

UNIVERSIDAD DE MONTERREY
 Improve learning through student engagement

The QEP Project: **Improve learning through student engagement.**

Our QEP follows from our Institutional Mission of forming students holistically through a personalized educational model and in an intercultural environment of academic excellence so they may perform fully in the various areas of their lives and find transcendence in service to others.

The improvement project attends to and joins the university's efforts to increase student engagement demonstrated in intersemestral retention, which if maintained and increased will favor terminal efficiency and show the institution's effectiveness.

These action's impact will be seen in institutional indicators, such as learning outcomes (SLO):

SLO1.- Students will be able to incorporate their knowledge with experiential learning and carry out an improvement in their environment.

Includes redesigning various courses in the academic program using service learning (SL) resulting in the development and implementation of a project in the community in which students will apply acquired knowledge.

The learning results will be measured by a rubric which will be part of the course evaluation. It will include the students' reflection as an indirect evaluation, to verify the service project's impact on them, a fundamental value of the institutional mission. The SLOs will go beyond covering the content and be reflected at the levels of knowledge, application, evaluation of results in projects carried out and the value of service to others. There will also be operational indicators, including the number of courses using SL methodology, faculty and students participating and the number of projects.

SLO2.-Students will be able to respond to faculty imposed demands through better reading habits.

This requires greater student dedication to reading scientific books and articles in response to faculty demands and will improve learning in courses.

Investing time reading books and articles will impact academic excellence by student participation in response to the intellectual rigor of courses. Faculty will verify previous reading in this activity. Faculty committees and consultants on the Final Evaluation Project will evaluate student performance using a rubric to follow up the number and quality of documents consulted.

SLO3.-Students will be able to evaluate the progress of their academic program and their capacity for self-direction through greater interaction with student advisers.

The Personal Formation Plan (PFP) is the tool students will use to self-direct their progress and to take advantage, with their advisers, of the resources the institution offers for academic success.

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Advisers will use a rubric to evaluate student capacity for self-direction and their academic progress. Students will undertake self-evaluation as an indirect indicator of the program's impact.

The Director of the Division of Health Sciences will lead the QEP with an assistant for administrative support. Two more Divisional Directors and one full-time faculty person will also participate.

- A faculty person of the Division of Business will coordinate actions aimed at fomenting service learning (SL) with personnel of the Direction of the Center for Philanthropy in the Vice Rectory of Holistic Formation.
- The Direction of Engineering and Technology will coordinate actions related to increasing academic rigor through reading.
- The Direction of Law and Social Sciences, supported by the Direction of Academic Effectiveness, will coordinate the Personal Formation Plan (PFP).

All full time faculty will be involved in this effort and will be trained accordingly, since they are the principal actors who will implement QEP strategies. Technological support will be designed to follow up on each project's progress to provide timely retro information.

Improve learning through student engagement will lay the bases needed now for a successful career in the future.

Please contact Dr. Eduardo García Luna, QEP Director, for additional information:
eduardo.garcialuna@udem.edu