



# 18th International Conference - Science, Technology and Innovation

## Booklets



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## Title: Strategies to promote university permanence in times of COVID - 19

### Authors: KATT-MORALES, Luz Alondra, DOMINGUEZ-CAMPOMANES, Margarita, GOMEZ-MANUEL, Esbeidy and MORALES-REYES, Eunice

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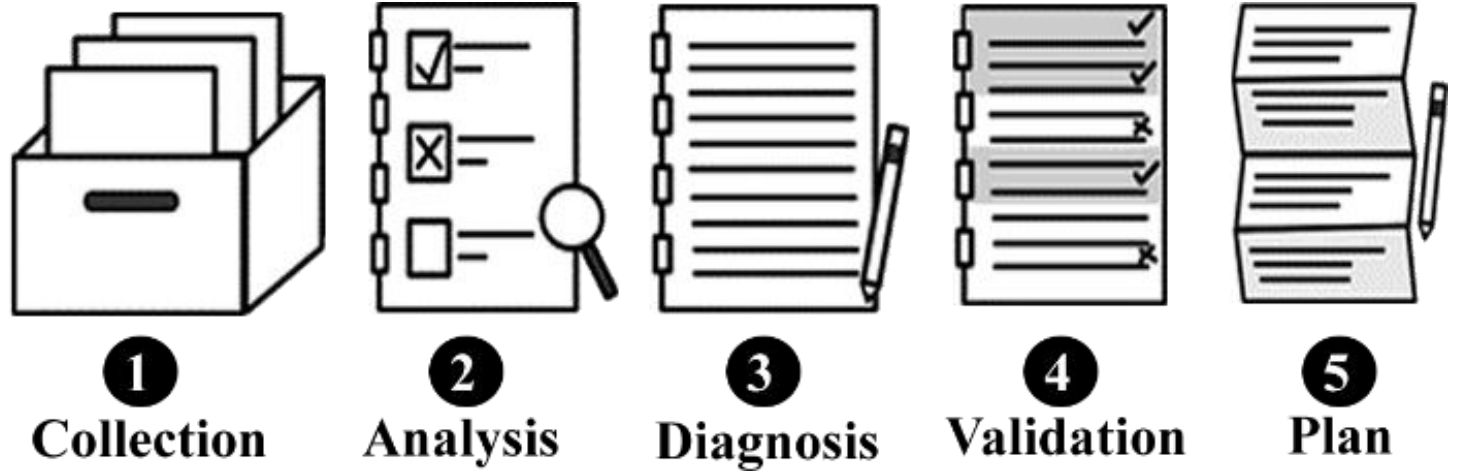
**ECORFAN-México, S.C.**  
143 – 50 Itzopan Street  
La Florida, Ecatepec Municipality  
Mexico State, 55120 Zipcode  
Phone: +52 1 55 6159 2296  
Skype: ecorfan-mexico.s.c.  
E-mail: contacto@ecorfan.org  
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# Permanence strategies

Apply, analyze collected data to identify areas of opportunity in the four tutorial areas: Health, academic, socioeconomic and personal that allow the generation of strategies that promote university student permanence..



# DATA COLLECTION



1

Design, application and analysis of an instrument to know social, personal, economic and health factors during a pandemic in TUSV students. "Tutorial Areas"

2

Use of the information obtained from the survey carried out with the students regarding the tutoring sessions at the TUSV. (Source: Student Services) "Follow-up Tutorials"

3

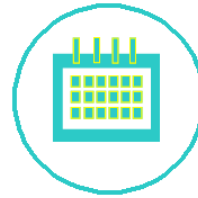
Compilation of information regarding: failure, withdrawals, origin of TUSV students (Source: School services).

# TUTORIAL AREAS

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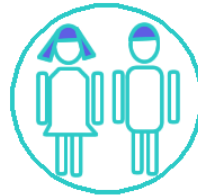
## Tutorial Areas

Health • Academic • Personal • Socioeconomic



### Period

May - August 2021



### Population

1208 Enrolled students.  
14 Educational Programs  
Sample 420 students.  
95% confidence level  
5% margin of error



### Capture Method

Digital survey.  
Questionpro.com as platform



### Capture Instrument

Quiz with 70 question  
Likert scale

Attendance	Empathy	Orientation
Remission	Follow up	Educational Strategies
Comunication	Resilience	Ethics

Tutor

# STUDENT SERVICES

# SCHOOL SERVICES

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Academic  
Statistics

Number of discharges and  
reasons for each EP 2018 -2020

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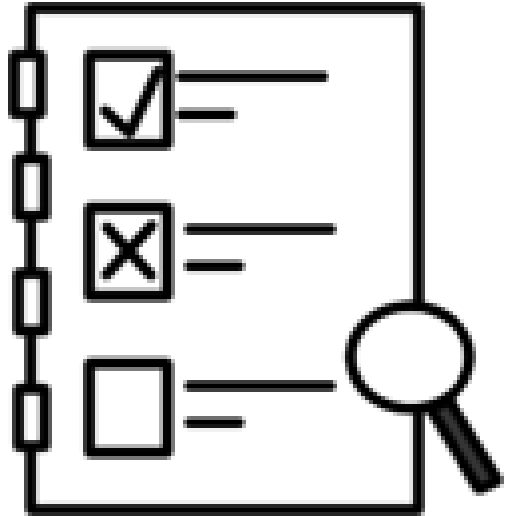
Number of students per subject  
failed by EP 2018 -2020

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Medium school of origin of  
2018 -2020

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# ANALYSIS



## Analysis

**Quantitative**

**Discrete data**

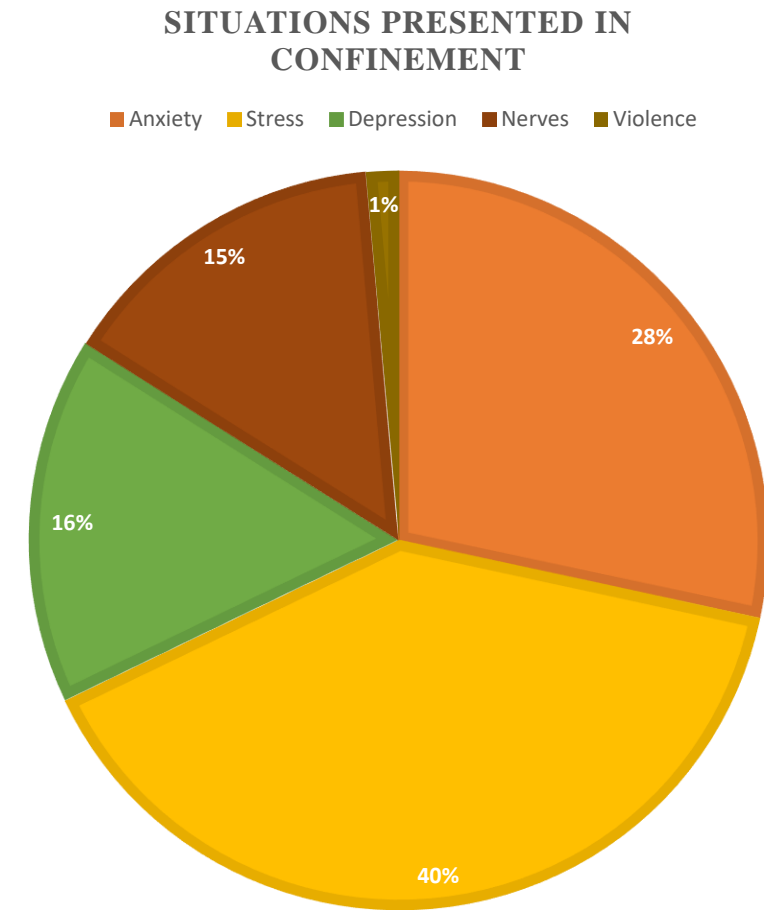
**Statistical method**

**Inferential**

**Visual data analysis**

# FINDINGS IN THE FIELD OF HEALTH

- 34.8% of the population have been a confirmed case of SARS COV II..
- The emotions with the greatest presence in students are despair (12.28%), sadness (12.12%) and anguish (8.86%)
- The predominant feelings they perceived in confinement are stress (39.51%) and anxiety (28.37%)
- 10% of the population suffers from some type of disease such as: asthma, anemia, cancer, anxiety.
- 34.52% are overweight..
- Alcohol intake in young people increased by 2.84%.

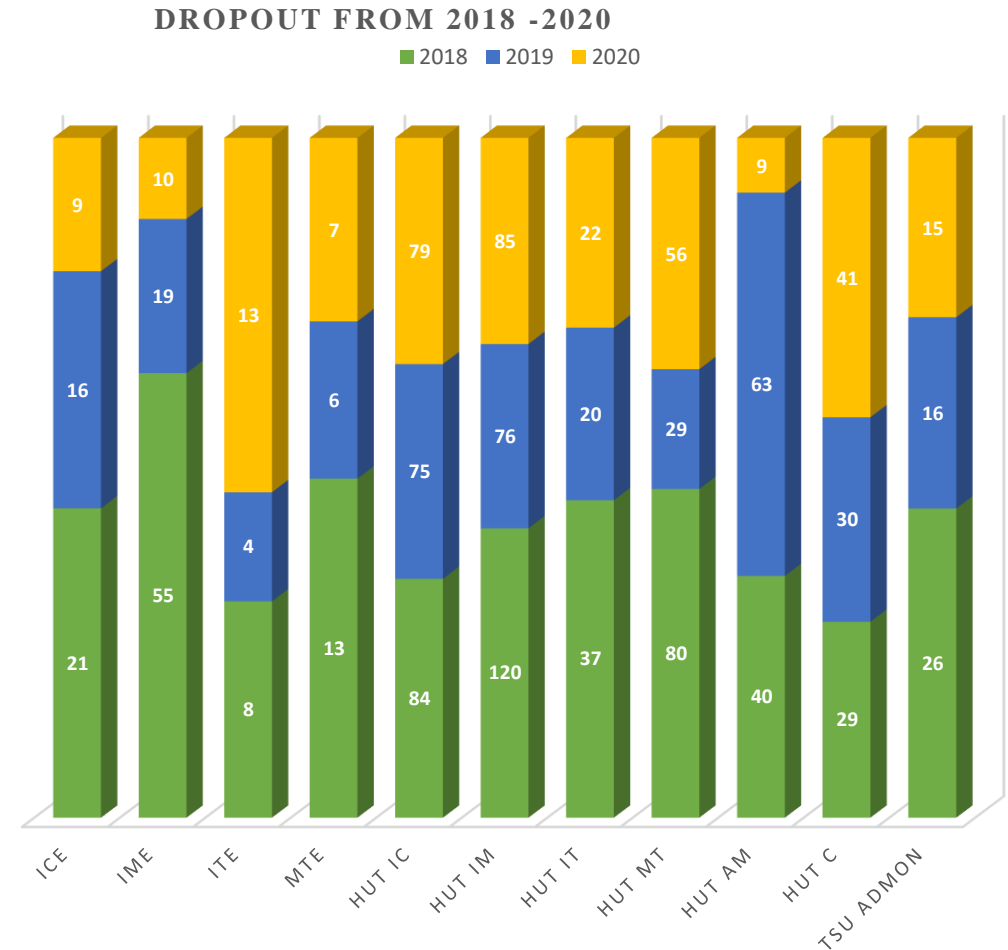


**Graphic 2.** *Situations presented during the pandemic.*



# FINDINGS IN THE ACADEMIC FIELD

- Majority origin of high school "Colegio de bachilleres"
- Most of those enrolled come from public schools, however, the income of students from private institutions has been increasing.
- 28.9% of the students coincide in virtual classes with a family member..
- 60% share the virtual classroom space..
- 54.63% use the smartphone as an educational tool..
- Internet service is mentioned as the first factor of school absence.
- Lack of promotion of consultancies or regularization activities.
- Students rarely or never report academic problems to tutors
- Failure to fail occurs more frequently..
- Among the various reasons for withdrawal, the change of university and / or change of residence is the second cause.
- Among the various reasons for dropout, the change of university and / or change of residence is the second cause.



**Graphic 4:** *Dropout from 2018-2020 by educational program*

# FINDINGS IN THE SOCIO-ECONOMIC FIELD

- The origin of the students is from the city of Coatzacoalcos and congregations.
- The origin of the students is usually from places with a low and very low degree of marginalization; however, the localities of their municipalities are cataloged with a high or very high marginalization index.
- Economic and family health factors have affected student performance.

Mayor ingreso de estudiantes por localidad						
Localidad		2018	2019	2020	Total	Grado de Marginación
Acayucan	Veracruz	10	20	7	37	Medio
Agua Dulce	Veracruz	63	68	85	216	Muy Alto
Rcabada	Veracruz	47	16		63	Medio
Chinameca	Veracruz	11	36	13	60	Medio
Coatzacoalcos	Veracruz	884	791	563	2238	Muy bajo
Allende	Veracruz		6	44	50	Medio
Cosoleacaque	Veracruz	55	21	52	128	Bajo
Cuichapa	Veracruz	1	2	32	35	Medio
Hidalgotitlán	Veracruz	19	14	11	44	Alto
Ixhuatlán del Sureste	Veracruz	180	80	163	423	Medio
Jáltipan	Veracruz	39	8	20	67	Medio
Las Choapas	Veracruz	37	15	13	65	Alto
Matías Romero	Oaxaca	7	2	6	15	Medio
Minatitlán	Veracruz	132	216	78	426	Bajo
Moloacan	Veracruz	109	24	43	176	Medio
Nanchital	Veracruz	565	536	369	1470	Bajo
Oteapan	Veracruz	4	1	15	20	Medio
Santa María Jalapa del Marqués	Oaxaca	2	2	16	20	Medio
Zaragoza	Veracruz	9	9	6	24	Muy Alto

**Table 1:** *Degree of marginalization by locality of enrolled students*

# FINDINGS IN THE PERSONAL FIELD



The decrease in school performance is associated with distractions at home.

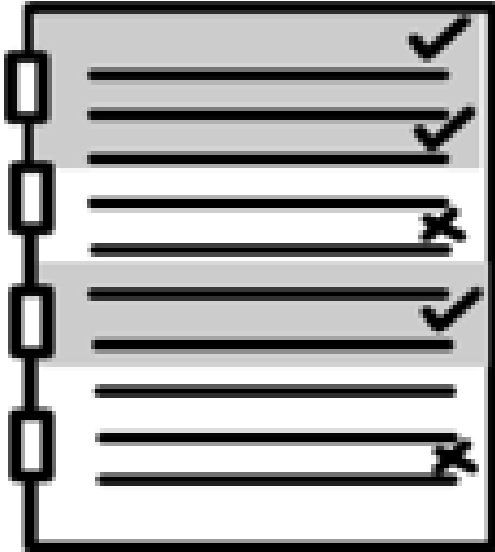


Support for family sustenance has been the main trigger for thinking about dropping out of school, followed by the loss of a family member.



38.5% comment that they need emotional support

# VALIDATION



## Validación

**30 experts**

**Teachers- Tutors**

**Expert staff in the area**

**Executive staff**

**Bibliographic Documentary Strategies**

**Experience-Based Strategies**



# Results: Health strategies



Create  
emotional  
support area



Implement  
group therapy



Offer an  
identification  
and monitoring  
program for  
students in risky  
behaviors.

# Results: Academic strategies

Implement a technological tool for timely academic monitoring.

Strengthen the tutorial action of peer support, as a means of regularization to mitigate the lag.

Strengthen synchronous and asynchronous accompaniment.

Update the tutorial process for the selection and evaluation of tutors.

Tutor training program.

Create regularization program through consultancies, led by full-time professors.

Give positive encouragement to outstanding students.

Implement learning strategies, identifying learning channels in students.

# Results: Academic strategies

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Training teachers in the design of material according to the learning channels.

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Teacher training for the development of b-learning material.

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Create an induction program for teachers and students based on the educational model, evaluation process and institutional services.

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Strengthen the academic leveling course with topics that derive the diagnostic test to strengthen the basic areas of knowledge.

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Include in the quality management system the risk and / or vulnerability report by identified subject.

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Languages within the working group for each educational program.

# Results: Socioeconomics strategies

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Continue with financing plans.

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Grant scholarships considering the degree of marginalization according to the origin of the student and priority attention areas.

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Consider the allocation of scholarships for students who are part of peer regularization.

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Create economic incentives for participation in curricular activities.

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Strengthen the stimulus program that promotes academic excellence.



## **Result: Personal strategy**

- Create a program to strengthen the capacities of the student in their human formation process.  
(Espinoza, et al. 2020)

# CONCLUSION

- 1.- The strategies to promote the permanence in the TUSV are oriented mainly to the academic field.
- 2.-The inclusion of information technologies offers the availability of information and access at the time required for decision-making.
- 3The regularization and peer support program offers an opportunity to students with lag problems to adjust their knowledge during the semester.
- 4-Knowledge of the tutoring process will allow teachers and students to channel to the indicated areas and the use of the student services offered at TUSV
- 5.- The emotion management program will support young people who express the need for intervention.
- 6.- The purpose of financial plans is to support targeted students as vulnerable.
- 7.-Establishing strategies through a group of experts allows obtaining results according to the current needs of the student.
- 8.- By establishing support in the human formation process, it allows the integral formation of the student.

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