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ACADEMIC TRAJECTORY OF THE STUDENTS OF THE BACHELOR'S DEGREE IN HISPANIC LANGUAGE AND LITERATURE OF THE C U UAEM AMECAMECA ACCEPTED IN THE SECOND CALL OF THE ADMISSION EXAM (GENERATIONS 2016B - 2019B)

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Abstract: The objective is to analyze the academic trajectory of the students of the degree in Hispanic Language and Literature of the UAEM Amecameca University Center, dependent on the Autonomous University of the State of Mexico compared to the trajectory of the global group of students accepted in those years, particularly regarding their dropout rate and failure rate. We also sought to determine the effects of sex on these indices. The research approach was quantitative, the design was non-experimental, longitudinal and descriptive analytical. There was support from the Academic Space Directorate, the Tutorial Program, the School Control Department and the Statistical Agenda of the institution. Based on the results, it was shown that these rates are high in students from both the first and second opportunities and that sex influences these indicators.

Keywords: Abandonment, Acceptance, Indices, Regularization, Reprobation

INTRODUCTION

" The selection process for higher education in Mexico has followed the trend of using standardized tests, mainly those designed by the National Evaluation Council (CENEVAL) EXANI 11" (Buendía, 59)

According to the same author:

This selection process assumes that students choose a set of options in order of preference and that admission to them will depend solely on the knowledge and skills of the applicants. In such a way that the exam does not consider, among other elements, the school of origin and the socioeconomic level of the students, promoting the reproduction of a highly meritocratic society, reaffirming, among other things, that educational possibilities depend largely on merits and /or amount of individual effort of the subjects Bourdieu (1998, p.2003).

In this sense, the Autonomous University of the State of Mexico (UAEM) applies the UAEMéx Index, which considers a percentage of the result obtained in the EXANI II and gives another percentage to the average that the applicant obtained in high school, the relationship of percentages varies from one Faculty or University Center to another or another; In the case of the Bachelor's Degree in Nutrition, at the UAEM Amecameca University Center, 90% is awarded to the EXANI II result and 10% to the high school average.

On the other hand, coverage in higher education has been a source of attention for years. Already in 2006, ANUIES raised the need for higher education institutions to join forces to expand the coverage of higher education in the country.

During the inauguration of the XLVII Ordinary Session of LA ANUIES, which took place at the Autonomous University of Guadalajara in 2015, Jaime Valls Esponda, executive general secretary of this association, stated that increasing coverage and quality are the main challenges facing the higher education in Mexico.

The Autonomous University of the State of Mexico (UAEM), like other universities in the country, has implemented a series of measures to increase coverage in its classrooms, among these measures are: the creation of new spaces for the attention of young people, the creation of new careers and the implementation of the second call for the admission exam in order to accept more bachelor's level applicants. This second call is only intended for low-demand degrees or to fill the places left vacant by some applicants who were accepted in the first call but who, for some reason, decided not to complete their registration process.

The Master Development Plan 2017-2021 states that "From 2008 to 2016, there has been an increase of 60% in the general enrollment of accepted students, a figure that reveals the important effort to serve a greater number of students" (p. 61).

In accordance with the General Development Plan 2009 -2021 of the Autonomous University of the State of Mexico, the UAEM will be able to promote an orderly growth in enrollment, in such a way that entry and permanence are guaranteed, with equity and relevance, to Any person who shows the ability, as well as the interest, to pursue professional studies. (p. 50)

The same document establishes that "Regarding the admission of students, a model will be moved to that guarantees the adequate selection of the skills required by the educational program that the person wishes to take; this will guarantee the promotion and permanence of the students" (page 51)

At the UAEM Amecameca University Center, seven bachelor's degrees are offered (Administration, Political Science and Public Administration, Accounting, Law, Hispanic Language and Literature, Veterinary Medicine and Zootechnics and Nutrition), the Master's Degree in Agricultural Sciences and Natural Resources, the Master's Degree in Sociology of Health, the Doctorate in Agricultural Sciences and Natural Resources and the Doctorate in Sustainability for Development.

Of the seven bachelor's degrees, two are of low demand, two of medium demand and three stand out for their high demand.

The bachelor's degree in Hispanic Language and Literature is the degree with the least demand, with a group of new entrants per generation. This degree constantly issues a second call to cover the places that were not occupied in the first call.

This study analyzes the academic trajectory of students who entered the first semester in the 2016B to 2019B cycles, considering their dropout and failure rates, to compare their performance with respect to the general group with which said trajectory has occurred.

GOAL

Analyze the academic trajectory of the students of the degree in Hispanic Language and Literature of the UAEM Amecameca University Center, dependent on the Autonomous University of the State of Mexico, accepted in the second call, compared to the trajectory of the global group of students accepted in those years, particularly about their dropout and failure rates. We also sought to determine the effects of sex on these indices.

METHODOLOGY

The research approach was quantitative, the design was non-experimental, longitudinal and descriptive analytical. To collect the data, information from the Department of School Control regarding the students was used.

(36) accepted in the second opportunity of the admission exam. The group was made up of students of both sexes from the Bachelor's Degree in Hispanic Language and Literature (Generation 2016 with 11 cases, Generation 2017 with 8 students, Generation 2018 with 7 cases and Generation 2019 with 10 students). The most outstanding results are presented in tables and graphs.

RESULTS

Hispanic Language and Literature is the degree with the least demand, it accepted 36 students in the second call between the periods 2016b and 2019b.

When comparing the distribution by sex of the students in the first semester of this degree, the proportion of women accepted in the second call is greater than that of those enrolled in the first semester in general, for this degree. See graphs 1 and 2.

Graph 1 DISTRIBUTION BY SEX OF STUDENTS REGISTERED IN THE FIRST SEMESTER (2018B AND

- MAN
- WOMEN

24%

76%
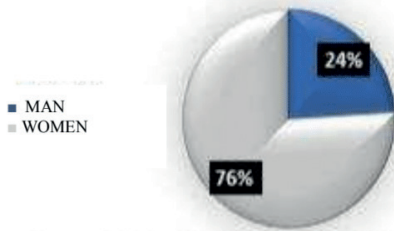
Graph 2 DISTRIBUTION BY SEX OF STUDENTS ACCEPTED IN SECOND CALL (2016B-2019B)

- MAN
- WOMEN

19%

81%
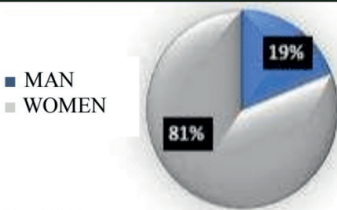
Source: Data collected from the School Control Department

SCHOOL DROPOUT

As shown in table 1, students were received in the second call for the 2016B, 2017B, 2018B and 2019B cycles.. In the case of the 2016B generation, 10% of the women have dropped out and the overall dropout of these students is 9%, very low figures compared to the reduction in bachelor's enrollment, which to go from the first to the third semester of this generation was 54%. For the 2017B generation, 50% of men and 17% of women dropped out when moving from the third to the fifth semester, in general there is a 25% dropout rate; The rate is very high compared to the total group, which was 12%. As for the 2018B generation, the only man who had enrolled and 16% of the women dropped out, resulting in 29% global dropout, which is higher than the decrease in bachelor's enrollment in the period (15%). Regarding the 2019B generation, 66% of men and 14% of women dropped out of school, a figure less than the reduction in bachelor's enrollment, which was 39%.

When comparing the proportions of men and women who have abandoned their bachelor's degree in Hispanic Language and Literature, it is found that women do so at a quarter of the rate of men. See graph 3.

ACADEMIC CAREER

The academic situation of the 36 students accepted between the two periods is presented in graph 4.

	2016B		2017B		2018B		2019		TOTAL	
	M	W	M	W	M	W	M	W	M	W
Hispanic Language and Literature	0	1	1	1	1	1	2	1	4	4
	0	5	0	1	0	2	1	2	1	10
	1	4	1	2	0	1	0	1	2	8
	0	0	0	2	0	2	0	3	0	7
TOTAL	1	10	2	6	1	6	3	7	7	29
ABANDONMENT	IRREGULAR		REGULARIZED		REGULAR					

Souce: Data collected from the School Control Department

Graph 3 PROPORTION, BY SEX, OF DROPOUTS FROM UNDERGRADUATE STUDIES

- MAN
- WOMEN

20%

80%
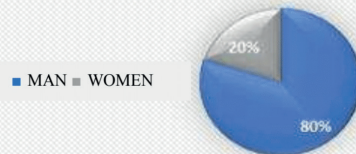
Graph 4 ACADEMIC STATUS OF STUDENTS ACCEPTED IN SECOND CALL

22% 19%

31% 28%

- REGULAR
- REGULARIZED
- IRREGULAR
- ABANDONMENT
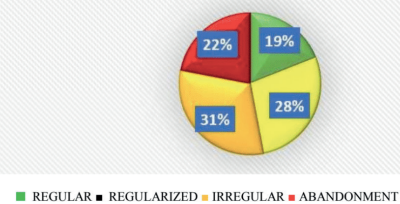
According to the information provided by the Coordinator of the Tutorial Program, the situation of the 28 students who continue the degree in terms of the level of risk of failing in their objective of completing the degree, considering the traffic light managed by said program, is shown in table 2.

The above shows that in addition to the 8 students who have already abandoned the degree, there are 11 more at high risk of failing to obtain the degree, which would mean that 53% would not complete their degree studies.

When broken down by sex, female students are those who have the highest percentage of completing the degree without risk, but they are also those who have the highest rate of high risk for the career, men have the highest rate of low risk and medium risk. See graph 5.
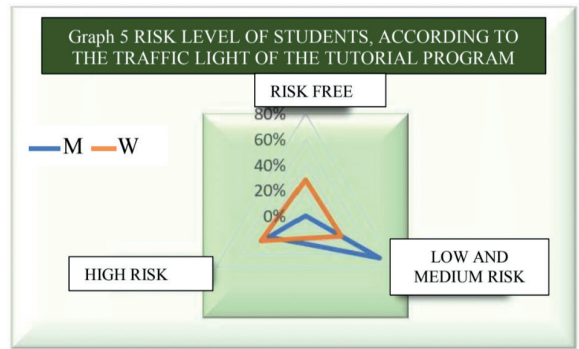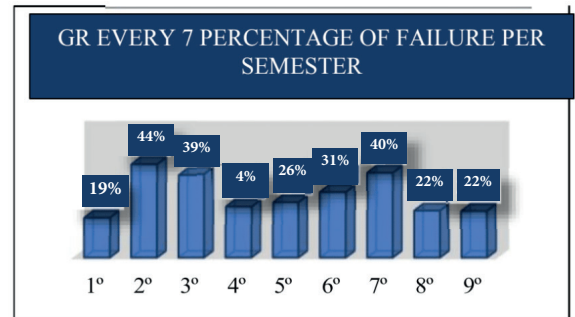
FAILURE RATES

Regarding the proportion of failure rates (considering both students who are currently irregular and those who have been regularized), students accepted in the second call have a rate of 75%. The students accepted in the 2016B generation have 100% failure rates, the 2017B generation 67%, the 2018B generation 60% and the 2019B generation 57%. It is women who present a smaller difference of sixteen percentage points compared to men (42% vs 58%). See graph 6
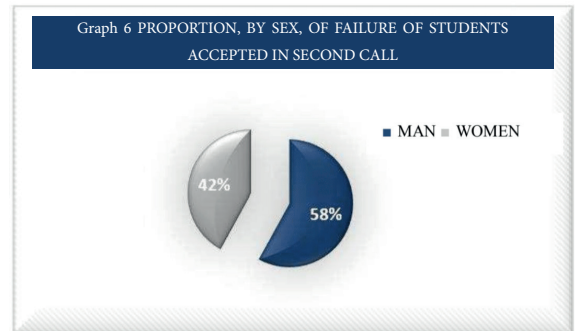
Regarding the career in studies, the failure rate is very high throughout the entire career. This agrees with the trend of the bachelor's degree, which generally presents the highest failure rates at the University Center. See graphs 7 and 8.


Graph 5 RISK LEVEL OF STUDENTS, ACCORDING TO THE TRAFFIC LIGHT OF THE TUTORIAL PROGRAM

Source: Data collected from the School Control Department

Graph 6 PROPORTION, BY SEX, OF FAILURE OF STUDENTS ACCEPTED IN SECOND CALL

Source: Data collected from the School Control Department

GR EVERY 7 PERCENTAGE OF FAILURE PER SEMESTER

Source: Data collected in the Department of School Control

		RISK FREE	LOW AND MEDIUM RISK	HIGH RISK	TOTAL
2016	M	0	1	0	1
	W	0	4	5	9
2017	M	0	1	0	1
	W	2	2	1	5
2018	H	0	0	0	0
	M	2	1	2	5
2019	H	0	0	1	1
	M	3	1	2	6
TOTAL		7	10	11	28

Table 2 Risk level of the students, according to the traffic lighht of the Tutorial

Source: Data provided by the Tutorial Program Coordinator

Graph 8 FAILURE RATES IN FINAL EXAMS LIC. IN LANGUAGE AND LIT. HISPANIC
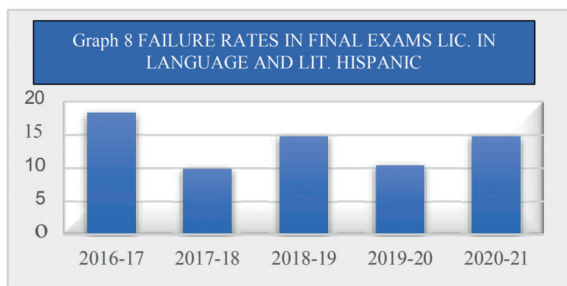
Source: Data collected from the Statistical Agenda: UAEM School Control 2017, 2018, 2019, 2020 y 2021

CONCLUSIONS

The implementation of the Second Call to make the most of the facilities of the Autonomous University of the State of Mexico results in opening more opportunities to study for young people who for some reason did not obtain their acceptance in the first stage, with a view to training more prepared citizens, capable of successfully facing the challenges that life throws at them.

In the case of the Bachelor's Degree in Hispanic Language and Literature, taught at the UAEM Amecameca University Center, some of these students are brilliant and very committed to the degree, but unfortunately a high percentage of those accepted drop out. It must be noted that of the total Of students who dropped out, 100% were irregular.

The results show that the dropout and failure rates in students accepted in the second call, compared to the group of students enrolled in the degree, have a variable trajectory; sometimes these rates are higher than those of the degree in general, but In others the behavior is the opposite; What was detected, without being the objective of the study, is that this degree generally has high failure rates, compared to the other degrees at the University Center. The above leads to considering, for a new study, the investigation into the causes that generate this phenomenon due to the importance it has for the success expected of students and the improvement of the levels in the indicators of the degree.

An important aspect to consider in the investigation is related to the characteristics of those who wish to enter Hispanic Language and Literature, since these can be very varied; With the applicants accepted in the first call, it is difficult to have the number of students necessary to open a group, resulting in the students accepted in the second call representing a very important percentage of the enrollment; Among the latter, it can be detected that some did not take the exam in the first call and do so for the first time in the second; There will also be those who took the exam in the first call for another degree, either in the same UAEM or in another institution and were not accepted, etc. This may provide an answer to why the dropout and failure rates are high in applicants who are accepted in the second call and also explain why among these students there are those who are very outstanding in their studies. An interview with the applicants is considered advisable to find out their expectations and let them know in more detail what they are going to receive in their training.

On the other hand, the same results show that indicators such as the dropout rate and the failure rate have a negative impact on terminal efficiency and the graduation rate.

Another measure to support students who entered in the second call is for tutors to strengthen their work particularly with them, thereby reducing the possibilities of abandonment and failure.

The results show that women are at greater risk than men of dropping out of bachelor's studies. In this research, the causes that cause greater abandonment proportionally in men than in women are still unknown; the difference between both sexes is surely due to multiple factors that are worth investigating for future studies. Likewise, it is interesting to investigate the causes of the difference in failure rates.

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