

Chapter 1 Analysis of academic risk in students of the Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana

Capítulo 1 Análisis del riesgo académico en estudiantes de la Facultad de Contaduría y Administración, campus Coatzacoalcos de la Universidad Veracruzana

ORDAZ-HERNÁNDEZ, Mónica Berenice*, ANTONIO-PACHECO, Belizario and ALONSO-GUILLÉN, Amado

Faculty of Accounting and Administration, Coatzacoalcos campus, Universidad Veracruzana.

ID 1st Author: *Mónica Berenice, Ordaz-Hernández* / **ORC ID:** 0000-0002-3119-9353

ID 1st Coauthor: *Belizario, Antonio-Pacheco* / **ORC ID:** 0000-0003-3223-3020

ID 2nd Coauthor: *Amado, Alonso-Guillén* / **ORC ID:** 0000-0002-3858-2005

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M. Ordaz, B. Antonio and A. Alonso

* mordaz@uv.mx

M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

The objective of this study is to identify the disciplinary EE, of the Terminal Training Area and the General Basic Training Area (AFBG) in second enrollment in students of the Accounting and Administration Faculty, Coatzacoalcos campus of the Universidad Veracruzana, enrolled in the period February-July 2022 in order to establish strategies that contribute to the strengthening of the academic trajectory of the student who is at academic risk and thereby reduces lag and school dropout. From a population of 1253 students, 141 subjects were analyzed from institutional reports. Among the results, it is found that 17 students of the Educational Program (PE) of Management and Business Administration are studying Learning Experiences (EE), *Experiencia Educativa* in Spanish, of initiation to the discipline in second enrollment, taking second place in the PE of Administration plan 2019 with 16 students. Regarding the AFBG, the EE with the highest demand in second enrollment are English I and II/Language I and II.

Academic risk, School lag, School dropout

1.1 Introduction

Higher Education Institutions (HEIs) are a fundamental pillar in the economic and social development of a country since from them future professionals are trained with knowledge, skills, and attitudes in a specific area that will face the social problems of their environment. In Mexico, there is an educational issue because not all students who enter at the basic level complete their studies at the higher level, as the National Association of Universities and Institutions of Higher Education (ANIUES, 2021) mentions: " Out of every 100 students who enter primary education, eight will not continue to secondary school; of these, only 72 will graduate and be ready to enter high school, and of these, only 46 will complete it. In the end, 24 out of every 100 will reach higher education level." (para. 6). One of the challenges faced by HEIs is related to the academic risk presented by their students resulting from low academic performance or educational achievement which, in most cases, leads to non-accreditation and consequently to educational lag, this occurs when the student does not complete a level of education within the expected time, thereby delaying their educational progress (National Council for the Evaluation of Social Development Policy [CONEVAL], 2022).

One of the main causes of the educational lag is the social inequality that remains in the country, in addition to this the coronavirus pandemic of 2019 has deepened the gap that already existed. Since in the educational field the HEIs were forced to close their facilities, giving access to the virtual modality which involved the use of technological equipment, digital platforms, as well as access to the internet, among others. The aforementioned resulted in limitations both in the acquisition and use of technological equipment, which influenced the increase in school lag and dropout, it serves as an indicator that represents the number or percentage of students who leave their studies before finishing their academic degree or educational level; it is worth mentioning that dropout is divided into three categories: the first refers to intra-curricular dropout, which occurs during the school year; the second is the intercurricular dropout that occurs when the student leaves their studies at the end of a school period, whether or not they have passed it, and finally, the total dropout that combines the previous two (Secretariat of Public Education [SEP], n.d.).

1.2 Development

COVID-19 has spread throughout the world, triggering health, economic and social problems, where companies, government and the population have been affected. In the education sector, there was a prolonged closure of schools at all educational levels, a situation that generated distance learning and consequently the use of Information and Communication Technologies (ICT) as a pressing need for the development of students' academic activities, with the limitations that this involves affecting their academic performance.

According to the National Institute of Statistics, Geography and Informatics (INEGI, 2021), out of the 33.6 million students between the ages of 3 and 29 who were enrolled in the 2019-2020 school year, 740,000 did not continue or dropped out of the educational system in the 2020-2021 cycle due to the COVID-19 pandemic or the lack of economic resources, mostly from public educational institutions.

Among the specific factors derived from COVID-19 why the school period was not completed were the lack of students to teachers interaction or the tasks were not carried out with 28.8%, a member of the house was unemployed or reduced their income represented by 22.4%, other reasons are that the educational institution closed definitively with 20.2% and finally the lack of a computer equipment, other kind of device or internet connection (17.7%).

In the Faculty of Accounting and Administration (FCA), Coatzacoalcos campus of the Universidad Veracruzana, four PEs are offered in the school system such as the Bachelor's Degrees in Administration, Accounting, Management and Business Management and Software Engineering; from the beginning of the pandemic, strategies were established to continue with academic activities, among which the training of teachers in pedagogical, disciplinary and technological matters stands out, emphasizing the final due to the need for the use of digital platforms, since the classes were taught virtually. In the period February-July 2022, 1,253 students were active in the second, fourth, sixth and eighth semesters, represented by matriculations S210, S200, S190 and S180 respectively, as well as matriculations that are in the maximum period of permanence of the EP such as S170 and S160 (Institutional Tutoring System [SIT], 2022). It is important to note that the Accounting and Administration EPs were updated, in this context from matriculation S190 they correspond to the 2019 Study Plan and prior to the 2011 Plan.

Academic tutoring is the ideal and fundamental means to monitor the student's teaching-learning process through its dimensions such as Academic-oriented, focused on the development of the student's academic trajectory, Professional-oriented as support and guidance for their professional objectives and the development of an ethical attitude, Personal-oriented, aiming to contribute to the development of values, as well as strengthen decision-making in an autonomous and responsible way, finally integration and permanence focused on strengthening the sense of belonging to the institution and fostering their commitment to their academic training (Universidad Veracruzana [UV], 2022). As part of the Faculty of Accounting and Administration (FCA) tutorial activity, this analysis was carried out to benefit students who are at academic risk, allowing them to identify the Learning Experiences (EE) with the highest incidence in second enrollment and with this establish strategies to reduce both academic lag and school dropout.

Therefore, this study has as a general objective to identify the Disciplinary EE, of the Terminal Training Area and of the AFBG in second enrollment in students of the Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana, enrolled in the period February-July 2022.

As specific objectives, the following were defined:

Identify the disciplinary EEs, of the Terminal Training Area and of the AFBG that are being studied in second enrollment in the February-July 2022 school period by the students of the EPs of Administration, Accounting, Management and Business Management and Software Engineering of the Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana. Identify the EEs that have the highest participation under the second registration modality of the February-July 2022 period of the EPs of Administration, Accounting, Management and Business Management and Software Engineering and Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana.

1.3 Methodology

This study has a descriptive and cross-sectional quantitative approach, the analysis of the data was generated from the "Report of Students in Second Enrollment" and the "Report of Students with Failed Courses" of the Institutional System of the Universidad Veracruzana. The active student population during the February-July 2022 period is 1,253, which 141 students at academic risk were studied. Table 1.1 shows the distribution by plan and PE.

Table 1.1 Distribution of total students at academic risk

Educational Program	Plan	PE Content	At-Risk Students
Management	2011	Disciplinary Training Area	13
		Basic Formation Area	1
	2019	Disciplinary Training Area	27
		Basic Formation Area	10
Accounting	2011	Disciplinary Training Area	15
		Basic Formation Area	1
	2019	Disciplinary Training Area	12
		Basic Formation Area	8
Business Management and Direction	2018	Disciplinary Training Area	33
		Basic Formation Area	8
Software Engineering	2014	Disciplinary Training Area	9
		Basic Formation Area	4
Total			141

Note. Prepared from the reports of the Institutional System of the Universidad Veracruzana, 2022.

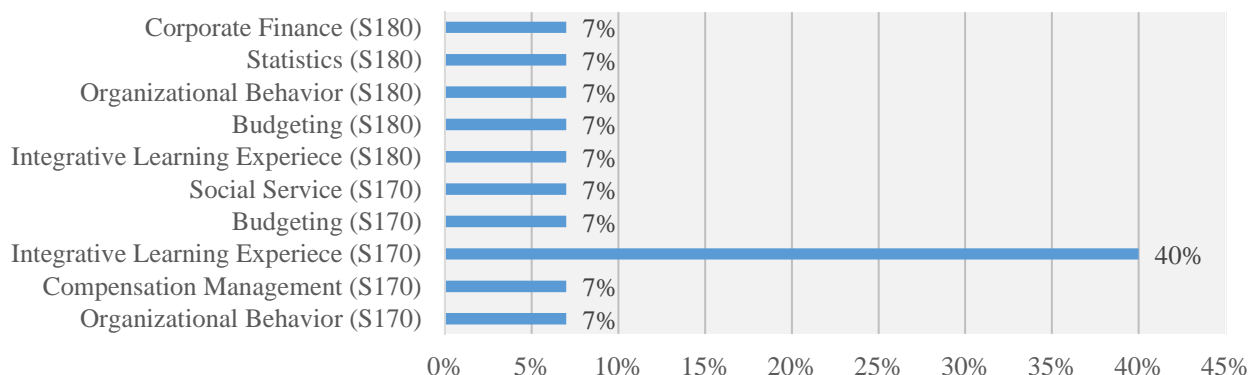
1.4 Results

Regarding the EP of Plan 2011 Administration, Table 1.2 shows that out of the total of 13 students who are taking disciplinary EEs in second enrollment, 40% corresponds to the EE of Integrative Learning Experience (ILE), it is important to mention that if they do not accredit ILE EE, the students would have as their last option of accreditation to present and accredit the General Graduate Examination of Bachelor's Degree (EGEL); with respect to the other EEs, the risk they present is that if they do not accredit them, their last option is the Last Opportunity (UO) exam as long as it is only one EE in this modality; if they are taking two EEs in second enrollment and do not accredit them, it would cause to leave the university permanently, in the same way not to accredit the UO exam. In this sense, 2 of the 13 students mentioned above are studying two EEs in second enrollment.

Table 1.2 Disciplinary EE and the area of terminal training in second enrollment PE of Administration plan 2011

Matriculation number	Learning experience	Percentage	Frequency
S180	Corporate Finance	7%	1
S180	Statistics	7%	1
S180	Organizational Behavior	7%	1
S180	Budgeting	7%	1
S180	Integrative Learning Experience	7%	1
s170	Social service	7%	1
s170	Budgeting	7%	1
s170	Integrative Learning Experience	40%	6
s170	Compensation Administration	7%	1
s170	Organizational Behavior	7%	1

Note. "Report of PE students of Administration 2011 in second enrollment" period Feb-July 2022.

Figure 1.1 Disciplinary EE and the area of terminal training in second enrollment PE of Administration plan 2011

Note. Prepared from the "Report of PE students of Administration 2011 in second enrollment" period Feb-July 2022.

According to the AFBG EEs for the PE, only one student with matriculation S180 is studying the English II EE in second enrollment. If the student passes the Educational Experience (EE), they will continue in the Educational Program (PE) within the prescribed time frame, as they will not be able to graduate within the academic period according to the standard duration of study due to non-compliance with the English language accreditation; if the student does not pass the Educational Experience (EE), they would need to take and pass the UO exam to continue with their academic trajectory. Therefore, students with matriculation S180 in the February-July 2022 period are studying the eighth semester according to the standard duration of study and they should have passed the English II EE before having covered 50% of their credits because this is an AFBG EE.

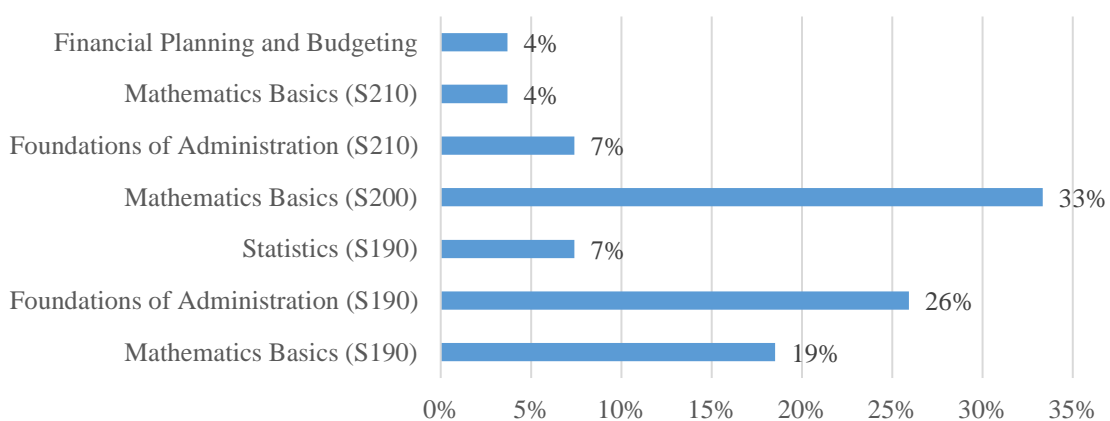
For the Educational Program in Administration, 2019 Plan, the number of students currently taking disciplinary EE in the second enrollment period is 27, Figure 1.2 shows that 56% are studying the Basic Mathematics EE where 33% corresponds to matriculation S200 and 19% to matriculation S190 and 4% to matriculation S210, Furthermore, another Educational Experience with significant impact was 'Fundamentals of Administration,' accounting for 33%. Of this, 26% is represented by enrollment S190, and the remaining portion corresponds to enrollment S210, it is worth mentioning that both EEs belong to the area of initiation to the discipline, so it is necessary that they be completed by students, These are the ones that contribute the minimum learnings that every professional must have in accordance with their discipline.; finally, the remaining 11% is made up of the Financial Planning and Budgeting and Statistics EEs. If the student does not pass these Educational Experiences, they have the right to take the UO exam, with the risk of facing academic dropout.

Table 1.3 Disciplinary EE in second enrollment PE of Administration plan 2019

Matriculation number	Learning experience	Percentage	Frequency
S210.	Financial Planning and Budgeting	4%	1
S210.	Basic Math	4%	1
S210.	Fundamentals of Administration	7%	2
S200	Basic Math	33%	9
S190	Statistics	7%	2
S190	Fundamentals of Administration	26%	7
S190	Basic Math	19%	5

Note. "Report of PE students of Administration 2019 in second enrollment" period Feb-July 2022.

Figure 1.2 EE disciplinary in second enrollment PE of Administration plan 2019



Note. Prepared from the "Report of PE students of Administration 2019 in second enrollment" period Feb-July 2022.

In Figure 1.3 of the EEs in the second enrollment of the AFBG, the Language II EE is represented by 36%, Language I by 27%, the same as the Digital Literacy EE and with 9% Critical Thinking for Problem Solving, In this regard, it is important to note that a graduation requirement for the Educational Programs at the Faculty of Accounting and Administration is the accreditation of the English language, achieved through a 4-level course in the language.

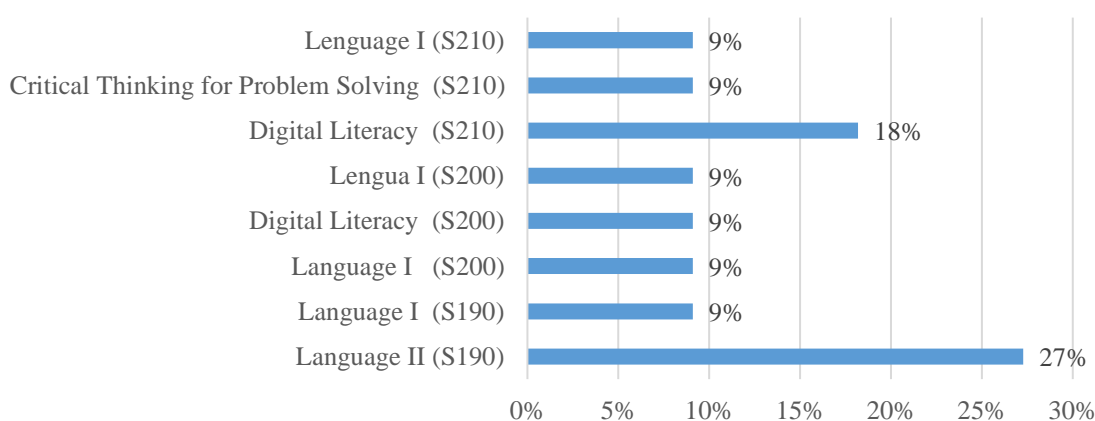
In this context, it is concerning that 70% corresponds to EE related to acquiring knowledge of another language; to obtain accreditation for Intermediate English I, the student must successfully complete English I, II, and III, because of these are sequential EE; on the other hand, it is important to mention that out of 10 students currently enrolled in these Educational Experiences, one is taking 2 of them. Therefore, failing to pass these courses would result in permanent withdrawal from the Educational Program.

Table 1.4 EE AFBG in second enrollment PE of Administration plan 2019

Matriculation number	Learning experience	Percentage	Frequency
S210.	Language I	9%	1
S210.	Critical Thinking for Problem Solving	9%	1
S210.	Digital Literacy	18%	2
S200	Language I	9%	1
S200	Digital Literacy	9%	1
S200	Language II	9%	1
S190	Language I	9%	1
S190	Language II	27%	3

Note. "Report of students with failed courses PE Administration" period Feb-July 2022

Figure 1.3 EE AFBG in second enrollment PE of Administration 2019



Note. Prepared from the "Report of students with failed courses PE Administration" period Feb-July 2022.

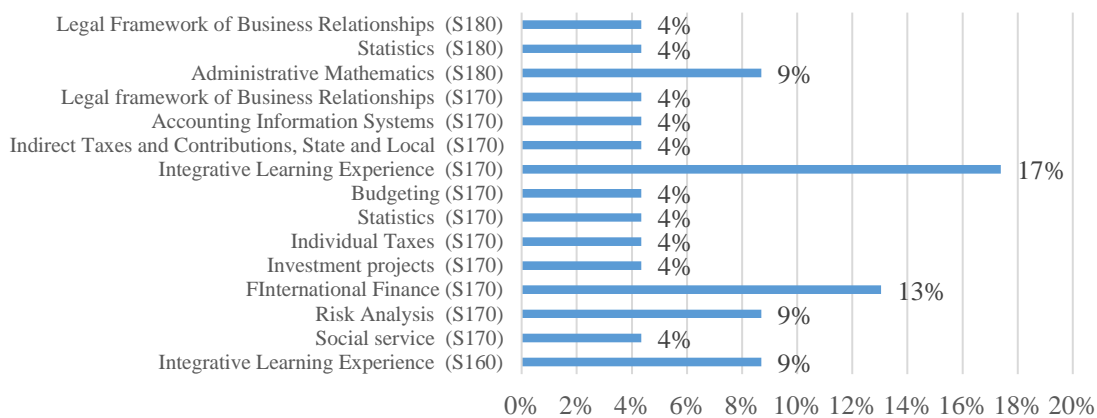
For the Accounting Educational Program, 2011 Plan, out of the 15 students currently enrolled in second-term Educational Experiences, as depicted in Figure 1.4, the Integrative Learning Experience holds the highest participation with 26%, followed by International Finance with 13%, Administrative Mathematics and Risk Analysis with 9%, Legal Framework of Business Relations with 8%, and the remaining courses each contributing 4%. Among the students involved in this category, four of them are currently studying 3 Educational Experiences in this mode. Therefore, their academic risk is higher, as failing to pass 2 of them would lead to dropout from the PE.

This Educational Program is in the same situation as the Administration 2011 PE. Therefore, students with matriculations S170 and S160 have extended their stay since they should have graduated according to the standard duration of stay in the school periods of Feb-Jul 2021 and Feb-Jul 2020, respectively, in terms of matriculation S180 in relation to the aforementioned period of stay, for these students their period of graduation is Feb-July 2022; however, if these EEs are not passed, they are candidates for the UO exam, thus increasing their academic risk and in the worst-case scenario their school dropout. Just one student corresponds to matriculation S180 who is enrolling in the second enrollment of English EE I, which is part of the AFBG, if the EE is a passed, the student will not be able to graduate in the standard period of stay since he/she has 3 levels of English pending.

Table 1.5 Disciplinary EE and the area of terminal training in second registration PE of Accounting plan 2011

Matriculation number	Learning experience	Percentage	Frequency
S180	Legal Framework of Business Relationships	4%	1
S180	Statistics	4%	1
S180	Administrative Mathematics	9%	2
s170	Legal framework of Business Relationships	4%	1
s170	Accounting Information Systems	4%	1
s170	Indirect Taxes and Contributions, State and Local	4%	1
s170	Integrative Learning Experience	17%	4
s170	Budgets	4%	1
s170	Statistics	4%	1
s170	Individual Taxes	4%	1
s170	Investment projects	4%	1
s170	International Finance	13%	3
s170	Risk Analysis	9%	2
s170	Social service	4%	1
s160	Integrative Learning Experience	9%	2

Note. "Report of PE students of Accounting plan 2011 in second enrollment" period Feb-July 2022.

Figure 1.4 Disciplinary EE and the area of terminal training in second registration PE of Accounting plan 2011

Note. Prepared from the "Report of PE Accounting students 2011 in second enrollment" period Feb-July 2022.

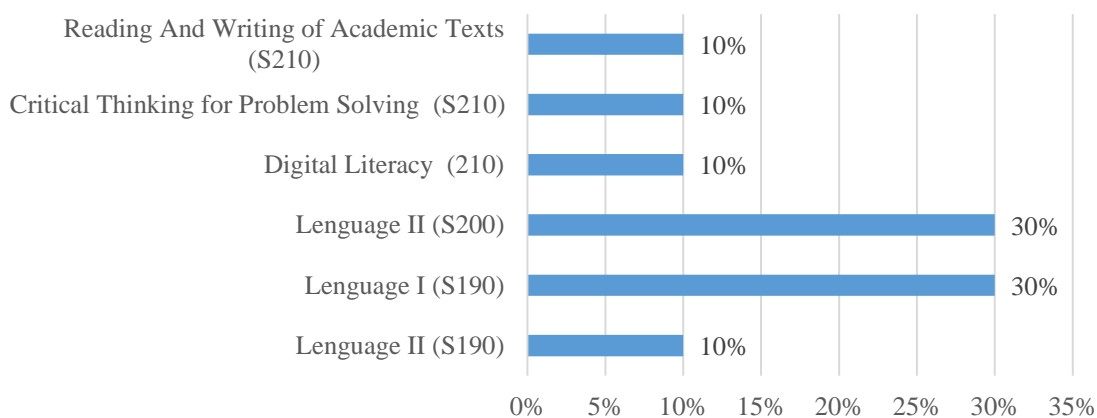
In relation to the Accounting PE, 2019 Plan, only two students are currently enrolled in second-term disciplinary Educational Experiences. These include Intermediate Accounting I and Research Methodology, and both belong to matriculation S200, these students are at academic risk, as not passing these experiences would make them eligible to take the UO exam. As previously mentioned, failing to pass this exam would result in their academic dropout from the Educational Program.

As for the General Basic Formation Area (AFBG) EE in second enrollment, 8 students are currently enrolled. 40% are taking Language II, 30% Language I, and the remainder is distributed among Digital Literacy, Critical Thinking for Problem Solving, as well as Reading and Writing of Academic Texts with 10% each, as shown in Figure 1.5, one student out of the eight is at a higher academic risk, as they are enrolled in 3 Educational Experiences in the second enrollment.

Table 1.6 EE AFBG in second EP enrollment of Accounting 2019

Matriculation number	Learning experience	Percentage	Frequency
S210.	Reading And Writing of Academic Texts	10%	1
S210.	Critical Thinking for Problem Solving	10%	1
S210.	Digital Literacy	10%	1
S200	Language II	30%	3
S190	Language I	30%	3
S190	Language II	10%	1

Note: Prepared from the "report of students with failed Accounting PE courses" period Feb-July 2022.

Figure 1.5 EE AFBG in second EP registration of accounting 2019

Note. Prepared from the "report of students with failed Accounting PE courses" period Feb-July 2022.

According to the Educational Program in Business Management and Leadership, 33 students are enrolled in EE for a second time. Figure 1.6 shows that 48% are distributed among the Research Methodology and Fundamentals of Administration EE, each with 24%. This is followed by Administrative Mathematics with 15%, Business Practice with 12%, Financial Statements Structure with 9%, Mathematical Models for Decision Making with 6%, and the EEs Organizational Techniques, Commercial Strategies, Digital Marketing, and Management of Productive Systems, each represented by 3%.

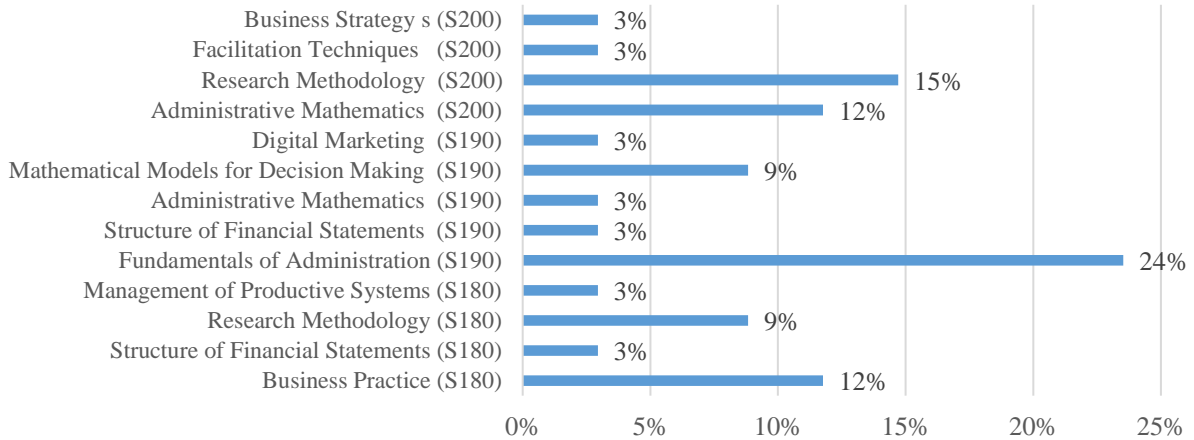
Students with matriculation S180 are eighth semester students who in the present school period according to the standard stay time would be graduating in this period; however, the non-accreditation of the last EE will not allow them the corresponding graduation and, in addition, like matriculations S190 and S200 would be placing them as candidates for the UO exam. In this PE, only one student is studying 2 EE in second enrollment with the risk of causing permanent dropout if he does not accredit both.

Table 1.7 Disciplinary EE in second PE enrollment of Business Management and Direction

Matriculation number	Learning experience	Percentage	Frequency
S200	Business Strategy	3%	1
S200	Facilitation Techniques	3%	1
S200	Research Methodology	15%	5
S200	Administrative Mathematics	12%	4
S190	Digital Marketing	3%	1
S190	Mathematical Models for Decision Making	9%	3
S190	Administrative Mathematics	3%	1
S190	Structure Of Financial Statements	3%	1
S190	Fundamentals Of Administration	24%	8
S180	Management Of Productive Systems	3%	1
S180	Research Methodology	9%	3
S180	Structure Of Financial Statements	3%	1
S180	Business Practice	12%	4

Note. "Report of PE students of Management and Business Management in second registration" period Feb-July 2022.

Figure 1.6 Disciplinary EE in second PE enrollment of Business Management and Direction



Note. Prepared from the "Report of PE students of Business Management and Direction in second enrollment" period Feb-July 2022.

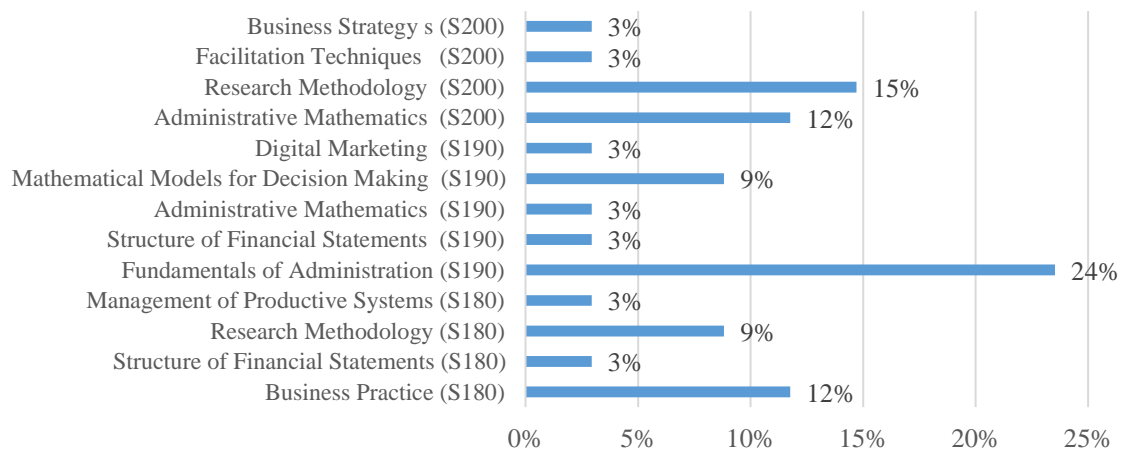
On the other hand, the AFBG SEs of the 8 GDN students who are studying in second enrollment, Figure 1.7 shows that 54% are represented by the Language I and II EEs, followed by the Digital Literacy, Reading and Writing of Academic Texts EEs represented by 18% each, finally the Critical Thinking SEs for Problem Solving with 9%. In this area, students with matriculation S180 that corresponds to them being studying the eighth semester and those with S190 sixth semester matriculation, in a standard period of permanence these should have already accredited this area before covering 50% of the credits of the PE. Of the 8 students, one is studying 2 EE in second enrollment, and another is studying 3 EE in the same modality.

Table 1.8 EE AFBG in second PE enrollment of Management and Business Management

Matriculation number	Learning experience	Percentage	Frequency
S210.	Reading And Writing of Academic Texts	18%	2
S210.	Critical Thinking for Problem Solving	9%	1
S210.	Digital Literacy	18%	2
S200	Language II	9%	1
S190	Language I	18%	2
S190	Language II	9%	1
S180	Language II	9%	1
S180	Language I	9%	1

Note. "report of students with failed PE courses in Business Management and Direction" period Feb-July 2022

Figure 1.7 EE AFBG in second PE enrollment of Business Management and Direction



Note. Prepared from the "report of students with failed PE courses in Business Management and Direction" period Feb-July 2022.

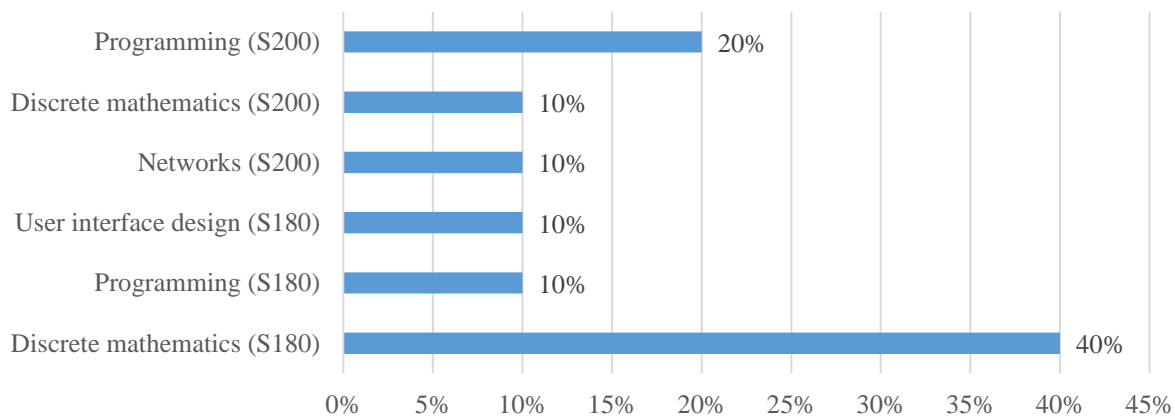
In the Software Engineering PE, out of the 9 students who are studying EES in second enrollment, according to Figure 8, the Discrete Mathematics EE is distinguished by a 50% participation, followed by Programming with 30%; in relation to the User Interface Design and Networks EE they each have a 10% participation, where a student is studying 2 of these experiences, so he is at a higher academic risk."

As it can be seen in Table 1.8, the Discrete Mathematics experience has a greater participation among students with matriculation number S180. These students, if they successfully complete all their experiences, should be close to finishing their degree according to the standard duration of stay. However, if they fail to do so, they would have the right to take the UO exam. Failure to pass this exam would result in their permanent withdrawal from the program.

Table 1.9 Disciplinary EEs in second enrollment PE of Software Engineering

Matriculation number	Learning experience	Percentage	Frequency
S200	Programming	20%	2
S200	Discrete mathematics	10%	1
S200	Network	10%	1
S180	User interface design	10%	1
S180	Programming	10%	1
S180	Discrete mathematics	40%	4
Note. "Report of PE students of Software Engineering in second enrollment" period Feb-July 2022.			

Figure 1.8 Disciplinary EEs in second registration PE of Software Engineering



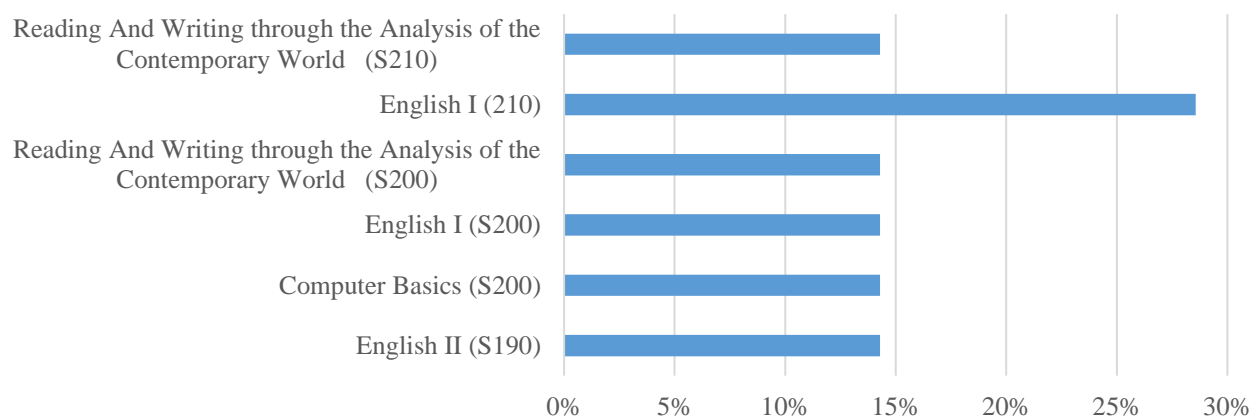
Note. Prepared from the "Report of PE students of Software Engineering in second enrollment" period Feb-July 2022.

In relation to the General Basic Training Experiences (AFBG), only four students are enrolled in second-registration experiences. Figure 1.9 shows that English I has a participation rate of 43%, Reading and Writing through the Analysis of the Contemporary World is represented by 28%, and Computer Basics and English II each have a 14%. Among these experiences, one student is taking three, and others are taking two experiences in this mode, with the same risk of permanent dropout mentioned in previous paragraphs for students who do not pass 2 experiences in the second enrollment.

Table 1.10 EE AFBG in second Software Engineering PE enrollment

Matriculation number	Learning Experience	Percentage	Frequency
S210.	Reading And Writing through the Analysis of The Contemporary World	14%	1
S210.	English I	29%	2
S200	Reading And Writing through the Analysis of the Contemporary World	14%	1
S200	English I	14%	1
S200	Computer Basics	14%	1
S190	English II	14%	1
Note. "Report of students with failed Software Engineering PE courses" period Feb-July 2022.			

Figure 1.9 EE AFBG in second Software Engineering PE enrollment



Note. Prepared from the "report of students with failed PE courses in Software Engineering" period Feb-July 2022.

1.5 Conclusions

Education is considered one of the elementary pillars for the integral development of society by allowing to achieve a better level of social, cultural, and economic well-being; However, in this sector, educational lag and dropout rates have been challenges faced by educational institutions. In this regard, the Universidad Veracruzana is no exception across its various educational programmes.

According to the results of the present analysis of the Faculty of Accounting and Administration, Coatzacoalcos campus, those subjects from the disciplinary, terminal, and general basic formation areas that students are taking in their second enrollment were identified, along with their respective levels of participation, here students are in an academic risk situation, where there is a possibility that these students may become candidates for the UO exam or face definitive dropout from their academic program, provided they do not pass these subjects according to the Student Statute. Additionally, this analysis allowed us to understand the number of students who are taking one or more subjects in this modality.

Therefore, in relation to the PE of Administration plan 2011, the most recurring EE in second enrollment was Integrative Learning Experience with 40% participation, also the PE of Accounting plan 2019 shows a participation of 26%; it is worth mentioning that this EE can be accredited through written work such as: thesis, dissertation, monograph or technical practical work as appropriate or through the General Examination for Graduation of the Bachelor's Degree (EGEL), for this reason possible reasons why students are taking the subject in a second enrollment could be that they have not successfully completed their capstone project or that they have not achieved the established score in the EGEL for accreditation. In the case of the 2019 Administration Program, the subjects with the highest incidence were Basic Mathematics and Fundamentals of Administration, accounting for 52% and 33%, respectively, both EEs are from the area of initiation to the discipline, which provide the students with the introductory bases and skills of their profession and that is where the importance lies that the student accredits them in such a way that they have the previous knowledge to make satisfactory progress in their academic trajectory. Similarly, for GDN and Software Engineering PEs, the most requested EEs in second enrollment correspond to the area of initiation to the discipline, which are Research Methodology and Fundamentals of Administration with 24% each for GDN and Discrete Mathematics with 50% for Software Engineering.

Regarding the EEs in second enrollment of the AFBG, the EEs that are most in demand are the English/ Language I and II EEs with a participation range of 30% to 40%, so it is considered that these students are presenting difficulties to develop competencies in another language, in that sense there is a high possibility that these difficulties occur with the English III and Intermediate I EEs.

Based on the results obtained, it is necessary to monitor students at academic risk and establish strategies through collaborative work involving the Directorate, Faculty Secretary, Tutoring Coordination, and Tutors. This collaborative effort aims to reduce academic lag and ensure the successful graduation of these students.

It is important to note that the strategies proposed below are not only aimed at the subjects of this analysis, but also support those students who may fall into a possible academic risk in order to reduce this condition.

1.6 Recommendations

- The Tutoring Coordination must continue promoting and developing Comprehensive Training Support Programs in order to increase student performance as stated in Article 14, Section VIII of the Institutional Tutorship Regulation of UV (2009).
- Tutors should conduct a diagnosis of the needs presented by their tutees related to EE in which they need support in order to guide the follow-up. Based on this diagnosis, an individualized report on the monitoring of students with support needs should be developed.
- Through the Directorate, request support from members of the Academies by the area of knowledge to provide guidance according to their professional profile to those students who need to strengthen a specific content of a subject.
- Suggest to the Language Center Coordination to provide greater facilities to offer English III and Intermediate I EE during the mid-term period, so that students experiencing academic lags in these subjects can take them during that period and not extend their stay in the academic program.

1.7 References

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