

Elaboración de un programa de Seguimiento de Egresados para Licenciatura.

Elaboration of a follow-up programme for Bachelor's degree graduates

*Desenvolvimento de um programa de monitorização para graduados
Bachelor*

DOI: <http://dx.doi.org/10.23913/ricsh.v6i11.108>

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Resumen

En el presente trabajo se analiza la implementación de un “modelo institucional” para el seguimiento de egresados llevado a cabo en la Universidad Autónoma del Carmen, se consideran las problemáticas en su estructuración, a propósito de su eficacia para la obtención de resultados significativos. A partir del análisis realizado, se propone un nuevo programa que cumpla con los requerimientos teóricos y metodológicos estipulados para este tipo de estudios.

Palabras clave: Seguimiento de egresados, Psicología, educación superior, México.

Abstract

This paper examines the implementation of an "institutional model" for graduates follow-up carried out at the Autonomous University of Carmen, the problems are considered in its structure, with regard to its efficiency to obtain significant results. From the analysis, a new program that complies with the technical and methodological requirements stipulated for this type of studies is proposed.

Key words: Follow-up of graduates, Psychology, higher education, México.

Resumo

Neste trabalho a implementação de um "modelo institucional" para rastrear os graduados realizadas na Universidad Autonoma del Carmen é analisado, considerando os problemas em sua estrutura, em relação à sua eficácia para a obtenção de resultados significativos. A partir da análise, um novo programa que atenda aos requisitos teóricos e metodológicos previstos para este tipo de estudo é proposto.

Palavras-chave: graduados de Seguimento, Psicologia, Educação Superior, México.

Fecha Recepción: Julio 2016 **Fecha Aceptación:** Enero 2017

Introduction

The central purpose of a study on *Graduates Follow-up*, revolves around the description, identification and analysis of the conditions in which new professionals in the labour market. Its basic intention is to find from the dissertation, reliable evidence allowing to assess and provide feedback to improve educational programs.

Although the study of graduates has not been considered as the only way for the establishment of an Education Program (PE by its name in Spanish) improvements, one of its functions has been directed to search optimization between the relationships in the world of education and work (ANUIES, 1988).

In this sense, some authors have proposed specific features attributable to the study to graduates, and whose purpose is to know the state of the new professionals in the field in which they are working; Aldana, Morales, Sabogal and Ospina, in an article published in 2008, they postulate that this type of study lets you know in a meaningful way in the first place, the state of professional development product of the *new demands* of the market and the social environment, and secondly, provide expertise that Institutions of Higher Education (IES by its name in Spanish) allows to know the *relevance of their programs* and curriculum.

Within this perspective, Núñez (2011), proposes that a main intention for results of graduates is the provide new tools and activities professionals so that they continue to develop permanently and effectively, for its part; Ruffinelli (2009) places the prestige of an IES relies heavily on the performance of its graduates in the working reality.

In short, we can mention by the above, that the result of the graduates over time has become, on the one hand, a *value system of exchange* to obtain jobs and on the other an index to *measure* the "quality" of education in the IES.

Under this logic it is possible to identify the rationale on which this type of "studies" are based, namely an ideology that proposes to *higher education* as the central axis for economic and social development of a country and as the instance suitable for resolving problems of competitiveness, and/or almost any theme that happens to emerge (de Vries y Navarro, 2011; UNESCO, 1998).

From the background

In Mexico, a policy of increasing and sustained expansion of public education has been implemented since the end of the Revolution, according to the model of industrialization and economic development towards the interior.

For the beginning of the 1980s, there was a change of perspective, allowing a stagnation that in the end would bring enormous internal and external dysfunctions in the Mexican educational system, which joined those already produced in previous decades (Salazar; Verduzco and Peña, 2015). In this context, and with aspirations aimed at solving these shortcomings, there will be a strong interest in the concept of Human Capital, which was at the time booming, especially in countries with economies of low productivity. The rationality that crossed this interest was, in fact, that education allowed to have greater competitiveness and to have more training to face the complex situations of that reality that until now passed to our country (UACH, 2012).

With the arrival of the present century, the negative effects of the previous thirty years increased, especially with regard to the education-society relationship that had emerged as a possible solution from Human Capital. For Salazar et al. 2015, the relation that in theory

would bring favorable consequences for the labor formation and for the life, still is pending, in spite of the attempts to improve it from several edges.

The context allowed for the follow-up of graduates as an analytical category entered the educational scene in the 1970s, in Mexico the first attempts at formalization began by the end of this decade, the pioneer institutions were those with greater history and budget allocation (Briseño , Mejía, Cardoso, García, 2014, Sánchez, 2014). Subsequently, by the end of the 1990s, with the publication of a Basic Scheme published by the National Association of Universities and Institutions of Higher Education (ANUIES, 1998), the principles of standardization for the conduct of studies on graduates were formulated.

In order to know the situation of the higher education system in its attempt to provide economic improvements to the country, interest in the follow-up of graduates increased considerably at the beginning of the 21st century, mainly due to the need to ensure that future graduates had the (ANUIES, 2005), this predominant interest in obtaining information about graduates was maintained until at least the first decade of this century, now with the intervention of the Secretary of Public Education (SEP)), The same one that in its sectorial program of education 2007-2012 recognized the fundamental thing in promoting this type of studies (IPN, s/f).

The Autonomous University of Carmen (UNACAR)

In 2008, UNACAR, with its project "Updating and Continuous Improvement of Vocational Training" (AMCFP), sought an approach to the advances that the institution had achieved until then in the training for the work of its graduates, so it was proposed to evaluate the pertinence Of the 25 undergraduate programs with which it counted (UNACAR, 2010).

To carry out this purpose it considered necessary to establish the principles that would support such a project, in that sense proposed at least six coordinates:

1. A decaying Mexican economy.
2. Current educational models in "crisis" derived from the accelerated advances of science, technology, communications and services.
3. A labor market in obsolescence.
4. That the products and services should be in favor of the customer.
5. That employment has to respond to the culture of productivity.

6. If the Human Capital demanded by the current labor market is not being formed by UNACAR then the educational crisis is still in force.

To the above considerations, an ideology promoted by ANUIES, which to the letter states: "the degree obtained in an IES reduces the risk of unemployment and allows access to better salary levels" (ANUIES, 2005).

From the above, we can roughly mention the dominant logic in UNACAR when explaining how necessary the implementation of its AMCFP, is treated according to the institution of a country in economic problems, which say the specialists Of the Mexican financial crisis is not new, the collapses occurred in 1976, 1982, 1988 and 1994 were a clear reflection of the limit of a model begun in the 1940s and that to be able to continue in later years it was necessary to promote more frequent crises And more severe, in this sense our country has been cyclically in decline, with no future prospect, a way of recovery (Medina, 1996; Millán, 1999; Garrido, 2000).

With regard to an Educational Model in crisis, it would be worthwhile to reflect if the true deficiency of education in Mexico is located at this level or around the Education System where the model is only one way of concretizing it. Articulating the problem of higher education as a substantial element for economic growth significantly reduces the possibilities of reworking an Education System that is really focused on academic processes (García, 2011).

On the other hand, coinciding with Diaz (2006), the aspirations for changes of "educational models" at least during the first decade of our present century, have been strongly oriented by what we can call a discourse of "innovation", remaining with This far away from actually improving educational processes in real terms. A model change would have to be the result of an overall evaluation of the educational processes and not just a diagnosis given from the "production at the service of the company".

With regard to employment opportunities in Mexico, it is not new that this is in decline, even for skilled labor, for many years has been a serious social problem, at least in the last decade has not occurred The number of jobs necessary to counter poverty (Luis and Ordaz, 2011). The thesis that an improvement in education will favor individual and social development is controversial (De Ibarrola, 2005, Márquez, 2011). Even though education is

an important factor for personal and social development, it is not enough to determine it (De Ibarrola, 2005). In contrast, in some countries with efficient education systems, serious difficulties have been identified in incorporating its population to the labor market (Márquez, 2011).

Finally, to affirm that employability has to respond to a culture of productivity, it would be to ignore that the neoliberal labor logic is sustained under the "structural violence of unemployment", that is, that the current labor market and its respective cheap labor "is maintained under the constant threat of dismissal, in the existence of a reserve army of the unemployed (Bourdieu, 1998).

The AMCFP project

In the context of the AMCFP project, UNACAR carried out in 2009 the "First Forum for the Continuous Improvement of Vocational Training", which was approved by ANUIES (UNACAR, 2010). This was how it was formally held "The first alumni forum" for PE in clinical psychology. The purpose subsequently identified would be the adequacy of the educational programs to a "Competency Based" model, the above in the framework of the first strategic axis of the then Rector.

Another objective to be covered would be the recommendations made to the Educational Psychology Education Program (PEPC) by the peer evaluators of the Interinstitutional Committees for the Evaluation of Higher Education (CIEES), namely to keep information on the status of PEPC graduates in the labor market. To follow up on this recommendation, the administration of the Faculty of Health Sciences (FCS) where the PEPC is attached, decided to form a working team with five teachers, each teacher representing the discipline of its relevance. In this way, between 2010 and 2015, 5 alumni forums were held, following the methodology of the first one.

Procedure of the Forum of Follow-up of Graduates-2009

The procedure that was carried out for the first Forum of graduates promoted by UNACAR in 2009 and that was published by the institution in the year 2010, was the following one:

In the first place, the agents that were to intervene and the role of each of them within the forum were determined.

Moderator: will be in charge of the presentation of the event and thanks to the graduates for their attendance, will present the responsible of the EP in question; Coordinates the development of the event, yields the word, gives the times, motivates the participation, centers the dialogue on the theme.

EP Coordinator: will present the EP in charge, will avoid promoting, defending the EP in front of the participants, answering the questions or concerns of the attendees, identifying opportunities for linking with the represented institutions and coordinating with the rapporteur to integrate The final report.

EP teaching plant: Attend the scheduled event, concentrate during the event exclusively on taking note, issue its report to the PE coordinator and the Rapporteur.

Relator: Register the relevant event, contribute to the project and the EP, integrate the notes of the participating teacher, coordinate with the head of the EP for the integration of the final report.

Description of the model "development" of the forum

The moderator of the forum gives the beginning to the event, thanking the presence of the graduates. It presents to the team that will be throughout the event: coordinator of the program, modeler of teachers of the EP and rapporteur, later it indicates the objective of the program and later it presents / displays to the institutional authorities that accompany the event.

The moderator indicates about the procedure to follow the event and the floor to the highest authority of the institution to declare the forum opened.

The institutional video containing the following information about the PE in question is outlined: general objective, outreach profile, desirable dispositions, professional responsibilities, professional skills, structure and curricular organization and labor field.

Once the presentation has been completed, the moderator gives the floor to those present to begin with their contributions, followed by the commitments for follow-up and the EP teachers help in the implementation of a specific survey that explores the application of the desirable provisions and Responsibilities in job performance.

Finally, the moderator closes the event.

Some general reflections

The amount for the project was \$ 488,048.00 MXN, contrary to the existence of other less costly and better-performing mechanisms.

Twenty-five educational programs were evaluated for their subsequent change from a "competency-based" model of institutional "learning experiences". Regardless of the results obtained, the inertia of the "change" was eminent, finally all programs made this modification at the request of the institution.

The institution lacked an analysis of the information obtained, although the reports were published, the information that gave rise to the specific evaluation of academic processes was not systematically or assisted.

Only a few PEs were counted at that time, with recommendations derived from evaluations by the CIEES or by the Council for Accreditation of Higher Education (COPAES).

The strategy of the Forums was based on "understanding the requirements demanded by the productive sector" (UNACAR, 2010).

The methodology was proposed by a group of members of the university community called "Monitoring Committee of the Forums" determined by the institution. It was not taken into account that the Forum was substantially looking for graduates to attend the event, which was complicated, due to the work dynamics in which they were, some even did not perform administrative formalities for employment reasons.

On the other hand, for the forum was not established the generations to study, which makes it difficult to obtain results, since despite having a same "educational model" with the passage of time were made modifications, which Prevented a homogeneous reading.

In another context, without a reliable database that allowed the location of graduates and without the establishment of mechanisms for it, it was impossible to estimate the number that would attend the "forums".

In these circumstances, the "First Forum for the Continuous Improvement of Vocational Training" served as a "blueprint" for the subsequent subsequent four. With the passage of time they were establishing "database" that allowed the increase of the number of summoned, without this bringing directly proportional assistance.

Design of a program for the follow-up of graduates for the degree in clinical psychology

As a recommendation of the last on-site visit of the Integral Program for Institutional Strengthening - Program for Strengthening the Quality in Educational Institutions (PIFI-PROFOCIE) in 2015, the Department for Follow-up of Graduates is created, To the Student of the Academic Secretary, in order to contribute basically to two axes: first, the evaluation of the professional training of graduates from our institution and secondly, contribute to the vision-2017 whose dynamism translates into The "task", consolidating projects that allow the preservation of the strengths achieved so far regarding the accompaniment of the student (UNACAR, 2015).

In this context, and with the few results offered by the Project for Continuous Improvement and Continuation of Vocational Training (AMCFP) until 2015, it is decided to change strategy. Taking into account that the results of a follow-up of graduates are oriented to be employed and that these are intended to have an impact both for the institution and for each of the educational programs evaluated, UNACAR focused its interest in the search for a design Which will take into account certain theoretical and methodological criteria.

After contextualizing the reasons that led to the project to prepare a study of relevant and current graduates, we proceed to the formal preparation, that is, what would represent the guides of our work and that will determine the magnitudes of the work to be performed:

General objective:

Obtain reliable and up-to-date information about the work situation of our graduates, the professional demands they face and their degree of satisfaction in relation to the training received, in order to improve the educational programs of our institution, Universidad Autónoma del Carmen.

Specific objectives:

- Identify the new labor demands of the new economic reality of our region for graduates of clinical psychology.
- Analyze from the viewpoint of graduates of clinical psychology, the congruence of the thematic contents of the educational program with their professional requirements.
- Know the training needs and continuous education that the new job context demands for our graduates.

After defining the specific objectives for the completion of our study of follow-up graduates, it is necessary to express the arguments that determine the why? And what for? Of our project, the best way to do it is to describe the reasons that motivate its accomplishment, it is to announce in a general way the aspects of the context that define the pertinence and relevance of the study, we have:

Rationale: The economic and labor situation in the last two years has changed drastically, until some time ago, finding employment according to the profession studied was not a concern for many professionals, including the psychologists graduated from our institution.

The demand for professionals in the field of mental health was favored considerably by companies that directly or indirectly offered their services to native and floating families, whose income depended on the oil sector, however with the fall of the hydrocarbon industry in the region These demands have been drastically changed, bringing with it: unemployment, cutting hours of work, bad wages, return of the floating population to their cities of origin, etc.

Faced with this reality, a study on the graduates that allows to identify and know in a clear, precise and timely manner, the professional situation that our professionals face in order to offer them alternatives of training and updating that contributes to coping with these challenges is part of the responsibility Acquired by UNACAR.

In the same way, obtaining reliable information that makes it possible to improve and adapt our careers to new social problems is the commitment of each actor of our maximum house of studies.

Method

As in any study, for us it is of the utmost importance that the facts and relationships established with the results obtained have accuracy and reliability. For this purpose, it is decided to establish as the first phase of our research the selection of our "Generation of study", for it begins with a contextualization of the relevance and importance of this determination.

Study population

With the arrival of the new century, Ciudad del Carmen suffered uncontrolled growth in its services, infrastructure and population. Large companies were established in the locality and thus the increase in the demands of services were increasing. At that time crude production in the "Campeche probe" represented 56.8% of the country (PEMEX, 2013). In this sense and as a collateral necessity developed for the time new professional needs to cover within the population, basically in the areas, social, school and business. Hence, for 2002 under a model based on "Learning Experiences" whose purpose was to train free, fit and responsible professionals with the social reality of their environment (Sánchez, 2013), it was proposed the creation of a Bachelor's degree in clinical psychology .

For 2010 and in response to the "global and market" requirements, UNACAR decided to change each of its educational programs to a competency-based model. For this purpose, it was necessary to carry out structural and formal modifications to all degrees taking into account The Regulation of Creation, Modification and Suppression of Educational Programs of the Autonomous University of Carmen, which establishes four axes to carry out these adjustments, namely, priorities established in governing documents, supply and demand studies, graduate studies studies And employers' satisfaction surveys (UNACAR, 2015).

Due to the above in 2009, the "First alumni forum" is being financed under the auspices of ANUIES, for all the generations achieved so far, the degree in psychology will be part of this institutional work.

At least until early 2014 the economic, political, academic, labor and social situation of the region went smoothly. As we pointed out previously within the Faculty of Health Sciences, to which the EP of Clinical Psychology (PEPC) is attached, had been held until then "Four forums". Even with the methodological difficulties of the model used in the follow-up of graduates and that we described earlier, some general data on the status of PEPC graduates had been obtained prior to the economic recession that occurred in the middle of the same year.

The data obtained from our graduates of the generations prior to the economic depression caused by the fall in oil prices revealed a high rate of employability, especially in the areas of HR in hydrocarbon companies, competitive wages and development possibilities professional. In this context, another of the areas with the highest job performance was the psycho-educational area. Thanks to the floating population of the region, the demand for psychologists with pedagogical orientation was high, especially in particular institutions, in the departments of vocational guidance and curricular adaptation.

The low cost of oil and natural gas significantly hit Ciudad del Carmen, Campeche, which is located in the western part of the Gulf of Mexico, where the Sonda de Campeche is located, which represented, at least until the last months Of 2014 70% of crude oil production in our country. The cost of this crisis at least in the region has been reflected at all levels; Contractors, hoteliers, restaurateurs and professionals (El Universal, 2016).

The crude data reveal that in the whole, the three oil states in the southeast of the Mexican country lost 40 thousand 589 jobs (El Financiero, 2016) in a single year after the hydrocarbon devaluation.

That said, we can argue that the large areas that before 2015 represented greater employability for our graduates have been reduced, namely: work psychology and educational psychology; The first one, because our graduates found job opportunities in the oil industry, which today is bankrupt, the second "private education" which represented for our graduates a strong opportunity for professional practice, currently thanks to unemployment Massive, this is no longer a viable option for many families, who have opted for public education.

The foregoing places the 2010-2014 generation as the candidate for our study, for it have taken into consideration some qualities of our population, to say:

- This is a generation that has not been evaluated under the previous model of follow-up of graduates.
- It is the first generation of the "competency-based model"
- Complies with the time of two years of graduation, which is the minimum indicated by ANUIES (1998) regarding this type of studies.
- The coincidence between their departure and the beginning of the oil crisis.

In the second period of our study and after the election of our generation, a directory is created that allows the collection of information, ANUIES (1998). The data that were considered important and that must contain our database are presented below:

- ID, registration number or account number
- Bachelor's degree
- Complete name of the graduate
- Sex
- Full address of the graduate
- Postal Code
- Home and mobile phone
- Email
- Phone with one or two contacts

One of the strategies that were taken into account for the construction of the directory was to inform the PE teachers, the coordinator's register, the school control registers, the peer information, the virtual network information, and finally the Data collected by text message and email.

The elaboration of our database allowed us to proceed to the third phase to determine the number of subjects that would participate in our study, because it is a unique generation due to the social, professional and academic context in which it is found, the path was decided Of the "census" for the application of the instrument, that is, the means by which the information would be collected will be applied to all graduates, ANUIES (1988) points out this type of considerations is feasible when the universe population is not more than 30 Subjects.

Once delimited our population to study as the fourth moment we have the development of the Instrument that would allow the collection of information. To do this, and based on the instrument suggested by ANUIES for studies of this type, some adjustments are made to it

in order to adapt it to the institutional requirements of the Autonomous University of Carmen and our population. In the first place it is annexed reagents to determine the competences acquired by the students within their professional formation, later it is incorporated items tending to know the specific need of the region around the labor market. Finally, the fifth phase was carried out, which consisted of the preparation of the strategy for the implementation of the instrument and its future use.

Based on the experience that the "alumni forums" have left us and taking into account that the results have not been satisfactory or directly proportional to the investment of time and economic resources, it is decided that the efforts are destined to contact in a personal way to Our graduates, considering also that the population is not extensive.

In the first place, with a database, communication with the graduates is established, this allows at the same time to verify work addresses, landlines, electronic mail and any other information that makes it possible to maintain the link with the institution.

Secondly, and with the consent of the graduates, it is possible to create a group chat with the registered contacts in order to keep them informed of the services offered by the institution, this application also allows monitoring the response time of each, to Time that establishes a space of cohesion and group permanence.

Thirdly, after an optimal time has passed for the group to be integrated, it is feasible to begin the "contact" by telephone to the work areas of each one. The purpose of this moment is to carry out the application of the instrument, for it is essential to make "telephone calls" with the intention of explaining our interest, the importance of the study to undertake and the relevant of their participation. Once each appointment is made, the on-site visits are scheduled, in order to make the meeting in the time and space necessary, at this moment it is tried to avoid as much as possible; Untimely arrivals, unnecessary waiting time, unavailability to answer the survey, etc. If the meeting is not held, it will have to be scheduled again at a minimum date. It is not convenient to leave the instrument for filling, in our experience we observe that sometimes the graduate due to lack of time is not who answers the questions, is also common misplacement of the questionnaire, forget to answer, among other things.

At the end of this section of our study it is convenient to perform a statistical cohort, in order to identify if 100% of the data collection has been obtained. All dating reviews will be taken into account. In short, it is to identify the reasons why it has not been concluded with the application of our instrument.

This allows establishing an alternative strategy, to culminate with the process, for example, for graduates outside the city can make a telephone appointment and apply through this medium the interview. This modality is delayed but effective in cases where the number of respondents is few. Another alternative way is to send the instrument by e-mail and request to respond, here it is pertinent to follow up timely, for it is possible that after a week, if a favorable response has not been obtained, a reminder is issued, emphasizing the Importance to the EP of the information that is issued. At this stage of the process it is preferable that other teachers intervene, especially those who maintained or maintain a greater affective relationship with the graduate, the intention is that they are the ones who send the questionnaire and follow up the filling of the questionnaire.

Finally, there are other ways of collecting data; however, for our purposes we have considered those described above, the choice is not random, it responds to the singularities of an EP immersed in an institutional, social, political, geographical and Economic, derived of its own from these discursive interactions, that in the same direction establish a way of writing the reality to which we belong, but it is important, without a doubt, to describe it in function of the same actors, that is, our Graduates (Foucault, 2009, Sánchez, 2015, 2016).

CONCLUSIONS

This type of studies could only be applied to small populations, in our case each of the generations have similar characteristics in terms of the number of graduates, over time this can vary, so we consider it feasible to make adjustments.

As far as the data collection procedure is concerned, no technique is sufficient to obtain all the information, so the use of the technology and the reliability that will offer over time, will favor the reduction of costs and time.

In terms of the geographical context, it helps our proposed model, so that our institution is on an "island" and in them the distances to be traveled for the application of the questionnaire, is short.

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