



CETYS UNIVERSITY
IN RESPONSE TO THE INSTITUTIONAL CAPACITY REPORT
CONDUCTED BY THE WASC VISITING TEAM
OCTOBER 21-23, 2009

In Partial Fulfillment of the Requirements for
Initial Accreditation

As a matter of record:

- a) On October 25, 2008, the institution submitted its letter of intent toward initial accreditation. CETYS complied with the deadline established by WASC.
- b) On July 28, 2009, the institution sent all of the requested materials for the October 2009 institutional capacity visit by a WASC team.
- c) On December 4, 2009, CETYS University received from WASC the official report corresponding to the institutional capacity visit.

This document is CETYS University's response, and it has been structured along the issues and recommendations found in the official report of December 4, 2009.

Introduction

Taking into consideration the transition in leadership at CETYS University, President Elect Dr. Fernando Leon Garcia indicated that recommendations coming from the October CPR Visiting Team Report and Commission Action Letter forthcoming in February 2010 (not 2009 as stated in the report) would be built into the CETYS Plan (2020), the next institutional strategic plan. By embedding WASC's recommendations into the University's strategic plan, CETYS seeks to ensure that it remains focused on fulfilling WASC's expectations and the standards for accreditation.

Following are CETYS University's responses to each of the recommendations.

FACULTY

- a) Continue the plan to ensure sufficient qualified faculty (CFR 3.1). The institution will continue to hire more faculty members with doctoral degrees. This effort will be included in CETYS Plan 2020 and in accordance with the institution resources and financial planning. CETYS has also committed to maintaining at least one full-time faculty member for each of the academic programs.

Evidence of these commitments will be presented at the time of the educational effectiveness review.

- b) Graduate culture of research and faculty scholarship
The institution will continue to actively support the development of a culture of research in its graduate programs as well as faculty scholarship with student involvement. The education research project conducted in partnership with the School of Education of Stanford University serves as a good example of the institution's commitment to addressing this

issue. The CETYS-Stanford Project started in 2008. This Project is producing several papers that will be published by Stanford University next year.

The institution fully understands that this issue is clearly one of the areas that CETYS needs to improve (CFRs 2.8, 2.9). Evidence of improvements in this area will be presented at the time of the educational effectiveness review.

- c) Academic Senate. CETYS University would like to underscore the position it expressed during the WASC visit in October 2009, namely, that the newly formed Academic Senate (2009) will not be identical to the typical academic senate found in universities in the United States. The relationship with the President and the Academic Vice-President is outlined in the institution's regulations and in the Senate's bylaws. One of the objectives of the Senate for 2010 is to outline its relationship with the Board of Trustees, without affecting the President's authority and in compliance with IENAC's bylaws (CPR 2009 evidence #68) and with CETYS's General Statute (CPR 2009 evidence # 40).

The Academic Senate will assume greater responsibility for the curriculum and faculty role in peer reviews, currently this work is being performed by the "Academias" (created in February 2009). In fact, these academic groups are currently working on the review of 9 programs (not 2, as indicated in the Team WASC report). The academic program review process has been structured following WASC's guidelines taking into consideration several models found in U.S. universities in order to apply the best practices at CETYS University.

The evolution of these initiatives will be demonstrated at the time of the educational effectiveness review. (CFRs 1.3, 3.11, Std 4)

- d) A more visible role for faculty. CETYS University indicated in the 2009 "correction of errors of fact report", that evidence exists regarding faculty participation in the CETYS Plan 2010 and of the work that has been done to date in the development of the CETYS Plan 2020 (CFR 4.1). Still, the University will continue to encourage faculty participation in institutional strategic planning.

The University would like to confirm that in the 2007 institutional Capacity Review Report, a document was included as part of the portfolio of evidence; this document is identified as number 62 and is titled "XXI Century Convention". This document is considered by CETYS as important evidence of faculty and student participation in institutional strategic planning.

The institution confirms that faculty participation is stronger and more noticeable in both the design of learning outcomes and in assessment of student learning, particularly with the emergence of the "Academias". In these academic groups, the participation of full-time, part-time and adjunct faculty is clearly evident.

At the time of the educational effectiveness review, CETYS University will present evidence on the progress of these actions.

- e) The Academic Council. The institution would like to confirm that the Academic Council is comprised of the deans of colleges and all of the areas reporting directly to the Academic Vice-President. A review of the responsibilities of this academic group will be undertaken next year, with the main goal of facilitating academic planning and coordination with academic and support areas.

Actions taken in regard to the responsibilities of the Academic Council will be presented at the time of the educational effectiveness review.

LIBRARY

Based on the Information Center's development plan, the institution's commitment is to increase its physical and digital learning resources in support of all undergraduate and graduate programs.

Additionally, the University will continue its effort to develop faculty information literacy skills. During the current year, the institution has invited two expert librarians from universities in the United States, Gabriela Sontag from California State University-San Marcos and Karin Duran from California State University-Northridge to lead workshops. These specialized workshops, offered by these experts, are part of a certificate program for faculty members. This program is being promoted by the Center of Development and Academic Improvement for both 2009 and 2010.

CETYS University hopes to improve and strengthen the relationship between faculty and students in order to develop, in a more efficient manner, a culture of research (2.b, 2.3).

The institution would like to clarify that the President approved, not received approval, in May 2009 for a proposal to begin an online journal that is edited by students and that will publish student work from all three campuses (fourth bullet on page 25 of the WASC Team report).

In addition to all of these actions, the institution will continue investing in remodeling the libraries of the Tijuana and Mexicali campuses. These investments are part of the Development Plan for the Information Centers. The Development Plan for the Information Centers will be included in CETYS Plan 2020 and will continue to fulfill all its requirements, in accordance with the institution's financial resources.

ACADEMIC PLANNING. The institution will continue to enhance faculty participation in the development and implementation of Plan CETYS 2020.

Faculty participation in all academic processes has been improving and we expect it to continue on this trajectory.

Evidence of these initiatives will be presented at the time of the educational effectiveness review.

LEARNING OUTCOMES

- a) Complete the cycle of ILOs y PLOs . CETYS University will continue its work toward closing the loop with the ILOs. During the 2009 WASC visit, CETYS demonstrated evidence of the extensive work it had undertaken to date on assessment of two of the four ILOs. For the educational effectiveness review, the institution will present clear evidence of having completed outcomes assessment for the other two ILOs (CFR 2.5).
- b) Identification of a manageable list of PLOs. For the educational effectiveness review, the University will demonstrate evidence on the program review process for the nine academic programs currently under review. Each of the programs will include PLOs. The goal is to create a group of PLOs that would be efficiently manageable by faculty and academic support groups. The institution will follow the guidelines recommended by the 2009 WASC visiting team.
- c) Program review of co-curricular programs. A process similar to that implemented for the academic program review will be applied in the review of co-curricular programs, based on a specific time-table schedule (CFR 2.11).

- d) Use of institutional data. The institution would like to underscore a point noted in the 2009 institutional capacity report, namely, that the results obtained from all institutional studies are published and presented to all academic and administrative groups. These groups utilize information from institutional studies in developing and implementing their working plans for the improvement of outcomes in their academic and administrative areas.

Still, CETYS University is fully committed to following up on WASC's recommendation to better use institutional data for improvement (CFR 1.2).

Progress in this area will be demonstrated at the time of the educational effectiveness review.

COMPLIANCE AUDIT

- a) Retention and graduation rates. CETYS will comply with the WASC Team's recommendation to make retention and graduation rates publicly available by the time of the educational effectiveness review, in accordance with CFR 1.2. However, CETYS would like to note that graduation and retention rates are included and publicly available on the institutional Data Tables for the years 2007, 2008 and 2009 as part of the requirements for each of the respective WASC visits.
- b) Operational Expenditures. At the request of Laura Carrillo (CETYS University's ALO), Dr. Brenda Barham and Dr. Richard Osborn agreed and recommended that CETYS present the corrections on the reporting of operational expenditures before the Accrediting Commission meeting in February, 2010. Dr. Barham has sent us the template utilized by all universities accredited by WASC to report operational expenditures (5.2b). CETYS also consulted directly with Dr. Otto Chang, the WASC Team member who conducted the review on this financial issue in order to obtain additional information on how to make the necessary corrections. Dr. Chang requested making corrections on Data Table 5.4 and 5.5; additionally, CETYS has corrected Data Table 6.3 (CFR 3.5.1).

The following corrections were made and are attached to this document:

- On Data Table 5.4, corrections on "Change in Net Assets" unrestricted and temporarily restricted.
 - On Data Table 5.5, correction on 2008 "Liabilities, accounts payable". On "Net Assets" corrections on 2006, 2007, 2008 on the distribution of unrestricted and temporarily restricted net assets. The "raffle fund" was transferred to "temporarily restricted".
 - On Data Table 6.3, correction on the 5 year information on "Return on Net Assets". In regard to the "Net Income Ratio", in the 2008 annual report sent to WASC (March 31st), CETYS explained the changes on "return on net assets" in 2007, due to the revaluation of the land. This information is indicated also in the auditor's letter presented as evidence #69.
- c) The Operations/Implementation Plans. CETYS University notes what was stated in the 2009 institutional capacity report (CFR 4.2): "the institution has an institutional strategic plan, based on this plan, an operations plan is generated for each of the academic and administrative areas". The operations/implementation plans are presented in 2 documents identified as "Plan de Trabajo" and "Tablero de Control", evidence of these documents was included in the 2009 portfolio of evidence with the ID number 57. Within the contents of these operations/implementation plans, objectives and results are included for each of the areas. Thus, the University would like to clarify the issue regarding the operations/implementation plans.

- d) Review and analysis of key data. CETYS University would like to clarify that all of the requested information and data processes were included as evidence in the 2009 portfolio of evidence and were noted on page 27 of the institutional capacity report and in the 2009 Data Tables. The institution fully understands that as part of the accreditation process the publication and transparency of key data are very important, therefore the University is committed to complying with the recommendation made by the WASC visiting Team. Evidence of actions in this area will be presented at the time of the educational effectiveness visit.

IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

CETYS University is in agreement with the recommendations made by the WASC Team in preparation for the educational effectiveness review and is committed to implementing them, as has been the case with recommendations made throughout the accreditation process.

General Education.

CETYS University would like to note again that with respect to General Education, on July 2, 2007, as a special request from Ralph Wolff, WASC President and Executive Director, a group of directors from CETYS, headed by President Enrique Blancas, attended a special meeting at Point Loma Nazarene University in San Diego, California. Dr. Alexander Gonzalez and Dr. Brenda Barham were also present at this meeting, they served as the Chair and Co-Chair respectively of the 2007 WASC visiting team.

The goal of this meeting was to clarify various issues in the accreditation process pertaining to WASC and CETYS University. The institution would like to note that during this 2007 meeting, the issue of General Education was fully clarified and resolved, based on the content of the academic programs of CETYS relative to the academic programs in the U.S. CETYS's programs do not emphasize General Education based on the fact the all General Education requirements are mostly covered in the high school curriculum. This issue was completely established and agreed to as being a cultural difference between the two countries that WASC would accept (CFR 2.2b). Independently of this difference in terms of the General Education concept and how it carries across both countries, CETYS has embedded into its undergraduate curriculum a core sequence that emphasizes humanism and values, which spouses in some way the notion of liberal education like in the U.S.

Additionally, the institution would like to reference the doctoral programs and note that CETYS followed the actions mentioned in the institutional letter of intent sent to WASC on October 28, 2008. Also, the University complied with WASC's recommendations "the suspension of admission to the programs until such time as the purpose, goals and viability of the program can be substantiated. When CETYS determines that it wants to reinstate the programs, it will have to seek the appropriate permission from WASC" (page 33 Candidacy report).

The institution will continue to support current students to complete their doctoral programs within a time-line established with each student. Also, CETYS has made public, through both the commencement ceremonies and in print (in various issues of Vocetys), the names of all individuals who have completed doctoral programs.

Through all of the initiatives and actions discussed in this letter, as well as in previous documents shared with WASC, CETYS University has met all of the requirements and recommendations that have emerged in the accreditation process, a commitment we have honored since the initial letter of intention.

Finally, CETYS University expresses its commitment to implementing the recommendations made in the report of the 2009 WASC visiting team as well as those forthcoming in the letter of February 2010, from the Accrediting Commission. Our institution continues to learn through the process of achieving accreditation in the United States. This process is transparent throughout the University as an unwavering commitment to excellence and continuous improvement.

Sincerely,

A handwritten signature in black ink, appearing to read 'Enrique Blancas De La Cruz', written over a faint, dotted rectangular area.

Enrique Blancas De La Cruz
President
CETYS University System

December 22, 2009