



# Course Content that Counts

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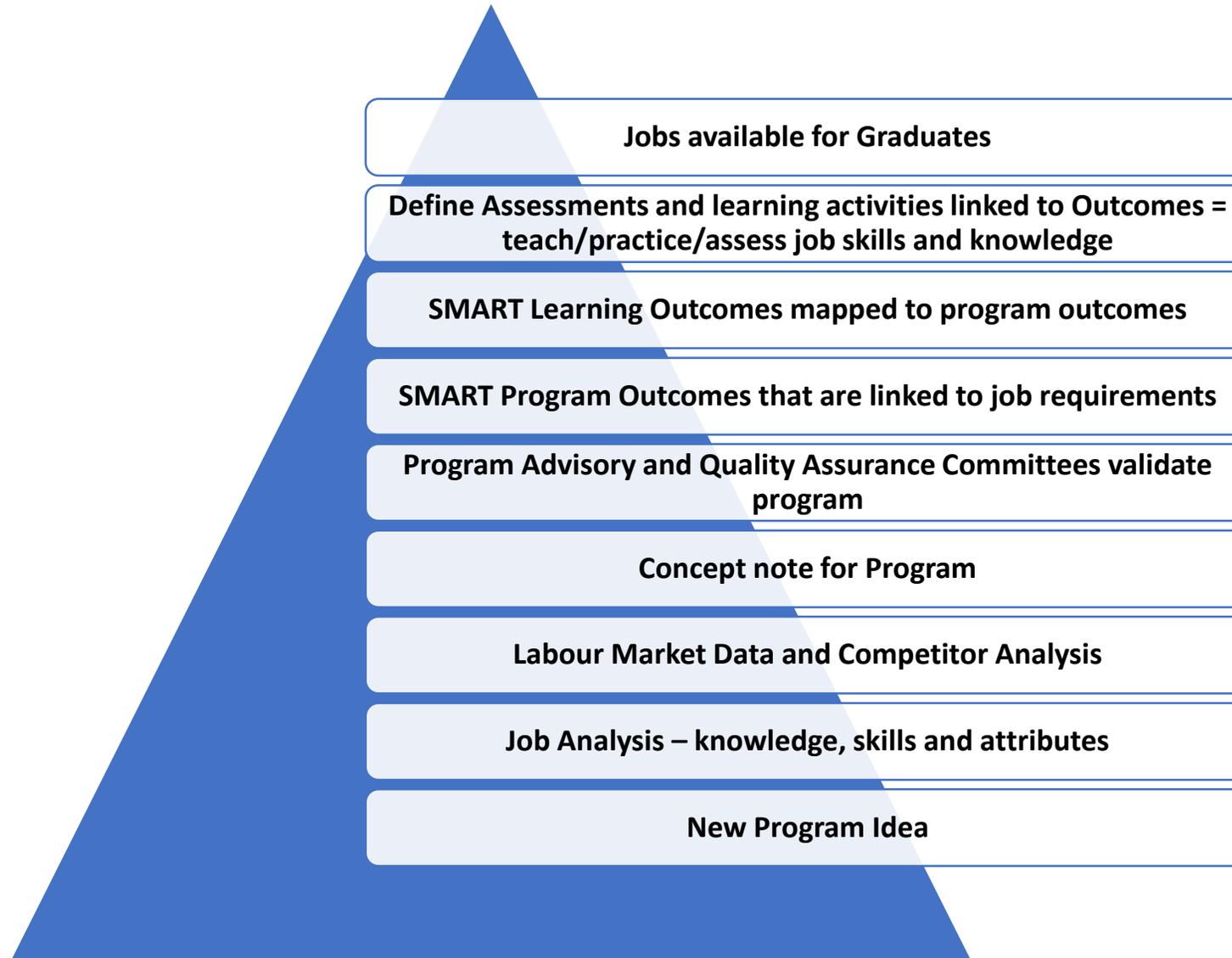
## Preparing Graduates for the Job Market

**Dr. Valerie Lopes**

Outcomes  
Based  
Programs  
&  
Curriculum

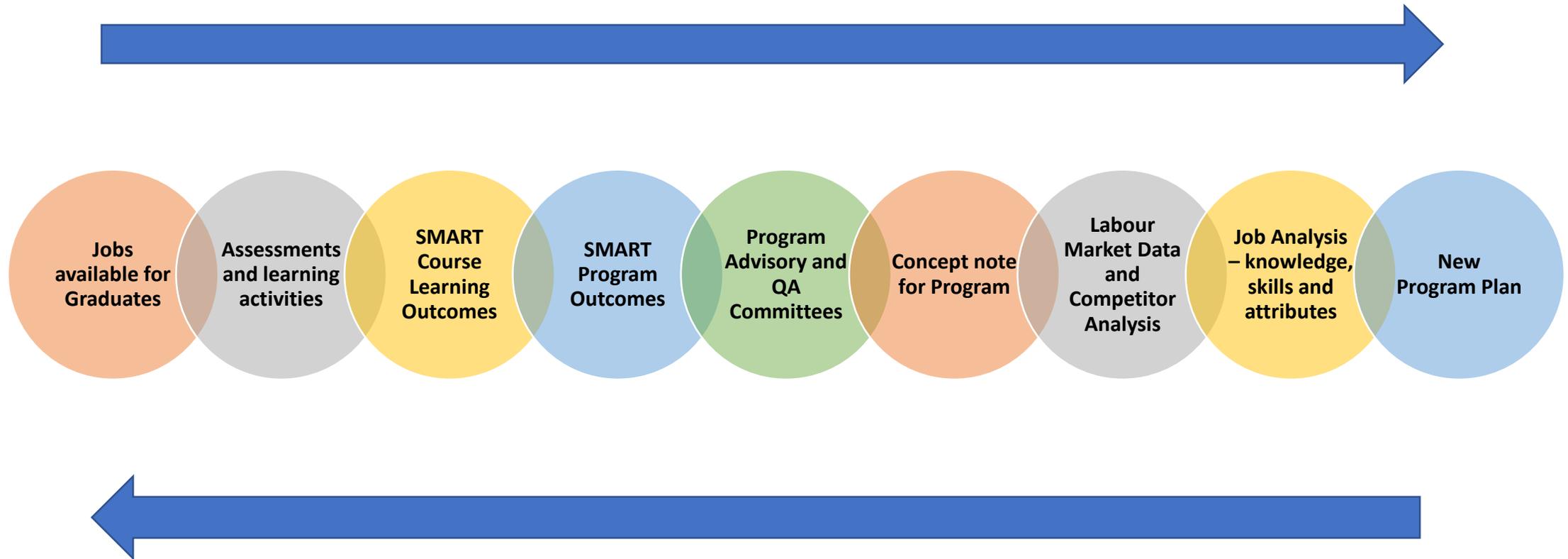
What must the graduates be able to know, think, and do in order to get a job?

# Outcomes Based Program Development Process

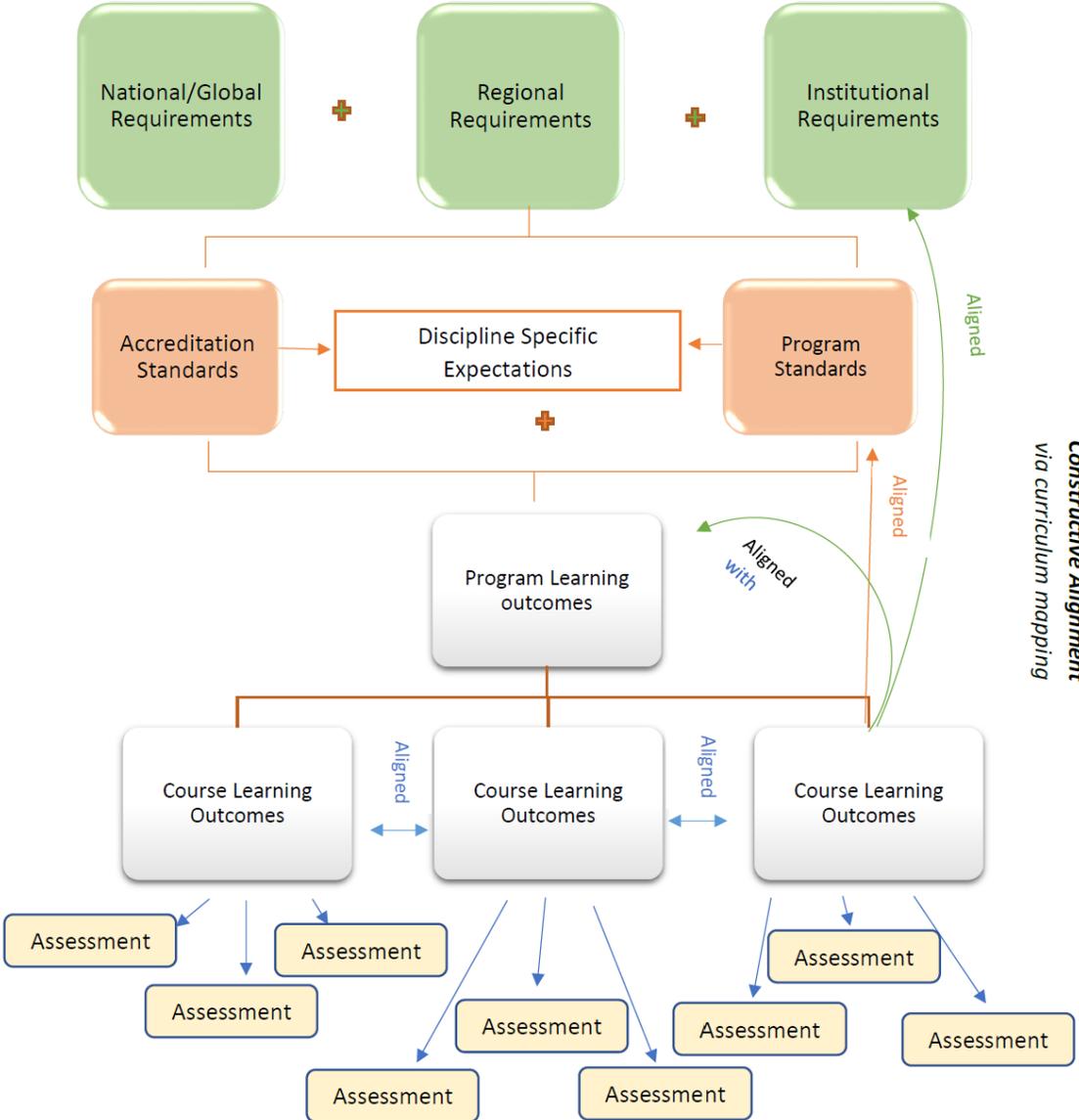


**Guided by Ministry of Education and Regulatory Bodies**

# Program development vs. Program Review



# Constructive Alignment of Curriculum



# SMART Outcomes

## Specific

- State clear and specific outcomes – no vague or unnecessary words

## Measurable

- Can be measured through assessment/evaluation

## Achievable

- Can be achieved based on prior knowledge of learners and resources available for T and L

## Relevant

- Relevant in relation to the program description and field/discipline

## Time-limited

- Can be achieved within the time available for the course and/or program

# What are SMART outcomes?

## Three parts to every learning outcome statement:

When writing outcomes, ask 2 questions about each outcome:

- Is there a “specific” focus for the learning?
- Can it be measured? – Is there a specific behavior or performance that can be associated with the achievement of the outcomes?

Action Verb	Content/Process – the focus of Learning	Context
<i>One verb reflecting the level of learning – e.g., identify, explain, analyze, create</i>	<i>What is the focus of the learning? This part of the statement specifies the learning to be demonstrated (the what).</i>	<i>The criteria that determines the context of the learning. This gives disciplinary perspective and describes the intent of the learning (this is the why or what for).</i>
<b>Explain</b>	<b>the steps required to create outcomes based programs</b>	<b>focused on enhancing job prospects for its graduates</b>

# Program: Public Health Practitioner

## Program Learning Outcome:

1. Analyze the relationship between social determinants of health, health policies, and practices in community settings to inform services provided to individuals and communities.

## Courses in the Program

Public Health Policies and Practices

Social Determinants of Health

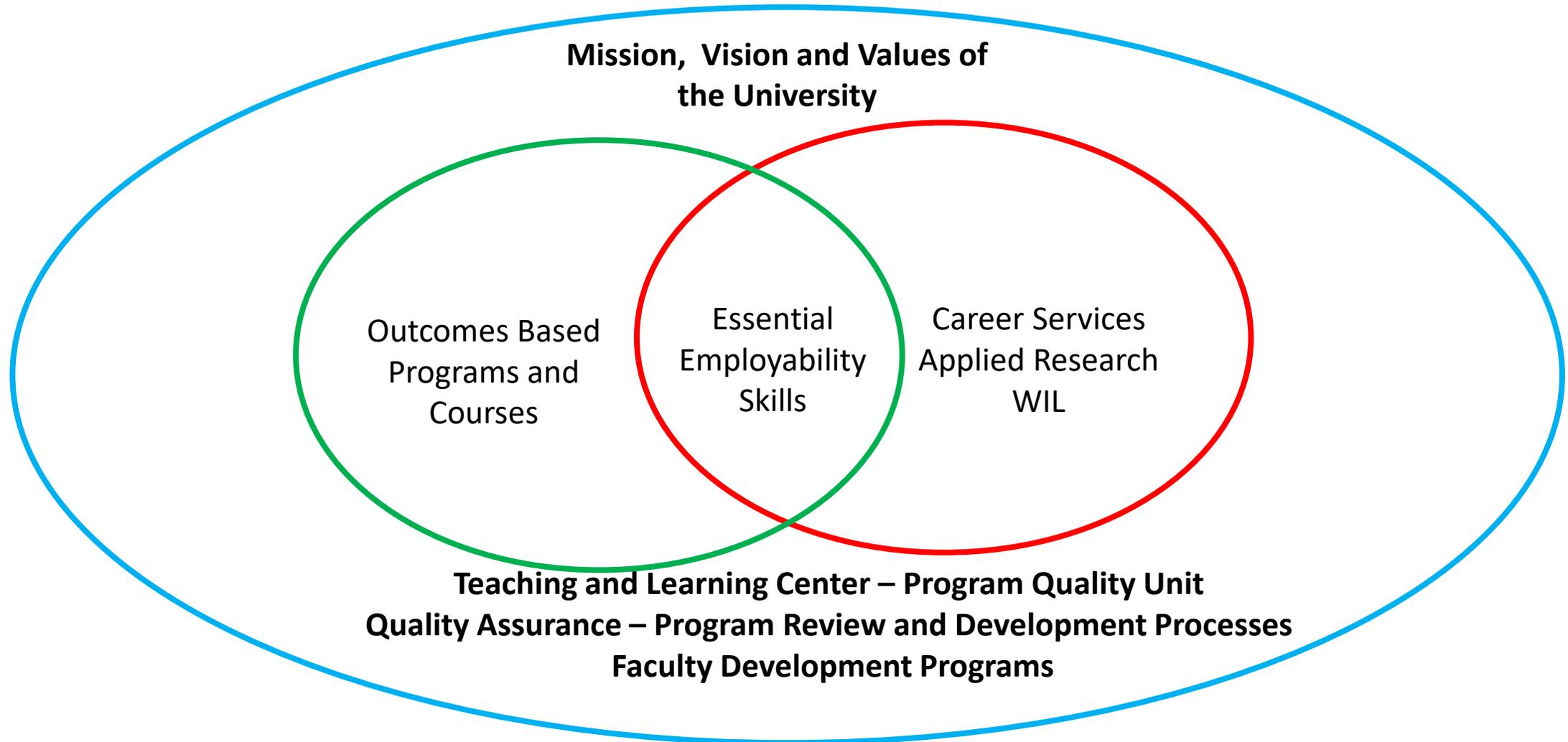
Community Health Networks

## Course Learning Outcomes

- Discuss Public Health Policies that guide the ways vaccines are administered
- Explain the ways in which local public health units .....

## Course Learning Outcomes

# Course Content that Counts – Preparing Graduates for the Job Market



**Key performance Indicators and Measures of Success**

MODELO EDUCATIVO

TEC21



Tecnológico  
de Monterrey

**“Great projects should  
always start in the  
simplest way.”**

**Eugenio Garza Sada**



**Tecnológico de Monterrey was  
founded in 1943 by visionary  
entrepreneur and philanthropist  
Eugenio Garza Sada, who led  
a group of Mexican business  
leaders to create an innovative  
educational institution in Mexico  
as a a non-profit institution from  
society and for society**

**+7,000**  
faculty

**280,000**  
alumni

**Top155**  
QS World  
University Ranking



Engineering, Business,  
Health, Humanities,  
Architecture,  
Government, Social  
Sciences, Education

**+500**  
Researchers

National  
Research  
System

Presence in  
**26** cities

**57%**  
Alumni with int.  
experience

- Graduate
- Undergrad
- Highschool

**Top10**  
Entrepreneurship  
Princeton Review



**23%** EXATEC  
owners or partners  
after **3 months** of  
graduation

**~90,000**  
students

**22%**  
CEOs in  
companies in  
Mexico



*In 2012*

*the Board of Directors defined its mandate:*

*To continue increasing and strengthening academic quality.*

Our societies, occupations, and the ways in which we interact, communicate and make decisions are being revolutionized. The educational field is one of the main areas where changes are taking place.

We started by designing new learning models and platforms, which thanks to Internet and new technologies, are revolutionizing education.

*“We are preparing students for jobs that don’t exist yet...using technologies that have not been invented...to solve problems we don’t know of yet.”*

-Karl Fisch y Scott McLeod authors of *Did You Know? (Shift Happens)*, 2011.

## WHAT IS THE MODEL TEC21?



*Tecnológico de Monterrey has decided to evolve into a new educational model that allows students to become leaders who are prepared to face the challenges and opportunities of the 21<sup>st</sup> century.*

This model, known as Tec21, bases its success on improving competitiveness by boosting skills and developing the competencies required in the different professional fields.

## FOUR COMPONENTS

Our educational model is based on 4 components:



**1**

Challenge-based Learning



**2**

Flexibility



**3**

Inspiring Faculty



**4**

Memorable Experience

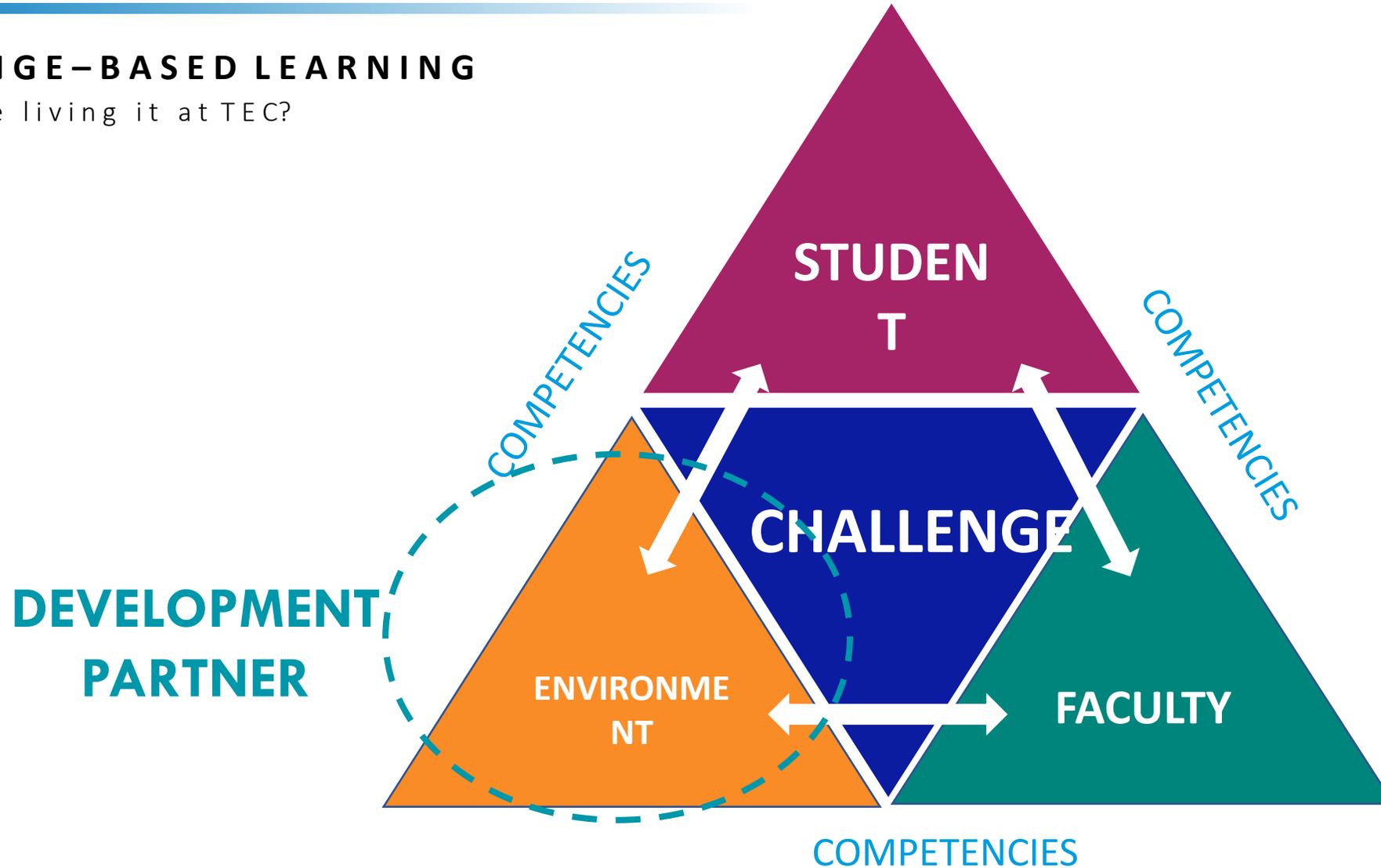
## CHALLENGE-BASED LEARNING



- Introduces students to **real problems**, allowing the **development of transformational leadership competencies**, helping them become **more competitive** in the current world.
- It generates **motivation and a sense of achievement**. **It connects students to their environment**, generating tangible value.
- It provides **challenging experiences** that develop entrepreneurship and a feeling of humanity. It is **experiential, collaborative, and integrative** of knowledge.

## CHALLENGE-BASED LEARNING

How are we living it at TEC?



## CHALLENGE-BASED LEARNING

How are we living it at TEC?

+ 1000

Development  
Partners



## OUR BUILDING BLOCKS

FOR SKILLS REQUIRED, WE DECIDED TO SURVEY ALUMNI, UNIVERSITIES,  
AND **DEVELOPMENT PARTNERS** ABOUT WHAT THEY CONSIDERED IMPORTANT.

### TRANSVERSAL COMPETENCIES

- 1 Self-awareness
- 2 Entrepreneurship & innovation
- 3 Social Intelligence
- 4 Ethical commitment and citizenship
- 5 Complex reasoning
- 6 Communication
- 7 Digital transformation



### BUSINESS AREA COMPETENCIES

- 1 Responsible management
- 2 Talent management
- 3 Innovation & creativity
- 4 Business Intelligence
- 5 Strategy and global vision
- 6 Financial vision
- 7 Markets and business opportunities



**PROGRAM  
COMPETENCIES**

# CHALLENGE-BASED LEARNING

How are we living it at TEC?



## AN EXAMPLE: RETO COPPEL



- One of the most important retailers in Mexico
- 100,000+ employees nation wide
- 500+ stores in Mexico and LATAM

## CHALLENGE

¿How should Coppel has to modified its business model in order to attract *millennials*, *centennials* to the stores so they can have a sustainable company?

## AN EXAMPLE: RETO COPPEL

### THE CHALLENGES ARE:



COMPANY  
SITUATIONAL  
ANALYSIS

1



BUSINESS  
MODEL  
IMPROVEMENT

2

## MODULES

Introduction to TEC 21

Principles of project  
management

BUSINESS  
ROLE IN  
SOCIETY

Business models

Fundamentals of  
management theory

**AN EXAMPLE: RETO COPPEL**

**~4,000**  
students

**26**  
campus

**700+**  
projects

**3** selection stages | *Section  
Campus  
Region*

**13** judges Coppel  
Corporate Office

***National  
Competition***

**Corporativo Coppel**  
Culiacán, Sinaloa

**5**  
teams

*Santa Fe  
Querétaro  
Saltillo  
Veracruz  
Cd. Obregón*

**Santa Fe**  
Wining Team

**Evaluation**

*Bloque*

*Professor*

**9.4**

**9.3**

*TEC: 9.05*

*TEC: 9.05*



Ashesi  
University:  
Experiences  
with career  
preparation



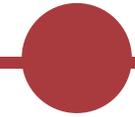
**2002:**  
Started with  
a mission to  
educate ethical,  
entrepreneurial  
leaders in Africa





**2011:**  
**Inaugurated  
permanent  
campus  
in Berekuso.**





**2015:**  
**Continued  
growth with  
Engineering  
programme  
started.**



**2018:**  
**Ashesi**  
**granted**  
**top honour**  
**by President**  
**of Ghana**



**Today:**  
**Ashesi**  
**recognised**  
**as a leader in**  
**African Higher**  
**Education**



90%

Start careers  
within six  
months

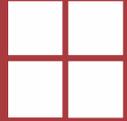
8%

Manage  
their own  
business

600+

Companies  
employing  
from Ashesi

facebook

 Microsoft

Google

  
BANK OF AMERICA

*Ecobank*  
The Pan African Bank



Goldman  
Sachs

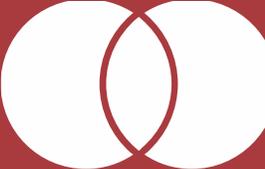
  
vodafone

  
Unilever

  
Nestlé

  
pwc

  
KPMG

  
mastercard

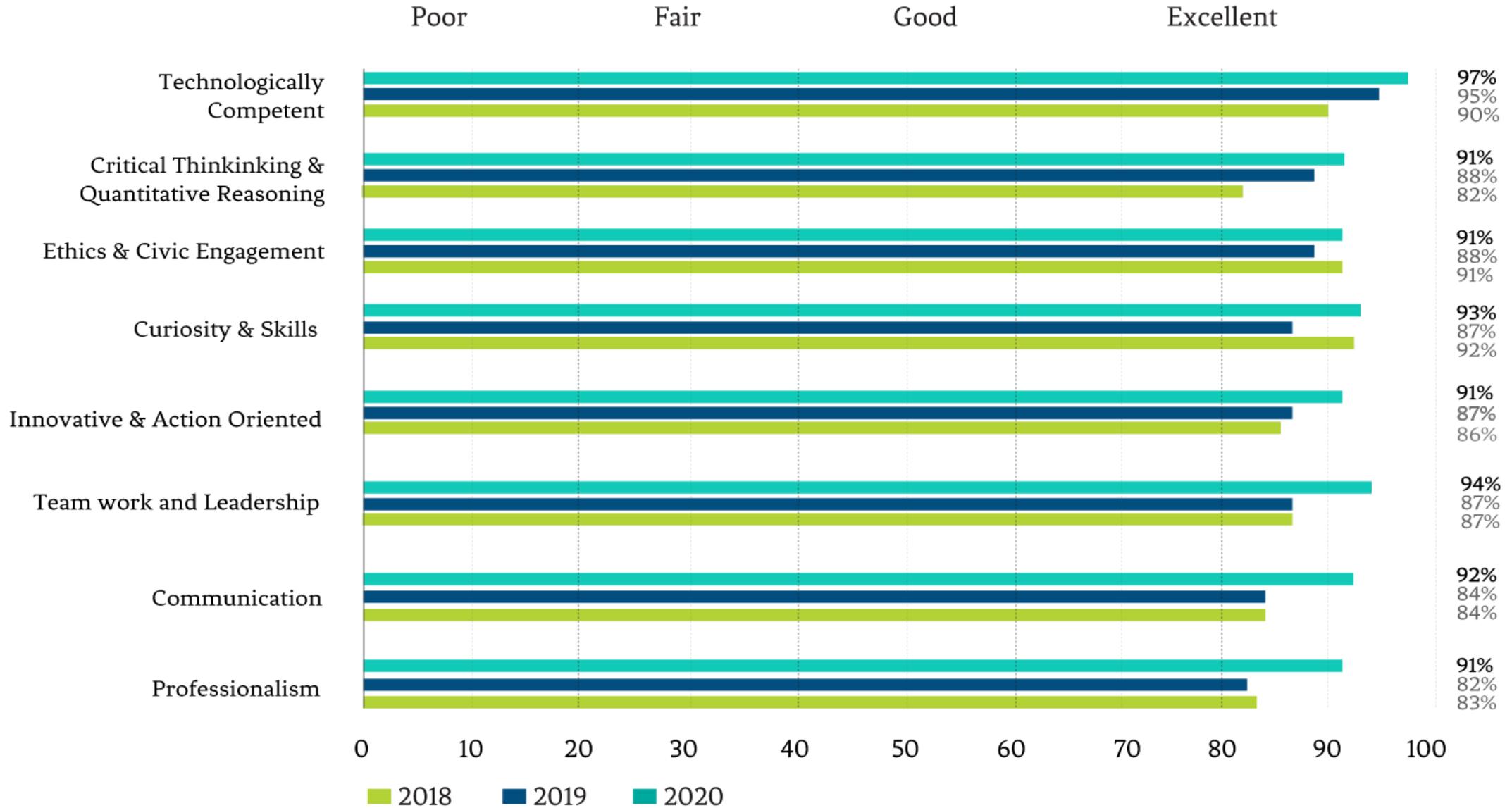


# Employer Engagement

Connecting students to industry and career learning opportunities; and exploring possible future pathways in line with the skills being learned on campus.



# Employer feedback across learning goals







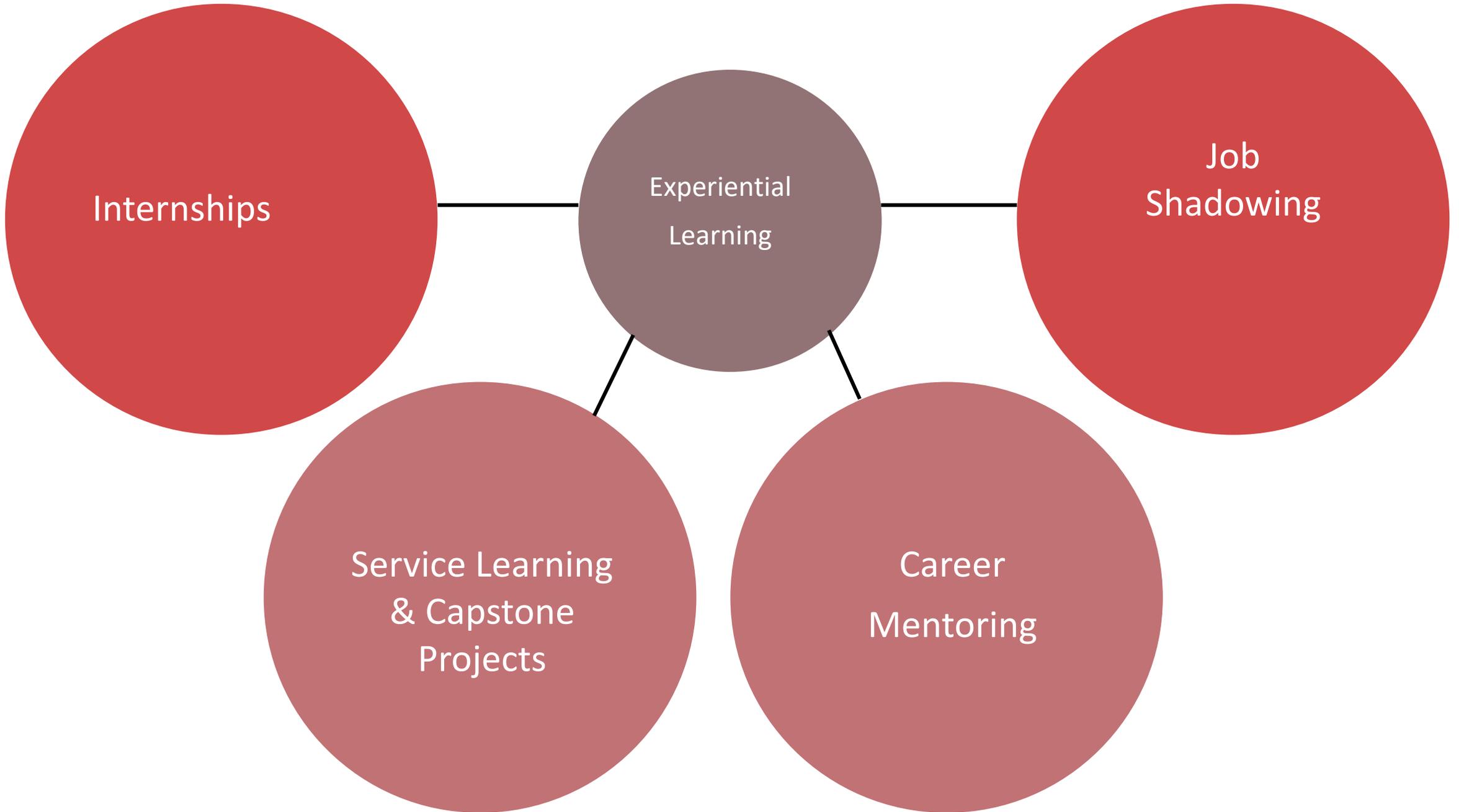
# Practical Training

## Third Year Capstone Project

- Team project
- Multidisciplinary
- Requires community involvement
- Students determine their learning goals

## Fourth Year Capstone Project

- Individual or small group
- Substantial written and oral presentation
- Corporate Project - real-world engineering design & supervision



Internships

Experiential  
Learning

Job  
Shadowing

Service Learning  
& Capstone  
Projects

Career  
Mentoring

# Graduate placement within 6 months

