEDE: Center for Student Development) researches graduation rates to improve retention and to identify academically at risk students. CEDE’s work at the three campuses focuses on counseling, study habits, vocational orientation, and tutoring in math and computer skills. Results indicate that at the Mexicali Campus during semester 2011-1CEDE attended 103 students at risk. Ninety-two of these students are still at the institution while 11 dropped out due to one or more of the following reasons: low academic performance, vocational uncertainty, and/or family problems (Ev24-Student Development Center). From 1999-

2004, retention of first year students (a critical period in all university systems world-wide) was between 74 and 98 percent depending on the academic program and the specific campus. The institution continues to monitor closely its graduation rates and to address areas for improvement (Data Table 3.2 EE 2011).

1.3 Institutional leadership has created a leadership system.

The CETYS General Statute states that IENAC is the top governance body for the institution (Ev40 CETYS University General Statute). IENAC hires, evaluates, and fires as appropriate the Rector (President) of CETYS University, to whom it delegates the leadership of the institution. Accordingly, the Rector (President) is the highest authority for CETYS University (Ev50-Organizational Structure). Leadership of the present administration and its impact on academic life is shown by the following actions:

1. Conclusion and evaluation of CETYS 2010.
2. Preparation of CETYS 2020 through extensive consultation with CETYS constituents, as well as presentation to and approval by the CETYS Board (IENAC). This also includes approval by IENAC of the Capital Campaign in support of CETYS 2020, in particular to strengthen the quality of academic programs via the Distinguished Chair Program (short term presence of distinguished professors from abroad to reinforce faculty and program development as well as outreach at CETYS) and the Centers of Excellence (Ev59-IENAC, minutes).
3. A slightly modified organizational structure in 2011, which stresses the normative roles of each of the colleges (Checklist 3.11 Dean of Colleges responsibilities) and their coordination via the Vice President

for Academic Affairs to ensure convergence in educational objectives and standards of quality at CETYS.

Academic leadership at CETYS resides in the Office of the Vice President for Academic Affairs who is charged with spearheading the academic processes, academic programs, and evaluation systems that directly impact academic life at the institution (faculty, curriculum, student life and more). At a campus level, the directors of schools as well as the program coordinators operate programs and services with specific attention paid to the overall success of students and satisfaction of parents. In 2011, the academic structure was reinforced by incorporating an overall academic coordination role at each campus called academic director (Director Académico). These directors are charged with implementing policies and procedures issued from the Office of the Vice President for Academic Affairs and the directors or deans of the colleges. (Ev94-Job description for Academic Director).

The faculty participates actively in curricular decisions through academies that exist for each academic program. Each academy is comprised of a group of professors that encompasses representation across the three campuses, who discuss and reflect on curricular revisions, suggest new courses, design new content, improve evaluation mechanisms, measure learning outcomes, and more. (Ev26-Minutes of academic meetings).

As recommended by WASC, an Academic Senate was formed (2009) with a focus on faculty participation in various strategic academic activities. The senate's function and progress to date are described in Standard 3 in this report.

The Operational Plan for 2011 is additional evidence of institutional leadership. This is derived from CETYS 2020 (Ev57-Annual Operational Plan 2011). One of the most

important accomplishments in 2010 was the authorization of CETYS Plan 2020 (Ev45-President's Annual Report 2010) as it provides guidelines for future development and overall success of the institution.

INTEGRITY

1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing" (WASC Handbook, 2008).

CETYS fully supports academic freedom and encourages all members of the institution to freely express their ideas—political, religious or cultural—through curricular or co-curricular activities promoted by the university community. (Ev36-Editorial Program, "DOZ" magazine).

Faculty members espouse academic freedom by participating in the design and revision of curricula and programs through the academies. Professors have the freedom to propose changes in design for course programs (Ev4-Course Syllabi), evaluation instruments, didactic or pedagogical materials, and the professorial evaluation and remuneration system (Ev33 SERP). Other ways professors exercise academic freedom are through publications, participation in and organizing forums, and through various academic events. (Ev-36 Editorial Program).

1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices" (WASC Handbook, 2008).

Diversity in Mexico has a different legal and operational connotation than in the U.S. The

focus in Mexico is more on gender and whether individuals are Mexican nationals or foreigners. Indeed, it is difficult to identify ethnic or racial composition of the student body as in the U.S. because individuals in Mexico tend to self-identify only as Mexicans. CETYS University—from the framework of its own mission and educational philosophy—has an admission and employment policy of non-discrimination on the basis of race, sex, and/or political orientation for all students, professors, and employees (Checklist 1.7.5 Employee Handbook).

Another indicator of openness to cultural diversity emerges from measuring our institutional learning objective of cultural diversity (RAI). The institutional assessments for 2008-2010 show ratings of a combination of “fair” and “outstanding” ratings. This result indicates a strong university community awareness of cultural diversity (Ev13-Assessment Results 2008-2010). CETYS offers numerous opportunities for students and professors to engage in exchanges and diverse forms of mobility with partner universities in various countries of the world, thereby providing them with many opportunities to study and/or engage in an internship in multicultural environments (Ev18-Internationalization, international mobility report, agreements, and ACE Laboratory). While initially in the 1990s most of the mobility was with the US (which included San Diego State University, Cal Poly Pomona, and Arizona State University among others), as a result of NAFTA and then the European Union mobility options for students and faculty now encompass the Americas, the European Union, and Asia Pacific. Professors of various nationalities and cultures participate at CETYS (Checklist X3.2 Faculty credentials). In addition to the annual call to students to participate in the diverse mobility options offered by CETYS and an increasing number of opportunities for faculty mobility, as mentioned before CETYS is seeking to enrich this experience by bringing the world

to its students and faculty by having distinguished professors from around the world come to CETYS as Distinguished Chairs (Ev95-Vice President of Academic Affairs-Call for Candidates; Ev92-Distinguished Chairs Program). In addition and consistent with its focus on providing access to high quality programs, CETYS offers a wide array of scholarships to assist academically qualified students from lower socio-economic status. Through scholarships and student loans, eight out of every ten students at CETYS benefit from some form of financial aid. (Ev45-President’s Annual Report 2010-Scholarships and financial aid granted).

1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy” (WASC Handbook, 2008).

Even though the Mexican educational system establishes certain controls and regulations for the operation of universities (relating in large part to curricular matters, academic credits, and evaluation mechanisms) CETYS has the academic autonomy to make decisions relative to the specific academic programs offered, their focus, institutional philosophy, strategic planning, faculty hiring, and more. This ensures that no political, religious or economic group may exert undo control over academic policy or to influence institutional direction (Ev68-IENAC Bylaws). The focus and content of CETYS 2020 is an example of institutional autonomy at work.

CETYS University will send on September 12, 2011 a report on “credit hours” following WASC’s instruction for initial accreditation institutions.

The institution has an academic-administrative structure that allows decision-making on curriculum and other academic issues with representation of and participation from the faculty through

academies and the Academic Senate. Likewise, CETYS University employees are free to express their ideas through various channels including radio, television, and print media without consideration of orientation or line of thought (Ev36-Editorial Program). Some examples include the following publications: *Arquetipos*, *Vocetys*, and *Jus*, which include articles that express diverse opinions on economic and social problems affecting the CETYS community. DOZ is another publication, in this case administered by students, that also provides space for expressing concerns and opinions. (Ev36-Editorial Program-DOZ magazine).

1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds” (WASC Handbook, 2008).

Existing academic policies and curricula designs assure that programs of study can be completed within established timelines. Upon arrival, students establish their class schedules, are assigned to their program coordinators and school directors and are provided a process to bring their complaints and concerns to attention of appropriate faculty and administrators (Ev19-Students Rules and Regulations). These procedures have been used freely and on occasion have risen to the attention of the president. In addition, surveys to identify areas of improvement are administered every semester. For example, the faculty evaluation questionnaire and the end of program workshop provide useful and specific information (Ev39 *Satisfaction Study* 2010; Ev33-*SERP*; Ev-48 Students workshops). Every semester the results of the satisfaction survey are provided to the different departments on each campus and plans for improvement are put in place.

(Ev39-Satisfaction Study Improvement Workshops per Campus 2010).

1.8 The institution exhibits integrity in its operations, as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas ” (WASC Handbook, 2008).

The integrity of CETYS University is reflected in the adequate management of its finances. The use and management of financial resources are audited and presented to the Board of Trustees for approval at the annual assembly of IENAC (Ev45-President’s Annual Report 2010). CETYS is subject to audits from *Secretaría de Hacienda y Crédito Público*, *Infonavit*, *Gobernación*, *Seguro Social*, and from other education authorities. CETYS also is obliged to provide evidence to donors on the use of their donations.

1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies ” (WASC Handbook, 2008).

Upon beginning the accreditation process with WASC, CETYS University made a commitment to sustain a clear and transparent communication with the accreditation commission, to follow the procedures and rules of accreditation, and to engage the process of accreditation as an institutional learning opportunity. This commitment has been previously recognized. WASC’s evaluation teams that have visited CETYS have validated the institution’s commitment to the accreditation process. CETYS ALO has worked in collaboration with the ALO appointed by

WASC to help in the process of accreditation.

CONCLUSIONS

From its inception, CETYS University developed an educational philosophy centered on a mission with a humanistic character. The mission permits a definition of an education concept and model through which institutional purposes are expressed. In addition, CETYS' mission is a testament to the institution's pursuit of continuous learning improvement. At the same time, the institutional desire to achieve international accreditation through WASC has helped develop the use of evidence for student learning. The conceptual construct that defines this university is its mission and values system. An evaluation of CETYS 2010 indicated that the mission of CETYS remains constant.

STANDARD 2: Achieving Educational Objectives through Core Functions

CETYS University “achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness” (WASC Handbook, 2008).

The processes of revising academic program and learning assessment, motivated by participating in WASC accreditation, have reinforced CETYS University as a learning community. The learning gained by the institution, tied as it is to its philosophy of continual improvement, has inspired faculty leadership to use academic program review and consulting expertise to benefit student learning and development.

TEACHING AND LEARNING

2.1 “The institution’s educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered” (WASC Handbook, 2008).

Academic programs offered by CETYS University are appropriate in regards to content and standards (Ev3-List of degree programs). These programs are subject to review by external agents according to official requirements established by the *Secretaría de Educación Pública* (Secretary of Public Education). Also, eligible academic programs have participated in the process of accreditation through Mexican accreditation organizations (Ev58-Undergraduate program accreditations) and currently are participating in accreditation processes with accreditation organizations

in the United States (i.e., ACBSP, ABET) Of all undergraduate programs at CETYS where an external program accreditation exists, 58% are accredited or in the process of re-accreditation and two more are initiating the corresponding process. The Master’s in Business Administration (MBA) is now recognized as part of a select group of graduate programs at a national level that are part of the *Programa Nacional de Posgrados de Calidad* (PNPC) sponsored by the *Consejo Nacional de Ciencia y Tecnología* (CONACYT). Based on academic planning from 2009 to 2011, full-time faculty members have increased by 22 percent. CETYS 2020 (Ev65-Strategic Plan CETYS 2020, presentations by the president) states that the long term goal for the institution is to have a minimum of 50 percent of its professors with a doctorate and that all faculty will participate in professional development activities (Checklist 3.3 Faculty hiring policies, Ev42-Faculty Development Program, Ev87-Support for faculty studying abroad). Of all undergraduate class hours taught during 2010, 37 percent were covered by full-time, part-time, or associate professors, which exceeds the minimum established by the *Federación de Instituciones Mexicanas Particulares de Educación Superior* (FIMPES) which is 33 percent.

2.2 “All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits” (WASC Handbook, 2008).

Academic programs (Ev3-List of degree programs) offered at CETYS have clearly defined entrance and program completion requirements (Ev4-Course Syllabi). Four categories of RAI (Ev8-Institutional Learning Outcomes) are applicable to all academic undergraduate and graduate programs. The results of institutional learning have been evaluated in a progressive way based on

the Plan for Measuring Learning (Ev7-Institutional Assessment Plan and Model). Learning assessment began in 2008 and the electronic portfolio was initiated at the end of 2009 (Ev29-Electronic Portfolio). The reports from the learning assessment process are shared periodically with all colleges and schools (Ev13-Assessment Results 2008-2010) and are used in reviewing and revising, as needed, the assessment process as well as to review academic programs. For example, the review of engineering programs resulted in a modification of the results of learning from 5 to 3 and identified the need to modify the rubrics used for learning assessment and to adjust them from holistic to analytic. Academic programs count on their assessment reports which have been subject to evaluation and adjustment by the academies as part of the academic program review process. (Ev80-Program Review Documents).

There has been progress in putting together a system for learning assessment. Each college has defined strategies and plans to do assessment at the academic program level and deployed the processes at the end of 2010, thereby obtaining reports that were shared with the academy. These plans are represented in the plans for learning assessment (Checklist 2.7 Assessment plans by academic program-undergraduate) developed by the academies as part of the academic program review process.

Learning assessment at the graduate level has taken place with a plan specifically for graduate programs and has been applied to the MBA, which has the largest number of students [(Checklist 2.7 Assessment plans by academic program-undergraduate)]. One result identified is that clear and effective communication in Spanish is deficient in the MBA program (RAI 1). To respond to this finding a remedial course in writing Spanish will be initiated (2012.)

2.3 “The institution’s student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional

level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment” (WASC Handbook, 2008).

All academic programs at CETYS rely on learning outcomes (Ev8-Institutional Learning Outcomes, Data table 7.1 EE 2011). Category RAI 2 stresses the use of information resources and reinforces a culture of research. WASC has recommended that CETYS reinforce the development of student skills in informatics and the use of information; this was included in the library’s strategic plan. The library reports that the WASC recommendation was an important factor to increasing holdings and sources of information (Ev74 Library Strategic Plan 2011-2020, Ev65-Strategic Plan CETYS 2020, presentations by the president). The library staff in the CETYS University system has worked together with other members of the academic community to support the development of information literacy skills. More details about this are found in Standards 3, 3.6 and 3.7. In response to the WASC recommendation to assess learning in co-curricular areas, the library system has initiated such process. (Ev38-Co-curricular activities per campus, Assessment Plan for Library).

2.4 “The institution’s expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff and, where appropriate, external stakeholders. The institution’s faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations” (WASC Handbook, 2008).

Institutional student learning expectations are defined by the faculty and shared with the rest of the academic community including students and administrative personnel. The Institutional Learning

Outcomes (Ev8-Institutional Learning Outcomes) have been defined and reviewed by the academy (Ev16 *Academies*) and through the CDMA (Ev31-Center for Academic Development and Improvement) as they are responsible for training faculty on effective use of institutional rubrics. Therefore, a strong understanding and use of these instruments exists and is used in effectively analyzing undergraduate and graduate courses. During 2010 CDMA offered 14 courses/workshops involving 694 professors throughout the CETYS system. External experts from universities in the United States and California led 50% of the workshops taught by CDMA in 2010. The process for reviewing academic programs has been the responsibility of the various colleges and completed by the academies of each program (Ev16 *Academies*). As part of the process, the results of learning at the program level have been subject to evaluation and adjustments. (Ev80-Program review documents).

Through the academies, faculty members at CETYS define the assessment process at the academic level including the establishment of various mechanisms, instruments and planning needed for implementation (Checklist 2.7, Assessment Plans for undergraduate and graduate academic programs). At the graduate level, professors participate in two ways: individually as invited professors and via academic meetings (Ev16-*Academies*). Members of the faculty have participated in courses and training workshops with external experts (Dr. Marilee Bresciani for Program Review, Dr. Gloria Rogers for Assessment) to provide advice on the work on program review and also to analyze the assessment occurring in the academies (Ev80-Program Review and Assessment Workshops). In addition, the internal training programs by CDMA concerning measuring learning and use of electronic portfolios have continued in their maturation and trainings for faculty occur continually throughout the academic year (Ev42-Faculty Development Program). As part of

the academic review process, a task force was organized in 2011. This task force is multidisciplinary and includes professors and directors of the colleges to help facilitate and support the work of the academies and to function as a peer review group to analyze and evaluate the documents generated. This task force generated recommendations for the academies to strengthen their program review processes (Ev80- Program Review Task Force minutes). The new Academic Senate constitution approved by the Office of the President with detailed work and participation by senate officers includes a commission for curricula and co-curricular activities.

2.5 “The institution’s academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved” (WASC Handbook, 2008.)

Students find information about program offerings in the CETYS University catalog including course descriptions (syllabi), clearly defined learning outcomes, learning activities, and evaluation criteria. (Ev3 *List of Degree Programs*, Ev4-*Course Syllabi*).

Blackboard and an electronic portfolio provide timely feedback and detailed student academic performance. The use of the Blackboard platform has increased system wide from 26 percent in 2007 to 74 percent in the first semester of 2011. The use-analysis of this platform justified assigning more resources to the Ensenada campus to increase use there. Blackboard use at Ensenada thus increased from 4 percent in 2007 to 72 percent in the first semester of 2011 (Ev34-Use of Blackboard by Faculty 2007-2011). The use of rubrics and electronic portfolios add additional space beyond the classroom so students may receive important and continuous feedback on learning development

throughout his or her academic program. (Ev29-Electronic Portfolio).

2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work” (WASC Handbook, 2008).

CETYS University research supports the statement that graduates of the institution consistently have the levels of performance expected of them. Graduation rates (Data Table 3.2 EE 2011) as well as the results from graduate surveys (Ev15-Alumni Study) and the *Examen General para el Egreso de Licenciatura* (EGEL) (Ev-32 Undergraduate Exiting General Examination Results 2009 & 2010) administered by CENEVAL (National Assessment Center for Higher Education) (in the areas that are relevant for institutional programs) indicate that our students achieve the learning expectations established in their academic programs and, at the same time, help to identify areas of opportunity. For example, in industrial engineering results showed the need to reinforce project evaluations and administration of human resources and this is now being done and fully incorporated into the curriculum. (Ev80- Program review documents, *undergraduate and graduate*).

Graduate programs gather evidence of student performance in many of their assignments through application of institutional rubrics. The graduate academy analyzed this evidence in its meetings and the results have been reviewed in the context of various programs. Some of the findings indicate the need to reinforce critical analysis and decision-making as well as effective oral and written communication in Spanish. (Ev26-Minutes of academic meetings, graduate programs, Ev80- Program review documents).

2.7 All programs offered by the institution are subject to systematic program review.

The program review process includes analyses of the achievement of the program’s learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, and evidence from external constituencies such as employers and professional organizations ” (WASC Handbook, 2008.)

Academic programs are subject to periodic review directed by faculty; the ultimate goal is to make necessary, ongoing improvements to curriculum and academic services. The process of academic program review is based on the policy for periodic review of academic programs. (Ev2 Periodic Program Review Policy).

This process has been the responsibility of college directors (deans) and accomplished by the academies (Ev16-*Academies*) and, in addition, with external consultation (Dr. Marilee Bresciani for Program Review; Dr. Gloria Rogers for Assessment; and WASC Conferences) (Ev80 Program review documents). To complement the review of academic programs, a mixed-cut study (quantitative and qualitative) was done with participation from academics from the institution who researched faculty perceptions on the process of measuring institutional learning that had been done. The results will inform the next cycle of learning measurements. Five programs have been reviewed, four undergraduate and one graduate program (Ev80 X Checklist 2.7 Program review documents). Each college has defined a plan to complete the cycle of program reviews for the remainder of its programs (Ev80-Timeline For Program Review -All Colleges). The findings of this process have generated recommendations for improvement. For example, specific recommendations include analysis of policies on faculty load, hiring of professors in identified areas of specialization, and alignment of information systems to provide pertinent and useful information for the academic review process and learning assessment (Ev80 X Checklist

2.7 Program review *documents*). The review of the MBA (Ev80 X Checklist 2.7 Program review *documents*) was done with participation of students, graduates, business people, and community leaders. Their comments were taken into consideration when making decisions about educational offerings, professional development for faculty, and various support processes. (Ev80 X Checklist 2.7 Program review *documents undergraduate & the MBA program*)

SCHOLARSHIP AND CREATIVE ACTIVITY

2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character " (WASC Handbook, 2008).

CETYS actively promotes academic performance that reflects on the development of its academic programs, pedagogical innovation, and creativity. The faculty evaluation and remuneration system recognizes professorial classroom performance with an economic incentive. In May of 2011 the President's Office informed the faculty the establishment of new annual three awards that would recognize excellence in Teaching, Research, and Publication. In July of 2011 an effort to strengthen the culture of research was initiated at CETYS University by means of two important projects: The Editorial Club and the Institutional Committee on Research. The first is part of the Institutional Editorial Project and is to help professors with their publications; the second is to vet research proposals submitted by members of the faculty. (Ev36- Editorial Program).

The institution promotes faculty participation in dissemination of knowledge activities such as presentations of research, speeches and conferences, and publication of articles and books, some of which have

received national and international awards and recognition. Academic performance is recognized and promoted, while learning is kept at the center and in alignment with CETYS Educational Model. The faculty participates in research projects in diverse settings according to the dynamics and characteristics of their respective colleges. Students at undergraduate and graduate levels also participate. In response to a WASC recommendation on the culture of research, information has been gathered on research activities at four levels over the last three years, from 2008 to 2010 (Ev53- Institutional Research 2008-2010). The levels include:

- a) Undergraduate student research
- b) Graduate student research
- c) Research projects by professors who participated in any of the CETYS research centers
- d) Individual research by professors developed on their own (yet considered in their work plans)

This research is found at a site on Blackboard. In addition, CETYS 2020 will promote and encourage research projects and academic performance through the Centers of Excellence which exist in every college (Ev65- Strategic Plan CETYS 2020). The Centers of Excellence will develop applied research projects with participation of internal faculty as well as those from other educational institutions in the form of Distinguished Chairs (Ev92- Distinguished Chairs Program), which in 2011 includes Dr. Dan Shunk from Arizona State University, Dr. Pedro Ortega and Dr. Ramón Minguez from Universidad de Murcia (Spain), Dr. Alex De Noble from San Diego State University.

SUPPORT FOR STUDENT LEARNING AND SUCCESS

2.10 The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and

campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences” (WASC Handbook, 2008).

The institution gathers and analyzes information from its students at several points (Program Coordination, CEDE, Student Affairs, Finance, etc.). The Director of Academic Development and Promotion (Enrollment Management) formally evaluates student satisfaction on a periodic basis. Results are used to improve student services. (Ev39-Satisfaction Study 2010)

To maintain high retention rates, CEDE (Student Development Center) tracks student performance from the time they first enroll at CETYS throughout their student careers, identifying those students who may require additional assistance and suggesting the best method of doing so to ensure successful outcomes (Ev24-Academic Follow-up CEDE). Types of help available include one-on-one assessments, in groups, or as family for personal and academic issues. This type of tracking takes place with program coordinators at the undergraduate level and with academic coordinators at the graduate level. As an example of this type of tracking, in 2010 CEDE at the Mexicali Campus accomplished 68 percent of its retention efforts for 211 students perceived to be at academic risk. Of these, 143 remained enrolled. The remainder dropped out for other reasons.

The analysis of causes for attrition indicates that most students leave CETYS because of their low academic performance, vocational disorientation, bad study habits, and personal and/or family problems. This information allows CEDE Mexicali to adjust its retention strategies to be more effective (Ev24- Academic Follow-up Mexicali Campus CEDE). Based on WASC recommendations, a system for gathering and analyzing student information at CETYS University was designed and

implemented. This system (SICU) generates information on efficiency of student completion by academic program. For example, from 2002 to 2004 graduation rates of the Business/Management major at the Mexicali Campus increased from 53 to 64 percent and in the International Business major from 57 to 81 percent. (Data Table 3.2 EE 2011)

2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs” (WASC Handbook, 2008).

CETYS University designs, promotes and develops co-curricular programs such as development incubators, professional practices, social services, and academic mobility (both national and international) with the end in mind to complement student academic development and achievement. These co-curricular programs are based on the distinctive parts of the institution educational model. (Ev17-Entrepreneurship, Ev18-Internationalization).

As part of the strategic planning process that led to CETYS 2020, the distinctive parts of the educational model were redefined and thus strengthened. For example, in the case of internationalization of programs several initiatives were identified: intensive English, various exchange programs, international short stays, double diplomas, and guest professors from abroad. In addition, CETYS completed a self-study on internationalization based on the American Council on Education Internationalization Laboratory, with full participation of the university community (Ev18- Internationalization, international mobility report and ACE Lab) was done to identify areas of opportunity and to obtain an external peer review to provide feedback on efforts in internationalization. The results served to generate a series of action items that were integrated into CETYS 2020 (Ev65- Strategic Plan CETYS 2020, presentations by the president). Examples included establishing a comprehensive

definition of internationalization and the creation of a Committee on Internationalization to propose and validate international initiatives.

To foster entrepreneurship, the institution relies on the *Centro de Desarrollo Emprendedor* that continues to stimulate the creation, strengthening, and maturation of businesses with such programs as *Impulsa*, *Jóvenes Emprendedores*, *Bancos en Acción*, *Simulador de Negocios MESE* (Management Economic Simulation Exercise), *Incubadora de Tecnología Intermedia* and Endeavor. CETYS Universidad is a pioneer at the national level in start-up activities (business incubator) (Ev17-Entrepreneurship). In reference to *Simulador de Negocios MESE*, in 2010 a total of 658 individuals participated in entrepreneurial activities on the different CETYS campuses. Two businesses, SAIT and Innova, were chosen by the 5th Endeavor Selection Panel to be supported by CETYS, making a total of 12 businesses that are now supported by this initiative. In addition, students developed projects as part of the IMPULSA program whereby projects for development are initiated and business plans prepared. Students participated in the exhibition titled *Kiosco de Ciencias de la Fundación NEXTEL*, a project that proposes to promote science and technology for children.

Outreach and linkages with business and industry is another co-curricular resource available to students at CETYS. By means of a number of agreements on networking, a student can accomplish professional practicum (Internships) and social service in organizations, businesses, industries, and local communities (Ev22-Linkage Committee Report). Social service develops a spirit of justice in our students. Other universities such as San Diego State are now interested in the programs of community service that CETYS has developed. In 2010, a total of 15 new social service and professional practicum agreements were signed with local

industries. Currently, more than 55 programs of this type exist system-wide, and the institution has shown a 90 percent increase in student participation in social service programs. (Ev21-Social Service Rules and Policies)

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements” (WASC Handbook, 2008).

Through its academic and service areas CETYS University assures that students know and understand academic program requirements and receive timely, useful, and regular information on these requirements. The institutional catalog (Ev49- Institutional Catalog) has all the requirements related to academic programs and sources of information for students and for the community. The latest version of this document was published in 2011 and it is updated on a regular basis. Students are informed of the requirements from the time they inquire about entrance at to CETYS through discussions with academic areas, administration, and personal follow up (Ev24- Freshmen Follow-up report). Program and academic coordinators and CEDE, in coordination with School Services, provide a personalized student tracking on requirements and ensure complete follow-up (Ev24- CEDE Report). Information systems have been developed and are a source of academic information for each student. An example is the institutional page on the network where the policies, procedures, and current regulations are found. Also on the “*MiCampus*” portal academic information on each student may be found. This is also the access point to the institutional electronic portfolio where the student participates in the learning assessment (Ev29- Electronic Portfolio y Ev47 *Portal MiCampus* <http://micampus.mx/cetys.mx/portal>). Student satisfaction surveys do not indicate a lack of information in the curricular area.

2.13 Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers ” (WASC Handbook, 2008).

CETYS University designs and organizes its student support services to satisfy the needs of the diverse types of students it assists, and the needs of each academic program. (Checklist X2.11 *List of student services*).

A series of services exist at CETYS to help students in a variety of ways including, for example, CEDE, Student Affairs, Information, Finance, Health Center, Library and more. CEDE completed a survey (2011) to get feedback and to evaluate the services it offers. The findings show that, overall, students needed academic tutoring, as well as personal and vocational orientation. Students who have received personal counseling from psychologists rate the service they received as either good or excellent and indicate satisfaction with the service. A majority of students who were provided services consider that they have improved significantly in their learning (grades, time management, and study habits). Some examples of activities that impact directly or indirectly on undergraduate students are: *El Programa de Asesorías Académicas* (Academic Advising Program); *Escuela de Administración y Negocios e Ingeniería* (School of Business and Management and Engineering Mentoring); the academic and personal development workshops; personalized attention; coordinated work with professors; and individual and group work with parents. (Ev24 CEDES Report).

A survey on the opinions of student who participate in mobility programs (national or international) was completed as well. The findings show that a majority of the students surveyed indicated that the experiences and learning accomplished were positive; over

80 percent gave a positive evaluation (Ev18 *Encuesta Sobre Internacionalización*). In addition, 100 percent of the written testimonials from students that participated in academic mobility during semesters 2010-1 to 2011-1 were analyzed and it was found that 95 percent were very satisfied with their academic interchange experience (Ev18- Testimonials of International exchange students) published in the Vocetys. In 2011, a series of testimonials on video were collected whereby students shared their experiences and learning after participating in the mobility program. (Ev18 Testimonial video of international exchange students).

2.14 Institutions that serve transfer students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements ” (WASC Handbook, 2008).

This criterion is not fully applicable to CETYS. CETYS University does not receive more than a few transfer students if at all, each academic year. Nevertheless, CETYS strives to create agreements with universities worldwide and welcomes transfer students.

CONCLUSIONS

By actively participating in the WASC accreditation process, CETYS University has achieved significant learning as an institution and as a learning organization. One of the major achievements was the active participation of faculty in the review of programs and the learning assessment processes whereby the academies have taken leadership roles to define processes, methodologies, instruments and tools for reviewing academic programs and learning assessment. Throughout the process, the institution has incorporated the advice and counsel of experts. The focus on academic quality and overall excellence—on

successful outcomes in student learning— now goes beyond the curricular arena and extends to all support areas in the institution as demonstrated in the advancement in support of research, self study in terms of internationalization, and of learning assessment in the libraries, to name a few. The Academic Senate continues its process of refinement and consolidation that will lead the faculty towards a greater and more effective participation in academic decision-making and in institutional direction. CETYS 2020 was designed and is being implemented to strengthen academic quality by supporting the hiring of faculty with terminal degrees as well as to further professional development of all faculty.

STANDARD 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

CETYS University “sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning” (WASC Handbook, 2008).

CETYS University has become a highly respected institution through careful alignment of resources with its academic programs and by keeping student learning and outcomes at the core of its mission. The University’s Board of Trustees and President are committed to educational excellence as reflected in CETYS’ mission and long-term strategic plan.

The institution has strengthened its organizational structure, invested in faculty development and academic facilities, and greatly expanded the use of technology in and outside the classroom. CETYS continues to advance educational excellence by investing in undergraduate and graduate programs to ensure student learning. Key to this success is continued investment in qualified faculty and methods to assess student learning and outcomes.

FACULTY AND STAFF

3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and support its academic programs, consistent with its institutional and educational objectives” (WASC Handbook, 2008).

The current CETYS University’s organizational structure has been in place

since January of 2007. The institution continues to work effectively toward achieving excellence in all of its educational objectives. With this in mind, CETYS has sufficient personnel on each of its three campuses in accordance with the 2010 Plan (Data Table 4.3 EE 2011).

CETYS has key academic personnel in place, including a system-wide Vice President for Academic Affairs, Director of Academic Effectiveness, and Deans of the College of Engineering, College of Business, and College of Humanities and Social Science. CETYS has three campuses (Mexicali, Tijuana, and Ensenada), with each led by a Campus Director and a Campus Academic Director (or Director of Academic Affairs), supported by Directors of Schools belonging to each of the Colleges (Engineering, Business, and Humanities and Social Science). (Ev50- Organizational Structure)

To assess if the institution has sufficient personnel, each semester CETYS conducts a student satisfaction survey to determine if support areas provide an adequate service or if they have areas of improvement. (Ev39- Satisfaction Study Results Summary)

3.2 The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity.

CETYS has been working to improve the student-faculty ratio and overall class size as well as faculty credentials as outlined in CETYS 2020. Over the last decade, the student-faculty ratio improved from 40:1 to 35:1. (CETYS Summary Data Form) The goal is to further reduce this ratio to 30: 1 and to have a minimum of 50 percent of all faculty with terminal degrees as well as the ability to speak both Spanish and English fluently. Faculty and staffing needs have been identified through systematic academic planning processes and reflected

in the budget (Ev86- Budgets) and CETYS 2020 (Ev65-Strategic Plan CETYS 2020, Ev1-Results of 2010 Strategic Plan, and Ev57-Annual Operational Plan 2011. CETYS has been hiring more faculty with terminal degrees and will continue to take steps to increase its number of doctoral faculty. Plans are in place to assist current faculty who are 'all but dissertation' (ABD) to finish their research and obtain their doctoral degrees. Out of 14 candidates last year, three received their terminal degree during 2010. More are expected to conclude over the next couple of years. (Ev87-Support for Faculty) with the budget provisions in CETYS 2020 CETYS. In 2010, three more faculty members began their doctoral studies (Universidad Popular Autónoma del Estado de Puebla or UPAEP, and Instituto Politécnico Nacional: Centro de Investigación y Desarrollo de Tecnología Digital-CITEDI.). An improved process is being designed (2011) to select and support the best potential candidates in the pursuit of future doctoral degrees. Faculty will apply and have an equal opportunity to be selected. (Ev57- Annual Operational Plan 2011, and Ev-87-Support for Faculty).

As part of CETYS 2020, the institution recently launched its Distinguished Chairs and Visiting Professors Programs. These programs invite faculty from abroad to interact with the community, to teach seminars and various master's classes, to conduct conferences and to lead and/or participate in research projects. These programs have greatly enriched the academic community. During the first semester of 2011, three Distinguished Chairs have been at CETYS, one for each of the Colleges (Dr. Pedro Ortega, from Universidad de Murcia; Dr. Dan Shunk, from Arizona State University; Dr. Alexander DeNoble, from San Diego State University). (Ev65-Strategic Plan CETYS 2020).

3.3 Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational

objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction" (WASC Handbook, 2008.)

Faculty and staff recruitment currently includes more emphasis not only on academic credentials (i.e., doctoral degree, English proficiency) but also knowledge of academic assessment strategies. As of 2010, an improved new faculty orientation has been implemented and emphasizes institutional mission, institutional educational models, expected norms of behavior, assessment processes, electronic portfolio and Blackboard course management platform, and more (Ev90-Faculty Induction Program). Each semester faculty are asked to verify assessment strategies and effectiveness in their courses (pre-selected from a multi-year assessment plan) and are also required to receive training on assessment and e-portfolio methods (Ev7-Institutional Assessment Plan and Model). The assessment process indicates there is faculty buy-in for improvement. For example, 41 percent of the institution's faculty completed assessment processes in 2009. This increased to 64 percent in 2010. Furthermore, following WASC recommendations in 2009, CETYS designed a program assessment pilot process that was launched in August of 2010. The results of this pilot are being used to improve the curriculum of the programs reviewed (Marketing Management, Business Administration, Industrial Engineering and Computer Science and the Masters in Business Administration; details on standard 2).

Full- and part-time faculty must fulfill basic instructional responsibilities, including teaching, research and service. They must also participate in institutional activities such as applied research projects with industry. This is a new initiative that began in 2010. Adjunct instructors must also fulfill their

teaching responsibilities and be available to participate in institutional activities, as needed.

The Faculty Assessment and Remuneration Program (SERP) is a standardized process that is used to evaluate faculty performance in undergraduate programs. This assessment is comprised of student evaluations, evaluation by each School Director, and includes the faculty member's self-assessment. SERP identified that in 2009-2010 overall faculty performance at the three campuses improved 43 percent. One of the specific results of the faculty evaluation process shows improvement in supporting learning activities and learning evaluations (Ev33 SERP Faculty Evaluation System). The Faculty Assessment and Remuneration Program is also used to financially reward those instructors with the best overall performance. Currently, this compensation program is under revision and changes may include an award for the best system-wide CETYS professor.

The academic load of undergraduate faculty is determined by the number of hours spent in the classroom. The policy was revised in 2009. Full-time faculty teach between 16 and 18 hours (usually 4 courses of 4 hours each semester) while part-time faculty teach 12 hours (3 courses per semester). School directors and college deans teach one course each semester. This is designed to fully utilize the expertise of CETYS leaders and to keep these senior-level administrators in close contact with students on all three campuses. (Ev12-"PIA" Portal of Academic Information; workload policies for faculty).

3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives" (WASC Handbook, 2008.)

CETYS has put forth a revised Faculty Development Program. In addition to

opportunities provided to faculty for professional development via attendance to conferences and symposia, this program includes training in pedagogical methodology, information technology, and development of a healthy lifestyle. During the spring 2011 semester six courses were offered and 259 faculty members participated. Dr. Marilee Brescianni conducted one training program, with the evaluation indicating an overall 91% satisfaction with the effectiveness of the workshop.

Faculty development activities are constantly being implemented at CETYS. Technology is an important tool in this training and faculty are encouraged to use advanced technology in the classroom.

The Center for Academic Development and Improvement was started in 2010 to consolidate, institutionalize, and align faculty development activities with student learning. For example, the Center offers a certificate program in information literacy and as of 2011 a total of 25 faculty members have obtained their certification. This certification program is offered with the assistance of library personnel from San Diego State University and California State University-San Marcos (details on CFR 3.6).

The Faculty Development Program is under the purview of each college dean. Examples include the doctoral programs (CFR 3.2) and the American Council of Education (ACE) Fellows Program. During the last five years, five CETYS representatives have participated in the ACE program.

FISCAL, PHYSICAL AND INFORMATION RESOURCES

3.5 The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit.

Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources” (WASC Handbook, 2008.)

Throughout the history of the institution, CETYS University has been financially stable. As a result, since the 1990s the university has set an overall positive balance as a goal, thereby enabling the institution to re-invest any remaining resources back into the quality of faculty, programs, and services. The 2009 and 2010 financial statements are presented as evidence. (Ev69- 2010 Audited Financial Statements).

The financial operation of CETYS is the responsibility of the Office of the Vice President for Administration (VPA). This office is guided by the university’s mission, vision and educational model. One of the strategic priorities of CETYS 2010 was to clearly delineate and support the university’s financial future. With that in mind CETYS 2020, the successor to CETYS 2010, considers the creation of an institutional endowment. The VPA in coordination with the VP for Academic Affairs and academic representatives—college and school directors as well as the campus directors—follows a rigorous process in the development of budgets (Ev86- Budgets per campus) and administrators are held strictly accountable for their handling of institutional resources.

Since the inception of the institution, CETYS has steadfastly re-invested any operating margins or surplus, generally ranging between three and ten percent each fiscal year. For example, for the last ten years the surplus has been applied to faculty development, infrastructure, technology, and information resources (Ev40- CETYS University General Statute, Article 139). CETYS 2020 provides a broad framework that lists priority areas around which future surpluses will be used primarily for quality enhancement purposes.

The financial statements that the institution prepares are audited annually by a firm of external auditors (Ev69- 2010 Audited Financial Statements). The auditors apply the auditing norms and policies as practiced in Mexico. As requested by the WASC Accreditation Commission, auditors have prepared an analysis of the differences between the auditing practices in Mexico and the United States. (Ev70- Differences in auditing practices between Mexico and the U.S.).

3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support academic offerings and the scholarships to its members. These information resources, services and facilities are consistent with the institution’s educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered” (WASC Handbook, 2008).

CETYS has always had in its long-term strategic plan provisions for the improvement of its libraries. As a direct result of WASC recommendations, the libraries at each campus have had substantive and visible progress (Ev74- Library Strategic Plan 2010 & 2020). To support the library’s strategic development plan, consultants from UCLA (2008-2009) and California State University San Marcos (2009-2011) were brought in. With their support, extensive training was offered to faculty and library personnel. Library directors visited several US Universities to learn about library management and operation systems (San Diego State University, National University, the University of Arizona, California State University at San Marcos).

The library’s strategic development plan seeks to have current collections with a

balance between printed and electronic materials. A strong investment has been made on library resources at all three campuses, including annual subscriptions to electronic books. CETYS went from 65,000 printed volumes in 2007 to more than 165,000 library holdings in 2010. Of these, about 70,000 holdings are printed material while more than 90,000 are electronic. From 2009 to 2010, data bases increased from 10 to 17 (Ev73- Library Actions in Response to WASC Recommendations). The annual resource projections for 2011 are detailed in the Annual Operational Plan for 2011 (Ev76-Library Committee Minutes) and in the CETYS 2020 Plan for Library Development (Ev65-Strategic Plan CETYS 2020). Joint operating agreements with other libraries in México and the United States have strengthened and expanded the institution's library resources for students and faculty alike. Examples include collaborative agreements with San Diego State University and the Universidad Iberoamericana del Noroeste. The book exchange program has increased from 27 books in the first semester of 2009 to 229 in the second semester of 2010 (Ev78- Library agreements with other universities).

In 2009, a Certificate Program in Information Literacy (DHI) was offered to CETYS faculty. This program is an integral part of the Faculty Development Program. The primary purpose is the development of faculty skills to help promote the correct use of information resources. To date, 147 faculty members have participated and 25 of these have finished the program (Ev77- Information Literacy Development Program for Faculty).

A pilot program in information literacy was launched in the second semester of 2010. A group of 22 students from the Environmental Studies course participated. The program involved two class sessions (4 hours) in the library where students made use of information resources. Assessment of the program indicated that students were not using diverse library resources. As a

result, a decision was made to replicate this program in all colleges (Ev73- Library Actions, in Response to WASC Recommendations).

During 2009 and 2010, libraries in Mexicali and Tijuana were remodeled to include spaces for the corresponding Center for Learning and Research Resources (CRAIs). In summer of 2011 Ensenada will also have a CRAI. The objectives established in the library strategic planning process were achieved at all three campus locations. The plan calls for increased spaces for student learning and increased support for faculty for class preparation as well as for strengthening academic contact among faculty, library personnel and students (Ev79- Library Remodeling per campus).

CRAIs in Mexicali and Tijuana have computers with specialized software for editing and generating documents and didactic materials, data bases, electronic books, and all necessary resources for faculty and students training in the correct use of information resources (finding, processing, analysis and presentation). These centers offer a new type of service oriented towards faculty to support the creation of didactic materials with electronic and audiovisual support. Faculty members use the materials in class in a range of different modalities and via a variety of digital platforms that the institution offers. The use of Information and Communication Technologies (TICs) improves and innovates teaching. Complete details of investments in infrastructure for 2011 are presented in the Library Work Plan for 2011 (Ev74- 2011 Library Operational Plan).

3.7 The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions" (WASC Handbook, 2008).

The Information Centers on each campus have up-to-date resources to offer quality

service to enhance student learning. Also, there is software to manage and control information resources (lending and returning) as well as to provide access to the catalog via the internet (OPAC=On-Line Public Access Catalog). In addition, library service hours have been modified on each campus according to the specific needs of students and faculty (2011.)

In 2009, the Altair System was updated and a single catalog was generated for access within and outside CETYS via the internet. That same year a unified web service for the three campus libraries was implemented whereby all digital resources and library information became available. The digital resources are under the “Digital Library” section with the exception of one data base (<http://bibliotecadigital.cetys.mx/>).

Faculty and students at CETYS have access to various specialized laboratories, equipment and software services to support academic activities and achieve learning outcomes (Ev54- Information Technology Services Inventory).

The Academic Computing Section—within the Information Technologies Department—manages information resources in close collaboration with various academic areas to identify needs and requirements. Investment in computer equipment is divided into three categories: faculty, classrooms and laboratories. One hundred percent of our full time faculty members have computers and internet access. One hundred percent of CETYS’ classrooms have internet access and 92 percent have multimedia projectors. In the case of computer laboratories, they have a ratio of one computer for each eight students which surpasses the goal of one computer for every ten students.

From August 2009 to January 2011, bandwidth for internet was increased significantly: from 8 Mbps to 36 Mbps in Mexicali, from 8 Mbps to 30 Mbps in

Tijuana, and from 6 Mbps to 16 Mbps in Ensenada.

Blackboard continues to be an important technological platform for academic use on the three campuses. During 2007, a total of 2,362 courses were offered and 613 (25 percent) of these used Blackboard. In 2010, the number of classes that also used Blackboard increased to 48 percent. Ensenada’s use of Blackboard was 21 percent in 2010. This challenge was addressed twofold: by outsourcing the Blackboard service and by increasing bandwidth. In addition, Blackboard service is now intermediate to advanced; this represents an upgrade from the initial basic service (Ev34-Use of Blackboard by Faculty, 2007-2011).

CETYS has a limited amount of courses offered on-line (less than 1 percent). Regardless, faculty and students express satisfaction with this delivery method due to the flexibilities it provides.

An important resource being used is the electronic portfolio that seeks to automate and provide more efficiency to assessment processes. The electronic portfolio is accessed via the “MiCampus Portal.” Information in the portfolio helps students present evidence of learning to employers when seeking job opportunities (Ev29- Electronic Portfolio).

The “Portal for Academic Information” (PIA) and “MiCampus Portal” provide information to support directors and academic program coordinators in their follow-up on student academic progress. The “Information System for CETYS University” (SICU) is a new tool developed in 2011. (Checklist 3.6/Evidence #12 link).

The “MiCampus Portal” (Ev47- <http://micampus.cetys.mx>) integrates various web pages and information systems to provide administrative and academic services and information for students, parents, faculty, directors, and coordinators

with the purpose of addressing information requirements in an integrated manner. This includes academic data (schedules, transcripts, courses, etc.), financial data (financial aid, student insurance, etc.), enrollment data (payments, etc.), as well as direct access to services such as Blackboard, the electronic portfolio, library resources, institutional communication, and learning outcomes assessment reports.

In 2010 an online transcript service was implemented. The pilot program was successful and in 2011 it was generalized through the CETYS System. A Satisfaction Survey for Information Systems (Ev54- Information Technology Services Inventory and Survey Results) shows that 84 percent of faculty who used the system rated it as “excellent” or “good.”

The PIA System (<http://pia.cetys.vpn>) has the purpose of being a repository for institutional documents (policies, manuals, procedures, faculty data, etc.) that provides information for decision making by directors and coordinators as well as senior-level campus administrators.

In 2011, the SICU System (<http://sicu.cetys.mx>) was being developed in close collaboration between faculty and the information systems department. WASC recommendations on information systems accelerated the development of this system. The next stage of the project contemplates the addition of reports on academic indicators for each program (Checklist 3.6 SICU).

The use of “MiCampus”, PIA and SICU by administrators, directors and faculty was evaluated and results indicate low satisfaction. Details of this study may be found in the Satisfaction Survey for Information Systems (Ev54- Information Technology Services Inventory and Survey Results). CETYS is in the process of training administrators, directors and faculty to use these systems more effectively.

ORGANIZATIONAL STRUCTURES AND DECISION-MAKING PROCESSES

3.8 The institution’s organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs” (WASC Handbook, 2008.)

CETYS University has worked to improve the academic structure and the way decision-making processes work within the institution (Ev1- Results Strategic Plan CETYS 2010).

The President is the highest authority at CETYS. Assisting him in academic affairs is the Vice President for Academic Affairs (VPAA); and financial, fiscal and physical resources matters are handled by the Vice President for Administration. The university is divided into three main colleges, each headed by a Dean (College of Engineering, College of Business, and College of Humanities and Social Science).

The VPAA, college deans, school directors, and program academies are responsible for establishing the academic policies of the institution, proposing new programs, and modifying or updating curricula. There is an institutional process to open new programs (Checklist 4.4.). Academies are comprised of full- and part-time faculty from all three campuses. The academies began their functions during the fall of 2007. In 2009 they became fully integrated into the life of the institution. In 2011, the position of Academic Director on each of the three campuses was added to expedite and support the decision-making process at a local level.

3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and

evaluating the chief executive officer” (WASC Handbook, 2008).

A not-for-profit association known as Instituto Educativo del Noroeste, Asociación Civil (IENAC) that oversees the continuity and integrity of the ideals that led to the founding of CETYS in 1961. This not-for-profit organization is the steward of the institution’s overall direction as well as its assets, goods, and property (Ev68- IENAC Bylaws modified in 2011 and the Board Members Guide).

The IENAC oversees the institution’s overall operations through the Executive Committee as well as various board committees and chapters operating on each of the campuses. Board committees include: Educational Affairs, Planning, Nominating, Financial, Capital Campaign, Pensions, Library/Information Centers, and Outreach/Linkages. Committee members serve in an advisory capacity to both the President and the Executive Committee.

CETYS continues to educate its board on all academic aspects of the institution. The university offers a program for new board members that provides an introduction to the institution, its mission, and educational goals, plus continuing education on new aspects such as student outcome assessment strategies. This makes for a strong and well-educated board whose loyalty to the institution is unquestionable (Ev66- Workshops for Board Members).

3.10 The institution has a chief executive officer. The institution also has a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management” (WASC Handbook, 2008).

Since its beginning, CETYS University has had a President whose sole responsibility is the overall leadership of the institution. Assisting the President are a VPAA and a

VPA, respectively, as presented earlier (Details on CFR 3.1).

The President is the highest ranking official in the university and is the legal representative and secretary for the Board’s Executive Committee.

The main responsibility of the President is to ensure the fulfillment of the institution’s mission. The details of every function that the President must fulfill are clearly stipulated in the Creation Charter of CETYS Bylaws (Ev68- IENAC Bylaws modified in 2011 and the Board Members Guide).

3.11 The institution’s faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution’s educational purposes and character” (WASC Handbook, 2008.)

CETYS faculty have systematically participated in academic leadership and have been held fully accountable for the academic character and overall academic reputation of the institution.

Under the current structure, the faculty’s participation in academic leadership is through academies and with assistance from the Vice President for Academic Affairs, college deans, and campus directors. Academies are institutional entities responsible for curricular review, assessment, and program review and more.

The Academic Senate was created in 2009. The Senate is refining and consolidating its structure and organization to increase its members’ participation, inclusiveness, and involvement in all relevant academic institutional activities of CETYS. Through the Academic Senate, faculty members are involved in institutional processes such various search committees for key administrative personnel and for new faculty. Also, the Academic Senate was involved in the formulation of the CETYS 2020 and several other academic processes

such as the development of a new faculty evaluation system (Ev33- Minutes of the Faculty Evaluation Committee). Faculty governance continues to evolve at CETYS (Ev81- Academic Senate).

CONCLUSION

The main goal of CETYS University is to have adequate resources to offer high-quality education, with qualified faculty, competitive programs, learning resources, and appropriate facilities and infrastructure, as well as clear decision making processes supported by appropriate organizational structures.

STANDARD 4: Creating an Organization Committed to Learning and Improvement

CETYS “conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work” (WASC Handbook, 2008.)

STRATEGIC THINKING AND PLANNING

4.1 CETYS University “periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position, articulate priorities, examine the alignment of its purposes, core functions and resources, and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes, and revises them as appropriate” (WASC Handbook, 2008).

CETYS University periodically involves different constituencies engaged with strategic decision-making to review and analyze the results of initiatives and strategic actions that the institution operates under the leadership of the president. These groups include IENAC, the President’s cabinet, the VPAA and its staff, the VPA and its staff, the professoriate, alumni, students, employers and others. All of these individuals and groups participate in different phases of the strategic planning process. The results are communicated to the entire community at different points throughout the process.

CETYS 2020 was formulated with the participation of all these constituencies. For

example, during the transitional phase from CETYS 2010 to CETYS 2020, CETYS 2010 and its implications were evaluated. Two evaluations were conducted: one qualitative and one quantitative. Professors and administrators participated in the qualitative review of CETYS 2010. They sought to answer the following questions: What happened with CETYS 2010? What worked well? What did not work as well? One finding of this process was the significant growth of the high school and graduate population. That was not the case with the undergraduate population, which did not achieve the enrollment goal set as part of CETYS 2010. Another finding was that while CETYS maintained healthy finances, it had some unmet needs in campus infrastructure and in several academic positions that went unfilled (Ev1- Results Strategic Plan CETYS 2010 and Ev64- link to: www.cetys.mx/2020).

While preparing CETYS 2020, several internal and external constituencies were consulted. Groups of people were asked to ponder about the current state of CETYS and its future direction. Opinions were collected from 2,250 participants. The internal group included students, professors and employees. The external group included alumni, parents, employers and consultants. Results from these consultations indicated areas of opportunity such as enhancing infrastructure, improving faculty credentials, raising educational quality and more. These results were incorporated into CETYS 2020 (Ev64- Link www.cetys.mx/2020).

CETYS’ President met with a group of university employees that included professors, directors, and Academic Senate members to discuss the vision, implications, objectives and initiatives of CETYS 2020. The results of this meeting were presented to IENAC and its various committees (Ev64 Link www.cetys.mx/2020 [*Consulta a públicos Plan CETYS 2020, September 3, 2010*]). A group of professors and directors were charged with analyzing the

environment, future environmental trends, and the 2020 vision (SWOT/FODA). This group reflected on institutional strengths, weaknesses, opportunities and threats. (Ev64- Strategic Plan CETYS 2020 SWOT Workshop, June 23-24, 2008 and Ev64- www.cetys.mx/2020; Ev81- Academic Senate.)

Staff members in the president's cabinet submitted an electronic inquiry to professors and directors to collect information regarding opportunities for improvement, significant efforts being made across the campus, and points of pride in the institution. This inquiry reflected that individuals are proud of CETYS national and international accreditation processes, aware of the need to improve development efforts for the professoriate, aware of the need to use the results obtained from examining the teaching-learning process more effectively, and also aware of the need to become more sensitized to managing evidence collected to improve learning (Ev64- Link www.cetys.mx/2020: CETYS Personnel opinion about the institution's future).

International experts in education (Dr. Marlene Ross, Dr. Celestino Fernández, and Dr. Michael Easton) interviewed CETYS University directors on topics related to management, the institution development, and policies and procedures, among other themes. After the interviews were conducted, these experts recommended the following: Clarify CETYS' organizational structure and key staff responsibilities, monitor more closely government relationships, raise funds in a more focused and deliberate manner, foster the Academic Senate, strengthen information systems, among others. (Ev64 Link www.cetys.mx/2020: Teams Visits to CETYS University, Institutional Effectiveness, March 21-24, 2010)

The results described above were gathered from CETYS participatory discussions to evaluate strategic planning. These results

validate recommendations derived from the WASC accreditation process.

CETYS 2020 was launched at a retreat where academic directors and administrators were present. During this meeting the 2011 Annual Operative Plan was also reviewed and clarified (Ev64 Link www.cetys.mx/2020: 2020 Initiatives Workshop, December 2, 2010).

The President of CETYS and campus directors presented CETYS 2020 to internal constituencies including students, professors, and employees. In addition, they also presented CETYS 2020 to external constituencies including parents, alumni, consultants, professional associations, communication media, and government authorities (Ev65 CETYS Strategic Plan 2020 and president's presentations). For the first time in the history of CETYS, the President made a public presentation of the annual report to the university's community, covering among other themes progress on CETYS 2020. (Ev45 Presidential Annual Report, 2010.)

Given the evidence outlined above, it is clear that CETYS University engages multiple internal and external constituencies in institutional reflection and planning processes to assess its planning activities, defines priorities, and defines the future direction of the institution.

4.2 "Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution" (WASC Handbook, 2008).

CETYS University's planning process aligns and prioritizes the needs and requirements of its different functional areas (academic, personnel, physical plant, technology, finance and more). CETYS looks to integrate a strategic comprehensive plan that is easy to implement. CETYS 2020 is eminently an academic plan. This academic

content is reflected by each of its components, the manner in which it articulates the institution's vision, its strategic objectives and initiatives. The operational phase of CETYS 2020 highlights 21 initiatives, 16 of which are academic (Ev65- CETYS 2020 Strategic Plan and president's presentations; Ev64- Link www.cetys.mx/2020). The plan's initiatives describe the 2011 Annual Operational Plan (Ev57 2011 Annual Operational Plan). The following are examples of academic initiatives:

- Hiring full time professors
- Supporting doctoral studies of full time senior faculty
- Professorial development
- Periodical review of programs
- Exploring e-campus
- Distinctive elements of CETYS education (*Matices*)
- Centers of Excellence
- Distinguished Chairs

All initiatives and objectives of CETYS 2020 are integrated in the CETYS University System Compass. This compass provides a complete view of the institution's strategic plan and its goal attainment. The compass shows academic, administrative, physical, fiscal, and personnel initiatives (Ev57- 2011 Annual Operational Plan).

4.3 "Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data and include consideration of evidence of educational effectiveness, including student learning" (WASC Handbook, 2008).

Planning processes are informed appropriately with evidence from qualitative and quantitative analysis that includes consideration of educational effectiveness and student learning. CETYS University follows a strategic planning process supported by qualitative and quantitative information gathered from internal and external sources. This process allows the institution to evaluate its plans, identify

areas for improvement and opportunities to improve. (Ev64 www.cetys.mx/2020).

During the period from 2000-2010 CETYS used a University Dashboard to assess institutional effectiveness. The dashboard summarizes information of all areas of the institution: academic, fiscal, physical and technological. The 2009 annual report presented by the president (Ev45 President's Annual Report, 2010) shows the results of indicators—contained in the dashboard— over time, such as student population, faculty evaluations, student-teacher ratio, attendance, assessment of learning, student attrition, cultural activities, sports, scholarships, fiscal surplus and more. Each area of the institution has its indicators. For example, the average for faculty evaluations (2009-2010) fluctuated between 82/83 percent of satisfaction. There were, however, different trends in the professors' evaluations when the data was analyzed per campus and per school. For instance, the mean of CETYS Ensenada professorial evaluations during the last two years has been 79 percent while CETYS Mexicali campus showed an 84 percent satisfaction rate. This indicates variations that require more analysis to identify modifications to improve evaluation percentages, such as adding more full time professors to the CETYS Ensenada Campus (Ev33- Executive report of the evaluation of professors 2010-2; Checklist 3.6 Information Systems CETYS University (SICU) <http://sicu.cetys.mx>).

Information obtained through these evaluations is provided to college deans who, in turn, help design faculty training through the CDMA in pedagogic competence (curricular planning, technology use, assessment methods, design of learning experiences etcetera) as well as in other perceived faculty needs. CETYS began collecting information in a systematic and automated fashion through SICU in 2011 (Checklist 3.6 Information Systems CETYS University (SICU) <http://sicu.cetys.mx>). This system helps

aggregate data using different parameters such as program, gender, college location and more and is already beginning to demonstrate its usefulness in the decision-making process. As described above, this new system has helped identify specific areas of need where faculty members have received more training.

CETYS 2010 also included a strategic indicator to evaluate student level of proficiency in the English language. This level of proficiency was analyzed during the years 2008 – 2010. The findings of this analysis showed an increment of 6 percent; in other words, students went from 77 to 83 percent in their level of English proficiency. In addition, this indicator also underscored significant differences among campuses. CETYS Mexicali was the highest performing campus; thus, Mexicali's English Program was replicated at the other two campuses. This decision required significant fiscal investment and changes in the curricular map, as well as changes in the language in which classes are taught. For example, in the 2011-1 \$630,000 MN (\$53,000 US dollars) was spent to pay professors to teach in English. (Ev86- Budgets per campus).

Another indicator that assessed financial support to students was scholarships. This indicator reflected that financial support to students on scholarships had increased by 5 percent, going from 22 percent in 2008-2 to 27 percent in 2010-2. This allowed students with limited resources but high levels of academic performance to study at CETYS. (Ev1- Results 2010 Strategic Plan, Indicators 2008-2010).

The indicators that will gauge the progress of CETYS 2020 are under review. IENAC, the President, the VPAA and VPA, college deans, academic directors, and campus directors will review the plan. This review will result on a re-classification and overall increase of the number of indicators. With its focus on capacity and educational effectiveness, the WASC accrediting

process was taken into consideration. For example, new indicators including learning outcomes and student participation were considered (Ev64- www.cetys.mx/2020 Educational Effectiveness Indicators, Version 7).

The new Information System of CETYS University (SICU, 2011) has been developed and has taken into consideration the requests and recommendations of national and international accrediting institutions. This system supports the institutional decision making in areas like learning and student performance, professoriate development, and curricular review, to name a few. Directors, professors and employees have access to this system. Building and perfecting the SICU continues as it incorporates the continuous feedback of professors. For example, many professors want to have disaggregated information about student graduation and retention rates by program of study, co-curricular student participation, WASC data/tables etcetera. The automation of information gathering and its distribution is not complete to date but the accrediting institutions (WASC, FIMPES) requests have propelled CETYS to perfect this system in an accelerated fashion (Checklist 3.6 CETYS Universidad Information System (SICU) <http://sicu.cetys.mx>).

COMMITMENT TO LEARNING AND IMPROVEMENT

4.4 CETYS “employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy” (WASC Handbook, 2008).

CETYS University has processes to evaluate effectiveness, identify trends of the results over time, detect areas of opportunity to improve the service provided to students, analyze their performance and learning, and also monitor professors' development. Processes are being developed to compare results. The most important processes being developed include:

- Academic: learning assessment, periodic review of programs of study, professorial evaluation, curricular design and more.
- Administrative: budgets, auditing, personnel performance evaluation (directors, services), financial support award (scholarships and credit), promotion and educational development, satisfaction assessment of various constituencies and more.

The following paragraphs will describe effectiveness results of the most relevant institutional processes.

Satisfaction of different constituencies is assessed using different instruments; one of them is the satisfaction survey. This survey is administered each semester to evaluate student services. The results are presented to diverse publics. Once results are presented, a workshop is conducted on each campus to generate recommendations for improvement. For example, one recommendation at CETYS Tijuana is that Blackboard service needed improvement. This goal was met by outsourcing and now Blackboard provides this service directly. This change also provided an added benefit whereby CETYS now uses the Enterprise version of Blackboard instead of the Basic version. Now, the service is provided with good speed and courses are managed better because the new Enterprise version has better and bigger operational characteristics to perform these tasks. The Blackboard system is now stable in Tijuana and throughout CETYS University.

Evaluation of directors' performance also takes place every semester and is done through the University System's Compass. This system identifies areas to develop. One example that illustrates an area of opportunity is the recommendation given to the CETYS Ensenada campus director to strengthen the equipment and technology of the classrooms and meeting rooms. This recommendation has strengthened the undergraduate student retention strategy. (Ev64 www.cetys.mx/2020 2010-2 Control Panels Results).

Accrediting processes (National and International) have motivated CETYS to expand its focus on learning assessment, periodic student program review, student retention and follow-up. (Ev24- CEDE Report Tijuana & Mexicali Campus, July 25, 2011).

The process to open new programs has been strengthened. It now includes learning goals and market analysis to examine program sustainability. (Checklist 4.4, New Program Approval Process).

Currently, the system to evaluate and compensate professors is being reviewed. This review process incorporates learning assessment skills, utilization of rubrics, and the use of electronic portfolio. (Ev33- Faculty Evaluation Committee Minutes). The learning assessment process has been modified to include institutional learning outcomes (*RAI*) as well as learning outcomes of academic programs (*RAPA*); both have been integrated in the review of programs. (Ev80- Program, Review documents, undergraduate & graduate).

The hiring process for new professors has been enriched with the introduction of search committees for the selection of candidates. Further, current requirements for new professors include having terminal degrees, professional experience, English proficiency among other qualifications (Checklist 3.3 Full-time Faculty Hiring Process). The evidence listed above

demonstrates that CETYS follows a process orientation for continuous improvement.

4.5 CETYS “has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data” (WASC Handbook, 2008).

CETYS periodically performs institutional research that supports decision-making. Among this research are satisfaction surveys with parents, students, employers, employees and others; market study of programs under consideration to be opened; studies to identify potential employers; surveys of alumni etcetera. The results of these studies are presented to diverse publics. For example, the results of the student and parent satisfaction studies were presented to a group of directors of CETYS University System. The results of the surveys were also used to improve services. At CETYS Tijuana Campus it was identified that the cafeteria services were in need of improvement; also the library schedule needed to be extended. Both services have been improved. The cafeteria was remodeled and outsourced and the library schedule was modified to be open on Saturdays. (Ev39- Satisfaction Study, and Improvement Workshops per Campus).

CETYS does feasibility studies to explore the market of new programs of study.

The results of the Fifth Alumni Study that was done during the second semester of 2010 will be presented to the faculty and academic directors of the campuses during the fall semester of 2011. Among the most significant results are that 70 percent of

alumni who graduated with a bachelor's degree have obtained their title, 42 percent continue graduate studies and 90 percent are satisfied with their career (Ev15- V Alumni Study 2008-2010).

The results from the assessment of institutional learning objectives (2008-2010) were valuable; among the main findings are improvement to the undergraduate research culture and also undergraduate student improvement in the ability to communicate clearly and effectively in Spanish. (Ev13- Assessment of Institutional Learning Outcomes 2008-2010).

4.6 “Leadership at all levels is committed to improvement based on the results of the inquiry, evaluation and assessment that is used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning” (WASC Handbook, 2008).

Leadership at all levels of the institution demonstrates a commitment to continual improvement by using results obtained through research, evaluation and assessment. Faculty manifests its leadership through the academies' work of learning assessment and also through review of programs of study. The academies have established learning objectives in three levels: institutional, program of study and co-curricular. Each program has an academy that guides, supervises and keeps competitive its field of studies. A group of faculty from each campus and the same college constitute an academy. (Ev16- Academies and Ev62-*Co-curricular Assessment Timeline and Library Assessment Plan*).

The academies lead the program review process; they analyze programs mission,

the development of its vision, learning objectives, educational objectives, the potential for students to succeed, the recommendations of accrediting institutions, number of faculty needed, classroom and technology needs, and trends of the required discipline fields. During the last academic year five programs were reviewed. These programs were: business administration, business/management, industrial engineering, computer sciences and master in business administration (Ev80- Program Review Documents, undergraduate and graduate; Checklist 2.7). School and college directors use the results of institutional research (learning assessment, faculty evaluation, academies' recommendations, employers' surveys, alumni' surveys) to support and fine-tune academic programs.

Beginning in 2011 CETYS generated reports on student retention and graduation rates at the program level. This information is included in the WASC Tables. In the fall of 2011 CETYS will begin a phase to communicate and disseminate the information so that the academies, the faculty, and academic directors can begin to use the information and make the necessary changes to improve. The graduation rate information (*Data Table 3.2 EE 2011*) is included in the SICU page so that internal publics can have access to it. SICU 2011 satisfies the need of key information like admissions, retention, and graduation rate. Some of the above information from SICU will be uploaded to the CETYS web page to be available for other publics.

CETYS faculty members demonstrate their academic leadership through the academies and by participating in the processes of learning assessment and program review. The forums and mechanisms for this participation have been established and are working well. (Ev26- Minutes of Academic Meetings; Checklist 3.11.2).

4.7 “The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology” (WASC Handbook, 2008).

Grading policies and procedures are established at CETYS University and can be found in CETYS Catalog, Student Handbook as well as in the programs and course outlines and syllabi. There is an institutional policy to assign grades, an information system that provides information on grades, as well as faculty who assess students' performance. (Ev19- Student Rules and Regulations, Undergraduate and Graduate Academic Programs; Checklist 1.7.6.3).

Full time faculty participation in curricular design, learning assessment and continuous improvement activities has been excellent. They have worked at both micro and macro levels of curricular design. They now have systematic and periodic timetables for the review of programs of study. Adjunct faculty participates to a lesser extent than full and half time faculty on curricular design and learning assessment. Thus, academic directors are re-designing orientation sessions for adjunct faculty in an effort to include them more readily in these functions.

Another way to evidence faculty participation in the evaluation of learning assessment is the increasing use of the electronic portfolio. During 2009-2010 activity and effectiveness of use of the Institutional Electronic Portfolio increased. Classes that began and ended the cycle of learning assessment went from 34 in 2009-1 to 78 in 2010-2 and the effectiveness with which classes were programmed to be assessed went from 28 percent in 2009-1 to

64 percent in 2010-2 (Ev29- Electronic Portfolio, Longitudinal Report, July 2011). The Institutional Electronic Portfolio (*PEI*) is making learning assessment easier, yet because it is a new process it will take more time for faculty to use it effectively. It is anticipated that the academies will take a central role in making the use of the electronic portfolio system wide.

Further, in addition to learning assessment, faculty members participate in the design and instrumentation of their own evaluation. A group of system-wide faculty organized in a committee began updating its content (factor 5). (Ev33- Faculty Evaluation Committee Minutes).

4.8 “Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs” (WASC Handbook, 2008).

CETYS evaluates the effectiveness of its academic programs by engaging essential groups (faculty, employers, alumni, distinguished chairs, visiting professors, etc.) in this activity. The institution periodically reviews and updates its academic programs.

The policy to review academic programs responds to specific recommendations made by accrediting institutions like WASC and operates by including information from external groups of interest to the institution such as alumni, employers, potential students, as well as internal groups such as current students and faculty. For example, in the review of engineering programs a number of software production corporations were consulted as well as national accrediting institutions (*ANIEI*), alumni, and experts in the area of program review and assessment (Ev80- Program Review Undergraduate Documents; Checklist 2.7 & 4.6). In the review of the program for the master’s in administration, alumni were consulted as well as faculty experts and employers. (Ev16- MBA Academy).

CONCLUSIONS

It is evident that the faculty guides academic processes and participates in other processes where their perspective is relevant. Faculty members are now more involved in the strategic planning of CETYS University System as they integrate and implement recommendations received from accrediting agencies. Additionally, there are significant advances being made to support faculty with their academic planning and continuous improvement through the Information System of CETYS University (SICU). This information system continues to improve as it responds to faculty requests to disaggregate data to fulfill information needs and assist them in their academic decision-making.

CONCLUSIONS.-

CETYS University was founded with an educational philosophy that has a humanistic mission as its center. This mission allows CETYS to define its institutional goals and educational model that guide the university toward academic excellence. The use of significant resources to embark on the WASC accreditation process is a reflection of the commitment of CETYS to continuous improvement. This process has come to transform the use of evidence to support student learning and superior academic outcomes in the institution.

The WASC accreditation process has created a significant opportunity for CETYS University to reflect in action. The recommendations made by WASC have been used as a springboard to define and implement important academic changes. For example, CETYS 2020 is an academic plan resulting from strategic planning with a strong emphasis on academics as it considers and follows WASC recommendations. CETYS 2020 takes those recommendations to a higher level of commitment than the one that CETYS made a commitment to WASC for 2009-2011.

Indeed, as part of CETYS 2020 the institution is not only continuing to increase the number of full-time equivalent faculty but also to enhance the profile of new faculty (an emphasis on doctorally qualified, relevant experience in applied research and projects, bilingual and international as possible) and to create synergies through the presence at CETYS of Distinguished Chairs and visiting professors from partner institutions and other leading universities from the Americas, the European Union, and Asia Pacific.

Through CETYS 2020, the institution is not only seeking to respond to WASC recommendations but to reach new accomplishments and levels of performance. Pivotal to CETYS 2020 is the establishment of three Centers of Excellence around which teaching, research, and scholarship of the professoriate from the three colleges will focus on. The College of

Engineering is launching a Center of Excellence in Innovation and Design; the College of Business a Center of Excellence in Competitiveness; and the College of Social Science and Humanities a Center of Excellence in Social and Human Development. These Centers of Excellence will enhance the opportunities for graduate and undergraduate students, led by faculty to do applied research. As another illustration of CETYS' commitment, the institution is planning on an e-campus project to support the enhancement of information and technology skills of students and faculty.

Faculty members at CETYS University have led the assessment of learning and made this activity a central part of their teaching and scholarship. In other words, most professors have full ownership of these academic processes. CETYS professors designed the process, came to understand the objectives and eventual outcomes, and are now applying the results to improve student learning. Through the academics faculty are carrying out assessment at an institutional and academic program level. Faculty use results of the assessment process to update learning outcomes and the assessment rubrics. Faculty buy-in of the assessment process has increased as well as the understanding and the virtues of this process.

Five academic programs have been reviewed. Four of these programs were at the undergraduate level and included industrial engineering, computer sciences engineering, business administration, and marketing management. One graduate program was reviewed: the masters in business administration. To achieve these ambitious goals, professors were organized into groups called academies. These academies consist of clusters of respected faculty members drawn from across all three CETYS campuses who provided guidance and fostered pedagogy improvement, curriculum design, and program review. The program review process applied to those five academic programs has included results from the institutional and academic program assessment processes.

The Center for Student Development (known as “CEDE”) and its cadre of program coordinators track and help students who are academically at-risk. Initial efforts are underway to establish an “early detection system” to assist students at-risk. Disaggregation of information on retention and graduation rates by academic program has facilitated the identification of areas in need of attention and evidenced effective student support initiatives.

The four distinctive elements of a CETYS education translate into the following institutional learning outcomes: an entrepreneurial culture, internationalization, outreach and linkages with business and industry, and information literacy. These institutional learning outcomes have been defined and evaluated. After this evaluation two more institutional learning objectives were added: sustainability and social responsibility. The addition of these new distinctive elements of CETYS’ educational model is another example of the academic nature of CETYS 2020. The institution’s aspiration is that all graduates of CETYS’ bachelor’s programs as sensitize and expose to each of these distinctive elements as they embark on, make progress, and complete their studies. In the specific case of internationalization, CETYS 2020 hopes to move from providing an international experience to all those students who can take advantage of institutional opportunities to one where CETYS can bring the world to all its students through “internationalization at home”.

With the benefit of the WASC accreditation process, CETYS University has learned to revise its internal processes such as: student assessment, program review, retention, and professorial evaluation. These processes have guided the development of new informational systems such as the Portal for Academic Information (PIA), MiCampus, CETYS University Information System (SICU), and the Institutional E-Portfolio (PEI), as well as the integration of current data bases to discover information and apply it to improve retention, graduation and student learning.

A more in-depth research culture at CETYS is evidenced by the new information centers or libraries and new acquisitions of printed and digital media, as well as an institutional review board and the multidisciplinary system wide research and publication initiatives.

The WASC accreditation process was wholeheartedly embraced by CETYS faculty, staff and students alike, and accordingly has become an effective way to channel their commitment to continuous learning and improvement. CETYS now has a detailed plan to increase the quality of teaching, research and service and, as a direct result, to better assess student learning and the processes that actively support such learning. CETYS has refined existing and/or developed instruments to measure and evaluate student satisfaction with curricular and co-curricular learning.

CETYS has efficiently and effectively responded to the added and unpredictable demand placed on the institution by the April 2010 earthquake in Mexicali. Safety has always been at the top of the list, along with making sure that teaching and learning could resume through the use of technology thereby minimizing delays in program completion by students, re-establishing student service and campus operations, proceeding with the insurance claim, and above all making sure that CETYS would not only recover the physical spaces that were affected but would end up with an enhanced and modernized campus as stated in CETYS 2020. As a result, the Mexicali campus will have three remodeled and/or new buildings between 2012 and 2013. The decision to build new facilities was strongly influenced by the desire to develop learning communities, one of the cornerstones of the 2020 CETYS. Other new buildings will follow at the Mexicali Campus between 2014 and 2015.

CETYS’ Libraries have been the focus of important changes and updates. Library facilities across the three campuses have been remodeled and/or expanded with the addition of the Centers for Learning and Research Resources. At the same time, library collections and electronic materials have been substantially augmented.

Access to the libraries has been improved by the extending the hours of service to cover Saturdays and also through the offering of online library services. Libraries have more capable personnel due to their training in an Information Literacy Program. Operations and services of the libraries are more aligned to better serve students and faculty information needs.

While the Academic Senate has gone through its initial phase, there were intensive discussions on how to achieve better representation of faculty across the colleges and campuses, participation on more substantive and strategic academic themes of the institution, and the necessary structural changes to make that possible. As the senate enters its new phase, there are four permanent commissions, specifically devoted to each one of the following academic areas: Curriculum and Co-curriculum, Faculty Development; Institutional Policy and Academic Organization; and Student Life. With these changes in the Academic Senate, faculty are now better positioned to increase participation and engagement in the academic and strategic decision making of the institution. The participation of the Academic Senate in the strategic process that gave birth to CETYS 2020 is evident.

The WASC accreditation process has been a learning opportunity as well as a challenge for the CETYS University System. While doing more of what CETYS was already doing very well within the Mexican context could have been an option all these years and as part of its future development, CETYS University decided and is committed to the notion of achieving high quality across borders and from a comparative perspective by engaging in a U.S. based regional accreditation effort through WASC. Through widespread academic participation and that of the CETYS community at large, the invaluable support provided by its Board of Trustees, the guidance of a fully committed ALO, and the leadership provided by former President Enrique Blancas and now by current President Fernando León-García, the institution is poised to reach distinctive levels of academic quality not only in the Mexican arena but also internationally. Their collective unwavering and total dedication to the

institution has provided the necessary leadership for CETYS to thrive and will take the institution to a new level of academic achievement.