



Strengthening Tecnológico de Monterrey student's education as leaders

Executive Summary

Tecnológico de Monterrey has developed a Quality Enhancement Plan (QEP), aligned with the institutional Vision and based on the results of a broad-based consultation process among its community to identify the most pertinent topic to focus the institutional efforts toward the improvement of student learning over the next five years.

After an extensive consultation process that included the participation of faculty (1,043), employers (411), alumni (301), experts from outside the Institution (10), and the QEP Advisory Committee (11), led by the Rector, Tecnológico de Monterrey designed a QEP focused on strengthening its students' leadership. Leadership education is a fundamental component of the institutional Vision: *To educate leaders with an entrepreneurial spirit, a humanistic outlook and who are internationally competitive*. The process also took into consideration the results obtained mainly from three sources: The National Survey of Student Engagement – NSSE; alumni follow-up studies; and employer surveys.

To design the QEP educational model (its objective, student learning outcomes, actions for its development and assessment strategy), the Institution created a Design Committee, comprised of 11 faculty members and 4 academic officers.

The objective of the Tecnológico de Monterrey's QEP is:

Empower the leadership of Tecnológico de Monterrey students, making them aware of themselves and of their environment and capable of generating collaboration to transform reality and thus contribute to the common good.

To achieve this objective, the QEP will focus on contributing to students' education through the following student learning outcomes:

1. **SLO 1: Self-knowledge and management:** Builds a personal and professional wellbeing project, through responsible reflection and the integration of emotional and intellectual resources.
2. **SLO 2: Entrepreneurial spirit:** Generates and implements innovative, versatile solutions in changing environments, which create value and have a positive impact on society.
3. **SLO 3: Social intelligence:** Generates effective collaboration and negotiation settings in multicultural contexts with respect and appreciation for the diversity of knowledge and people.
4. **SLO 4: Commitment to ethics and citizenship:** Implements projects oriented toward the transformation of the environment and common wellbeing, with moral awareness and social responsibility.

To focalize the educational actions of the QEP and the assessment process, the Design Committee specified for each of the four student learning outcomes specific components to be developed in students. The detailed QEP document includes the necessary budget to execute the proposed actions; faculty and student affairs personnel training processes; dates for deploying actions; the assessment plan; and the organizational structure that will permit the accomplishment of the QEP's goals.