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Abstract

The purpose of this research is to analyze how the Tutoring System from the Universidad Veracruzana influences the graduation efficiency of the students of the Administration School in the Veracruz Region 15 years after having been implemented. The research starts with background from the Tutoring Institutional System and the survey made to the students with s14 enrollment of the administration program in order to describe the results, concluding with recommendations for the tutors and tutees in the System.

Keywords: Tutoring System, graduation efficiency, Tutor.

1 INTRODUCTION

As of 1999 the Universidad Veracruzana proceeded with a change in its educational plans and programs, starting a transition to an Integrated and Flexible Educational Model (MEIF) and as support to the integrated formation, the Tutoring Institutional System was implemented in the year 2003, with the purpose of providing guidance in the academic career of the students, promoting permanence, improving their professional training and concluding with a successful graduation.

This model consists of promoting their autonomy by having an adequate decision making process throughout their academic career, according to their needs and interests; assigning a tutor, who from their enrollment will provide the necessary guidance to be able to control their educational experiences based on their transversality.

This research presents the importance of the tutoring system for the students during their professional career in the Administration program of the Universidad Veracruzana, Veracruz Region and its relevance on the graduation efficiency, as an indicator in the average duration of the students that are about to graduate, detecting the positive and negative factors, proposing a better functioning of the tutoring, the survey made to the students is a fundamental part of this research.

2 METHODOLOGY

2.1 General objective

To analyze which factors from the tutoring system influence the students’ graduation efficiency.

2.2 Development

This research presents the study of the factors that intervene in the tutoring system to determine a terminal efficiency for the students in Administration and analyzes the relation between the tutor and their tutees during their academic trajectory.

The population for the following research is the Administration students with S 14 enrollment who are about to finish College, a sample of 47 students was determined in a population of 130 students.

2.3 Techniques and instruments.

The technique used to gather information in this research was the application of a questionnaire aimed to the students of the Administration School in the Universidad Veracruzana in the administration program with S14 enrollment, to determine the factors that intervene in the tutoring system for a successful terminal efficiency.
2.4 Results

The information obtained in the questionnaires applied to the population of students about to finish the administration program in the 8th semester is presented with the obtained data and the answers and opinions from the study subjects are shown in a descriptive manner.

Percentage of academic progress:

60% of the students have already reached a 90% progress in their total academic plan, which represents a low indicator in the terminal efficiency index.

In how many periods are you planning to get your degree?
75% of the students will finish College in 8 periods as marked on the average curricular map of the academic plan, therefore an adequate planning of their academic trajectory is necessary to increase this percentage.

Has the tutoring program contributed positively to your academic performance?
Overall, students consider that tutoring represents an improvement in their academic performance, however, it is necessary to promote this culture and decrease the percentage that claims that tutoring has not benefited them.

Are you satisfied with the guidance that you received from your tutor?

Overall, are the tutees satisfied with the tutor’s attention.

Did you attend all your tutoring sessions?
It is necessary to decrease that percentage of students' absences and set a commitment between the tutors and tutees highlighting the importance of attending the tutoring sessions.

3 CONCLUSIONS

Having obtained and analyzed the survey results, one can appreciate that the tutor’s orientation influences in a significant way the students’ decision making process in their academic career.

Through this diagnoses one can detect some negative options regarding the tutoring, since a minority does not attend their tutoring sessions. It is necessary to establish a commitment between the tutors and the tutees in such a way that the tutoring process can be improved for the students’ sake and for the University itself.

This research is addressed to the students who currently are in their final year and it was determined that more than 50% of the students will conclude their studies in a proper way and the most popular graduation options are the Degree General Exit Exam (EGEL) and the thesis.

The tutoring system is an academic guide that the educational institutions offer students and in our Institution according to the results this contributed positively in the integrated development of over 90% of the s14 enrollment in Administration.

The professors acting as tutors are the University professors and they do both activities: teaching and tutoring; in this project the students expressed their satisfaction on their tutors when providing tutoring.

The curricular mapping of the Administration Program is designed for graduating in an average of 8 periods with the tutor’s guidance, however, there is a significant delay in the enrollment.

REFERENCES


