



UNIMINUTO
Corporación Universitaria Minuto de Dios

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO
FACULTAD DE EDUCACIÓN**

LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS

MONOGRAPH

**Desertion in the Bachelor Program in English Language Teaching at
UNIMINUTO**

Authors:

William Santiago Moreno Saiz

Daniel Eduardo Chaparro Robles

Bogotá, May 17th 2019



UNIMINUTO
Corporación Universitaria Minuto de Dios

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO
FACULTAD DE EDUCACIÓN

LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS

MONOGRAPH

Desertion in the Bachelor Program in English Language Teaching at
UNIMINUTO

Research Group: CIBELES
Research Line: Gestión Educativa

Authors:

William Santiago Moreno Saiz

Daniel Eduardo Chaparro Robles

Advisor:
Maryluz del Carmen Hoyos Ensuncho

Bogotá, May 17th 2019

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO
FACULTAD DE EDUCACIÓN
PROGRAMAS DE PREGRADO

ACTA DE SUSTENTACIÓN

Los examinados:

WILLIAM SANTIAGO MORENO SAIZ
DANIEL EDUARDO CHAPARRO ROBLES

Del programa: Licenciatura en Idioma Extranjero Inglés

Presentó sustentación del Proyecto de Grado titulado:

DESERTION IN THE BACHELOR PROGRAM IN ENGLISH LANGUAGE
TEACHING AT UNIMINUTO

Ante los jurados:

MARILUZ ORTIZ VERGARA
JOSÉ ALEXANDER BENITO DURÁN

Obtuvieron el concepto:

APROBADO

REPROBADO

Observaciones El proyecto de investigación hace
aportes importantes al programa.

Para constancia se firma en Bogotá, D.C., el día 17 del mes de mayo de 2019

FIRMA DE LOS JURADOS:

Mariluz Ortiz Vergara

Alpi M

VoBo. _____
Francisco

Acknowledgments

We thank UNIMINUTO for making us participants in their institution, at the same time for guiding us in the right way to become English teachers.

We exalt the magnificent team of professionals in our program who have advised us and are the ones that have cultivated our desire to be better and have guided us in the development of this project. We also want to thank professors Blanca Cely and Alexander Benito for their disposition, time and information that allowed us to carry out this project. We especially praise Professor Maryluz Hoyos for guiding us as researchers and for her dedication and efforts; we recognize her patience during the development of our research thesis.

Dedication

The present project is presented with an expression of gratitude. First, because God has been a support in the time invested which was necessary to reach this moment. We thank our parents who have contributed to our training and development as future teachers and for their constant support during the development of this project. For all that we may not be recognizing, our endless gratitude.

Abstract

College dropout involves discussing the causes why students desert, more precisely the need to understand the reasons why they did not continue their training. Ruiz, Muriel, Gallego, Velez, Gomez & Portilla (2009) “one of the main problems that faces the Colombian higher education system, is the high level of academic desertion in the undergraduate programs” (p.13). From this point, throughout this research, we analyzed the reasons why students in the Bachelor Program in English Language Teaching at UNIMINUTO deserted. Having a population of participants between the years 2013-2017, implementing a case study research with qualitative approach using documentary evidence, survey and interviews. We expect that the results help in the permanence of the students in the program.

Key words: Desertion, desertor, higher education, retention.

Resumen

El abandono de la universidad implica discutir las causas por las que los estudiantes desertan, más precisamente la necesidad de comprender las razones por las que no continuaron su formación. Ruiz, Muriel, Gallego, Vélez, Gómez y Portilla (2009) "uno de los principales problemas que enfrenta el sistema de educación superior colombiano, es el alto nivel de deserción académica en los programas de pregrado" (p.13). Desde este punto, a lo largo de esta investigación, analizamos las razones por las cuales los estudiantes en el Programa de Licenciatura en Enseñanza del Idioma Inglés en UNIMINUTO desertaron. Con una población de estudiantes entre los años 2013-2017, una investigación de estudio de caso con un enfoque cualitativo utilizando evidencia documental, encuesta y entrevistas. Esperamos que los resultados ayuden a la permanencia de los estudiantes en el programa.

Palabras claves: Deserción, desertor, educación superior, retención.

Introduction

University desertion has been discussed as the phenomenon in which the students of any academic program abandon their training without finishing their process because of different variables such as individual, institutional, academic, or economic. Tinto (1989) as cited by Vásquez, Castaño, Gallón and Gómez (2003) state “no definition can fully capture the complexity of this phenomenon” (p.4), referring that desertion can not be seen as a single aspect, but there are many factors that can contribute in the decision to desert.

On the other hand, Ministerio de Educación Nacional (MEN) has also focused on analyzing and monitoring the permanence of the students in higher education through *El Sistema para la Prevención de la Deserción en las Instituciones de Educación Superior –SPADIES-* which is the system for the analysis of the permanence in Colombian higher education where quantitative information about deserters can be obtained.

For the aspects stated above, this research project was focused on identifying the reasons that made learners from the years 2013 to 2017 of the Bachelor program in English Language Teaching at UNIMINUTO, take the decision to desert. With the identification and the analysis of the main causes of desertion, the program can consider adapting strategies that help students to continue their training and contribute to the university to propose and verify if the reasons that they have to avoid desertion are being effective.

Table of Contents

1. Contextualization	5
2. Problem	8
2.1 Description of the problem	8
2.2 Formulation of the problem	11
2.3. Justification	12
2.4. Objectives	13
2.4.1. General Objective	13
2.4.2. Specific Objectives	13
3. Referential Framework	14
3.1. Background Framework	14
3. 2. Theoretical Framework	24
3.2.1. Desertion	25
3.2.2. Key Factors in Desertion and Retention	30
3.2.3. Economic Factor	32
3.2.4. Academic Factor	33
3.2.5. Institucional Factor	34
3.2.6. Individual Factor	35
3.3 Legal Framework	36
4. Methodological Design	38
4.1. Type of investigation	38
4.1.1. Qualitative Research	38
4.2 Method of investigation	38
4.2.1 Case Study	38
4. 3 Stages of the Research	40
4.4. Population and Sample	42
4.5. Data Collection Instruments	43
4.5.1. Survey	43
4.5.2. Interviews	46
4.5.3. Documentary Evidence	48
5. Results	50

5.1 Individual Reasons	52
5.2 Academic reasons	59
5.3 Economic Reasons	70
5.4 Institutional reasons	78
6. Conclusions	91
6.1 Suggestions	92
7. Further Research	96
8. Bibliographic References	97
9. Annexes	106
Appendix A: Informed Consent application documents	106
Appendix B: Informed consent survey:	107
Appendix C: survey questions	108
Appendix D: Interview questions	116
Appendix E: Academic Applications	119

List of Tables

Table 1. Rates of desertion in the Bachelor Program of English Language Teaching

Table 2. Deserters per cohort from the bachelor program in English language teaching at UNIMINUTO.

List of Figures

Figure 1 key factors of desertion

Figure 2 Pie chart created from survey - Gender

Figure 3. Bar diagram taken from survey - Age

Figure 4. Pie chart taken from survey - semesters

Figure 5. Chart adapted from survey - time of desertion

Figure 6. Figure own creation - Triangulation

Figure 7. Figure own creation -Categories and Subcategories

Figure 8. Created from survey responses - Individual subcategories

Figure 9. Created from survey responses - Academic subcategories

Figure 10. Pie chart adapted from survey- English level

Figure 11. Pie chart adapted from survey- Extracurricular aids

Figure 12. Pie chart adapted from survey - economic reasons

Figure 13. Created from survey responses – Subcategories of economic reasons

Figure 14. Pie chart adapted from survey - Payment of the semester

Figure 15. Created from survey responses - Economic aid

Figure 16. Pie chart adapted from survey - Responsibilities

Figure 17. Figure created from survey responses - Institutional subcategories

1. Contextualization

Desertion can be observed in schools and universities and it is a phenomenon that cannot be simply defined. This is an issue that could be identified not only in the academic field, but also in real life situations such as occupational, professional, and in the familiar environment. Desertion represents an object of study since the performance of the students assures that they can finish their university career, so an investigation was required to identify the reasons why learners decided to desert from the Bachelor program in English language teaching and verify if the actions proposed to avoid desertion are being effective.

This research was carried in Corporación Minuto de Dios- UNIMINUTO, the institution of higher education was founded in 1990 by priest Rafael Garcia Herreros and it is located in Bogota, Colombia. The university has been recognized for offering quality education to learners in Colombia as it is stated in its mission to offer education to help the development of the country by training students of all social environments. “Quality of education available to everyone” (UNIMINUTO, 2014, p.16).

Following the arguments, it is necessary to associate the institutional mission with the mission of the Bachelor program in English Language Teaching, that is to train students to promote the learning of foreign languages with competencies in relevant disciplinary areas of pedagogy that allow them to perform as teachers in basic, middle education, and in programs of education.

The number of students that program have for the date are 640 students taking into account new and older students who are taking their training. This program was

created on August 8, 2006 by the *Consejo Superior* having registro calificado in the year 2009 by El Ministerio Nacional de Educación (MEN). The program was approved for seven years to teach, but the program began its labour in the first semester of 2010 with a curricular proposal of 144 credits.

In the years 2012 to 2014, an evaluation committee was made to study the performance of the program from the associating factors of the Consejo Nacional de Acreditación (CNA). In the year 2013 a plan of improvement included a greater number of courses that benefited the student of the program. The improvements also motivated the learners to learn another language and the possibility to know other cultures through their career.

In addition, in 2016 when the seven years of management authorized by CNA finished, the program showed the student's academic success in two main points. First, granting full scholarships for students to study abroad, and second, students benefited from scholarships to attend an academic semester at the University of Algoma in Canada and between 2014 and 2016, three students received scholarships to study an academic semester in universities in Chile and Brazil. The program also proved achievements in the results in the SABER-PRO test, which showed high scores above the national average in reference to the groups tested by ICFES (Instituto Colombiano para la Evaluación de la Educación).

Finally, program realized adjustments in the curriculum since the program received registration renewal in 2016. The program assumed a new denomination with the inclusion of a second optional language as French and Portuguese. Moreover, as a requirement for graduation, students' language domain should be C1 according to the Common European Framework of Reference (CEFR) and B2 level in the optional

language of French or Portuguese. Furthermore, three courses with virtual methodology were included to strengthen the processes of reading comprehension and writing in the English language, this for helping the development of communicative competences of the students.

2. Problem

2.1 Description of the problem

In the educational field, MEN has studied university dropout as it has been one of the main drawbacks that all the institutions experience, and from its statistics, from each 100 students that start a university career, 50 percent of them cannot finish their training, and according to Ruiz, Muriel, Gallego, Velez, Gomez, & Portilla (2009) in Colombia, around 48% of students who started the university training thhave deserted (p. 84). With this being said, desertion might happen in the Bachelor program in English language teaching at UNIMINUTO. The description above addresses the problem to analyze and identify the reasons why students from 2013 to 2017 of the bachelor program in English bachelor program at UNIMINUTO deserted.

The following table presents desertion statistics of the dropout rates of students in the Bachelor program in English Language teaching program at UNIMINUTO based on the information gathered from SPADIES (Sistema para la Prevención de la Deserción en las Instituciones de Educación Superior)

Table 1. Rates of desertion in the Bachelor Program in English Language teaching.

YEAR/SEMESTER	1st	2nd	3rd	4th	5 th	6th	7th	8th
2012-1	25.84%	34.83%	38.20%	43.31%	48.31%			
2012-2	30.00%	34.29%	37.14%	45.71%	48.57%	52.86%		
2013-1	15.00%	32.00%	38.00%	46.00%	49.00%	52.00%		
2013-2	35.23%	43.18%	47.73%	48.86%	50%			
2014-1	31.15%	43.44%	51.64%	53.28%				
2014-2	19.54%	31.03%	37.93%					
2015-1	26.72%	43.97%						

2015-2	29.11%							
AVERAGE	26.50%	37.50%	25.80%	47.50%	48.90%	51.80%	52.90%	59.5%

Source: SPADIES. Data retrieved from cohorts in the years 2012, 2013, 2014, 2015 and 2016 on 17/06/2018

According to the table 1, in the first semesters a lower percentage of students have deserted compared to the following semesters. In addition, it can be seen in the total average that the highest number of students who dropped out, started when they were in fourth semester with 47,50%; the higher the semester, the higher the desertion average. Moreover, the highest number of desertions that is recorded, according to the table is in the cohort 2012-1 in eighth semester. In the first semesters there is evidence that there is a lower percentage of students who deserted compared to the following semesters. Also, the largest number of students who at some point deserted from the program was across the years 2012 to 2014, which describes the level of desertion from the first semester to the fourth, giving the cumulative dropout rate of 53.28%.

After gathering the information of deserters in the program, we focused on a population from the years 2013 to 2017 since this sampling of participants gave us wide information on why the phenomenon of desertion has been happening in the program year after year.

Additionally, the reason why students cannot continue studying in the bachelor program in English teaching at UNIMINUTO have not been deeply analyzed. To analyze this, the *Departamento de Asuntos Estudiantiles (DAES)* that is in charge of desertion and absenteeism in UNIMINUTO, the department collects data of deserters from the 23 undergraduate programs that the university offers. Second, when desertion is presented in students, they have a short questionnaire to know why the students cannot keep studying. The questioner collects details through two questions: why they

cancel and how long they are going to be absent. Most of the students state that they decided to leave the program for personal reasons, however, this data has not been analyzed to see what are the root causes that are causing desertion in the students from the program and what can be done in order to avoid it.

As students from this program, we wanted to explore the reasons why students deserted and the different factors that influenced in the decision of dropping out. Each student can face different situations in which they are unable to keep studying and with this statement, it can be seen that desertion is a phenomenon that is presented in all the programs; it cannot be eliminated at all, but strategies can be applied in order to manage it.

Also, desertion has been described in Colombia in a quantitative way with the SPADIES platform where only numerical results can be obtained. Besides the researches written on the topic of investigation, contributions to formulate educational reforms have helped in the permanence of the students in higher education.

Likewise, Osorio & Jaramillo (1999) proposed three types of abandonment. The first type of dropout deals with an individual aspect; the student is admitted to the university but does not enroll. The second type is described as the length of time a student has had during the first semesters in college, and stops attending classes. The third, late desertion, is related to the permanence that has been held up more than a half of the program and the student interrupts her studies. Similarly, authors consider the phenomenon by which a student interrupt the training, different from the case when a student asks to be transferred to other institutions; in such cases, it is considered institutional desertion.

The higher education system of Colombia experiences concerns of academic dropout. Despite the increase of number of new students in the higher education system, the number of students finishing their studies is not high. It can be seen that according to SPADIES, most of the students desert in the half of the career, from fourth to sixth semester.

Table 2 *Deserters per cohort from the bachelor program of English teaching at UNIMINUTO.*

TERM	NOT GRADUATES	DESERTERS	DESERTION	RETENTION
2013-1	263	51	26.70%	73.30%
2013-2	329	34	17.26%	82.74%
2014-1	382	32	12.17%	87.83%
2014-2	404	62	18.84%	81.16%
2015-1	461	65	17.02%	82.98%
2015-2	0	52	12.87%	87.13%
2016-1	0	63	13.67%	86.33%

Source: (Banner, 2017)

In table 2, it is observed the rates of desertion with its corresponding year. In the term of 2015-1, the rate of desertion had its highest number, and in 2014-1 its lowest number so, it can be seen that the highest rate of retention was in term 2014-1 as it had its lowest number of desertion, demonstrating that the more retention, the less desertion.

2.2 Formulation of the problem

What are the main reasons that caused desertion in the learners from the years 2013 to 2017 of the Bachelor program in English Language teaching at UNIMINUTO?

2.3. Justification

MEN (2008) considers desertion as a complex and multi-causal-phenomenon since the causes cannot be covered in a single way. Therefore, MEN has proposed a project aimed to decrease the rate of desertion in higher education institutions by getting to know the reasons why students desert based on numerical information obtained from SPADIES which was implemented as a tool that allows the follow-up of desertion in the institutions of higher education (IES). Badillo (2007) stated that the analysis of desertion has to be student-centered since it is essential to know their conditions with the collection, maintenance and analysis of information, it allows to explore strengths, opportunities, weaknesses and institutional threats.

Furthermore, “it is important to know the reasons why students leave the program to propose actions for improvement in the areas that correspond” according to the coordinator of the Bachelor program of English Language Teaching (2017). Currently, there are strategies in the program and in the university that attempt to address this phenomenon as it was mentioned before. However, those action plans need to be reviewed and see if they are aligned with the causes that made them desert. Based on the results of this study, the program can consider to adapt, implement, and work on new strategies that could be pedagogical, administrative, facilities, human resources, social projects, internationalization, curriculum flexibility, among others.

An aspect to keep in mind is that the new strategies to avoid desertion in the program can be shared with all the programs that the university offers in order to cover this phenomenon of desertion in UNIMINUTO. The university can benefit itself since more students can be able to continue with their studies if the more alternatives are offered which can guarantee the permanence as they can expect that they are going to

find a support in case they are facing any situation that can lead them to desert. Also, students are going to be able to fulfil their personal goals by finishing their programs and reach the expectation they have at the moment of deciding to study a university program.

2.4. Objectives

2.4.1. General Objective

- To analyze the reasons why learners from 2013 to 2017 of Bachelor program of English Language Teaching from UNIMINUTO desert

2.4.2. Specific Objectives

- To identify the reasons why learners from 2013 to 2017 from the Bachelor program of English Language Teaching from UNIMINUTO desert.
- To describe the associated factors of desertion to each of the reasons given by the learners.
- To suggest strategies to prevent desertion based on the factors identified in learners from 2013 to 2017 from the Bachelor program of English Language Teaching from UNIMINUTO.

3. Referential Framework

3.1. Background Framework

Two important aspects will be covered in this section. First, a review is presented of national and international literature and second, constructs related to desertion. This chapter presents the theoretical framework in order to identify the variables that were significant in previous studies; and describes definitions and interpretations of the concepts such as quality of higher education and determinants of university dropout that will help the reader to understand how desertion is presented in the university context. Since this research was carried out in Colombia, we explain how desertion has been understood and analyzed in the country and what MEN has done in order to manage the figures and reduce the rates of deserters in higher education institutions.

Each of the researches had different characteristics which helped us to conduct our investigation and see which methodology worked best according to the results that were obtained. The first research related to desertion in a university in Colombia was carried by Barrero, Espinosa, Borja & Montaña (2015). The purpose of this research was to identify the risk factors that made undergraduate students from Universidad de San Buenaventura desert. The method used was a descriptive methodology through a mixed approach where the risk factors were specified and analyzed. Interviews, surveys sent via web, focus groups with directors and teachers were implemented as instruments. The main objective was to create or recreate scenarios or situations that

would help to get the information related to desertion and 77% students who deserted answered the interview. Before gathering the information with the interviews, they could see that that 66% of students deserted between the four semesters of the career, the 8% deserted between eighth or tenth semester; 29, 3% deserted to study in other university, and 70, 6% deserted because they did not want to keep on studying.

Regarding the risk factors stated by Vazquez et al; (1989) individual, economic, institutional, academic and individual, the authors develop the theoretical framework to describe the risk that affected the most was the academic one with 46% of participation for women and 62% for men. The cause why students dropped out were related to the non-fulfillment of their expectations of the academic program, reading and writing affected students' performance, teachers' methodology, and teaching strategies used by teachers impacted the academic reason.

The results of the qualitative method showed the same factors that influenced in the decision of desert. The first one was individual, since students did not know the program and ways to overcome the challenges of the program and the lack of vocational guidance. The second one was socioeconomic, since students had limited economic resources and also coexist inside of social difficulties. In the third one, academic factor, there was a lack of vocational orientation. There were also difficulties in performance, working and studying at the same time, and knowledge gaps from high school. Finally, a sense of belonging and environment influenced the institutional reasons. As results of this research, the researchers suggested to apply a survey to students who desert per cohort, and which will respond to the risk factor the students are, therefore a timely follow-up may be offered. They also suggest to know and address the pedagogical practices to help to prevent desertion. They stated that the models of Spady (1970),

Ethington (1990), and Pascarella & Terenzine (1991), helped to find a way to classify these kinds of risks. If those models are applied periodically, a specific model can be created to avoid desertion in any institution.

The authors categorized the range of responses obtained in their survey through four factors that synthesized the experiences of the students in the institution then they developed their descriptive methodology, such methodology was taken into account for the construction of the results of this research, helping us develop our first objective and was to identify the reasons why students deserted divided in academic, economic, institutional and personal reasons.

Another research related to desertion in Colombia was carried out by Gutierrez (2016) with the objective of generating actions and strategies for the permanence of the students of the Faculty of Education in Antioquia University, through the detection of psycho-pedagogical features such as familiar, socio-economic, physical and mental health risk factors. The methodology implemented was an action research with a mixed method divided in three stages. The first one was to identify the factors that made students desert in higher education, a focus group took place to ask the students the reasons why they deserted with academic, personal, and institutional questions. Later on, surveys were implemented with questions related to personal, family, socioeconomic and health aspects in order to evidence the risk factors. In the second stage, based on the results from stage one, with *Bienestar Universitario* they verified the reasons of desertion and checked their strategies to avoid desertion. The third stage was the evaluation of the strategies and actions implemented to verify if the strategies created really worked in order to avoid desertion.

The results from the study showed that students experienced difficulties with their study habits, frustration due to low academic performance, difficulties with the teachers and students, pregnancies, economic deficiencies and doubts when they chose the career. Students stated that at the moment they started the career, they did not have techniques to study, but they were able to know what the university offers in order to overcome these difficulties. Moreover, it was identified that students felt stressed with the academic culture and they had too many academic gaps and it was the reason why they cannot continue. As a general aspect, most of the students stated that teaching was not exactly what they wanted to do, and that was one of the reasons why they quit. To cover this aspect, the author proposed to create a university project where students were going to be trained in all the aspects. They needed to keep in mind at the moment to choose what to study, and what it is like to be a teacher. Researchers proposed a “Cátedra de vida universitaria” where students were going to be able to get more information when they wanted to desert according to their specific needs.

The relation between our project and this, is that both are based on programs of teaching and in the research, the vocational topic represents a central theme of discussion that defined the withdrawal and dropout of students. An aspect that allows to think about the vocational guidance that students find in the university, being the most pertinent from the time of enrollment of the program. The contribution that this research makes to this study, comes from its methodology which promotes the understanding of risk factors associated with the abandonment of the university. It helped to think about the prevention of the early desertion of the students, that in contrast to the previous investigation, situations were recreated. In addition, in both investigations it was

evidenced the descriptive approach, which is important for the categorization of the reasons of desertion.

Another research carried out in Colombia by Aleans (2012) implemented a quantitative study that focused on determining the main causes of dropping out in three different higher education institutions in Medellin. The project was developed in three different steps first with a focus group to identify desertion, second strategies proposed to and finally an evaluation of the implementation of the strategies.

The desertion of these three types of institutions in higher education, had to do in most of the part with the socioeconomic factor regarding familiar incomes and employment relationship. One of the main factors that affected the desertion in the area of engineering were the lack of maturity of the students, the lack of vocational guidance, the shock that occurs during the shift from secondary education to higher education and above all, the performance academic during the first semesters with the individual characteristic related to students' profiles, and life projection. This is a useful study for our research because we will similarly carry out the first step and later strategies can be proposed to contribute to the variables that cause desertion.

It could be seen that the age, socioeconomic level and level of education influenced in the vulnerability to desert. The students were experienced economic struggles when they had to pay for their training, in the same way, the educational level of the parents pre-established the level of education that the student wanted to obtain.

As contributions of this research, we can conclude that the national studies that are part of this research focused on a common objective as identifying the risk factors. Desertion is experienced in all the institutions of higher education which allows to think that regardless the reasons, this phenomenon does exist and different strategies exist to

provide support. Each institution has different strategies in order to avoid it, but with the researches that took place, they reevaluated if their strategies were working and what they could do in order to improve it.

As it was stated at the beginning of this investigation, desertion is a worldwide phenomenon that occurs in all the institutions. To support this idea, we are going to show how desertion is presented in different countries apart from Colombia.

The first is an international study with an explanatory qualitative research carried out by Mori (2012). It was focused on identifying the reasons of the dropout of students from a private university in Iquitos, Peru. In order to get to know the causes of desertion, she followed the four causes of desertion, institutional, personal, academic, and environmental proposed by authors such as Himmel (2005), Tinto (1975), Ethington (1900), and Spady (1970). Based on the reasons of desertion, it was shown that the institutional factor was one of the reasons students deserted. Learners stated that the curriculum offered by the university was not good, there was a disagreement with the teachers hired regarding their methodology, their treatment, and with the lack of services such as deficiencies in social integration and institutional commitment. From the personal factors, it was found that the lack of vocation was one of the main reasons of desertion, since few of them stated they felt they were studying a career they did not like, and did not feel prepared.

Moreover, in the academic factor, students stated that subjects, teachers, student loan, and methodology did not meet all the requirements expected, yet they knew their academic background before starting a career. Finally, from the environmental factor, they stated they did not have enough money to pay for their education since the prices were high. It was also observed that students said that they started to study for external

influences such as family and friends. With the results of the investigation, authors could see that students from University of Iquitos deserted from different reasons, and not a specific one. It can be inferred, that the problem of university desertion was not due to a single factor; but can be explained through several variables that can be institutional, personal, academic, and environmental.

The contributions of the research were that principals of the university identified the reasons why students deserted. Researchers provided all the information and suggested strategies in order to avoid desertion. For the institutional factor, they suggested that teachers needed to work more with the university in order to provide possible solutions. From the individual factor, they suggested vocational meetings where students can be guided and get information about the career. Talking about the academic field, they said that it depends on the skills and study strategies that students apply in their learning process and teachers can help being motivators. This research can contribute to this investigation since it can be a guide to classify the reasons why students desert. It can also help to find possible solutions in order to avoid desertion according to each reason.

Each research uses a different methodology in order to accomplish the objectives proposed. Saldaña and Barriga (2010) identified the factors that caused students' desertion implementing an explanatory research of longitudinal type non-experimental approach based on Tinto's model. This theoretical and statistical model was built to explain and predict desertion in higher education.

The development of this study was carried out within five stages. First, data of previous schooling information, such as familiar and healthy conditions were collected.

Second, the goals and students' commitments were described, related both to their own academic and institutional aspirations. The third stage has to do with the experiences in the school in the academic field (such as performance and interaction with the teaching staff), and experiences in the social field. Fourth, it has to do with the social and academic integration regarding the experiences lived in the previous stage, and the last stage has to do with the setting of new objectives, goals and commitments with the institution and education addressed to the results that were obtained in the stage four

According to the results of this study, it could be observed that in the first and second year of the career, desertion was presented in 50%. The main reason why students deserted was due to family incomes and it was also seen that the academic grades the students had, influenced to desert. This study in terms of usefulness to avoid desertion in the bachelor program of English Language Teaching at UNIMINUTO, illustrates a compilation of steps to analyze the reasons why students deserted, as well as finding a way to detect them through 5 stages. It contributed to assure that interaction is a key aspect to get to know reasons of desertion in students and Tinto's method justified the way statistics must be analyzed to answer the question related to desertion reach our principal goal.

Diaz (2005) carried out another research with three universities of higher education in Guatemala. The phenomenon of desertion and its reasons were analyzed with qualitative information through interviews. Based on the results, it was seen that desertion affects 75% of the students in Guatemala for structural, social, communicative, familiar and emotional reasons. It was also observed that desertion happened because students faced issues with the university since they stated that there

was lack of motivation when they were studying, moreover, that the economic limitations influenced the decision to desert. As the author stated, it has to do with the socioeconomic development of the country, which affects directly as a main cause of desertion. Moreover, the family forced students to study a career they do not like or are not interested in. On the other hand, from the institutional field, it was revealed that there was poor preparation of the students because there are not vocational activities that students can have a guide on what to study based on their skills and strengths. Likewise, it was seen that there were not opportunities where students felt comfortable with the change of secondary to higher education.

As conclusion, the author mentioned strategies to avoid desertion that can be proposed in the Bachelor program of English Language Teaching at UNIMINUTO in order to decrease this phenomenon. Strategies such as permanent review of plans and programs, definition of remedial processes to address student deficiencies, and incorporate new teaching-learning methodologies for teachers. Finally, the author proposes that each educational institution must know the reasons why students desert in order to find possible solutions and help students continue with their educational path.

Carvajal (2016) on her research identified the reasons why students who studied at night decided to desert, since the rate of desertion was higher from the average of the universities in Chile. A qualitative research design of an exploratory type was implemented in order to know the reasons of desertion. Thus, semi-structured interviews were conducted with students from Valparaíso and Metropolitan region of Chile.

Students who study at night are characterized in the way they have lots of responsibilities such as family, work and academic responsibilities, presenting higher levels of desertion than students from the day time. The findings on the causes of desertion were the following categories according to relevance conditions and personal characteristics, capital and academic performance, unexpected circumstances and experiences with the institutional offer.

An explanatory model was implemented with surveys and they proposed a comprehensive explanatory model where the university is in charge of assuring that students stay on training by indentifying the causes of desertion before, during and after the abandonment. They said that if clear reasons of desertion are known, it is going to be easier to propose strategies to avoid this phenomenon.

After reviewing the previous studies, it can be concluded that the interpretation of desertion through the understanding of the associate risk factors led us to know that desertion cannot be seen as a single aspect, but there are four determinants that can explain it such as economic, institutional, academic and individual as supported by Borja and Montaña (2015) Gutierrez (2016), and Aleans (2012). In their investigations we found that the authors developed their researches with quantitative, quantitative, mixed approach as they could identify the reasons of desertion based on the goal that they wanted to reach, as statics and descriptive information.

On the other hand, Aleans (2012) implemented a quantitative research that focused on determining the causes of dropping out in three different higher education institutions, which allowed understanding that the desertion is expressed differently in every educational institution of higher education. The analysis and interpretation vary as

Gutierrez (2016) affirms that the students experienced difficulties with their study habits, frustration due to low academic performance, difficulties with the teachers and students, pregnancies, economic deficiencies and doubts when they are taking the training. Another important aspect to mention is the methodology that exposes a real understanding of the reasons associated with the dropout of students in first semester. Thus, we can conclude that using the associate factors in the student's desertion is the best option for this research since it offers clear and solid steps and tasks to carry out and present through the investigation.

Following, the national and international studies had similarities as it was found in the literature. Following the national researches, in Colombia the quality of higher education needs to be improved and institutions should adopt strategies that focus on understanding the act and performance of the student inside and outside the institution, likewise, the international researches identified the necessity to help students to finish their training as it was seen in the nationals, as well. A common aspect from the researches, it was that helping students to keep studying is the most important factor when we talk about desertion. They need a support and must be guided to what is going to be best for them when they are facing any kind of desertion.

3. 2. Theoretical Framework

This chapter supports the main construct related to desertion, likewise, it is appropriate to talk about the quality factors of higher education. It is important to note that these forms of representation as quoted by Vergara, Suárez & Miranda (2014), Tinto (1982) suggest that from the first moment in which the student presents desertion, it is important to evaluate, also the correspondence which alters the life history of the students, especially related to their academic performance and their socioeconomic

situation. In order to understand this idea, this theoretical framework presents and describes definitions and interpretations of the concept that will help the reader to understand how desertion is involved in the university life.

Regarding to desertion in universities, it is said that is the stage where students decide to leave a career or quit, but taking the definition beyond, desertion is an aspect that can be seen from primary school, to higher education, and the reasons why students decide to desert, cannot be simply specified at first glance.

3.2.1. Desertion

Desertion has been a topic of investigation since there has not been a solution that can make this phenomenon stop. When we consider desertion in universities, multiple factors can influence the decision of dropping out. From the perspective of the following authors, it can be defined how desertion is involved from different aspects. Himmel (2005) refers to desertion as premature abandonment of a study program before reaching the degree ruling out the possibility of the student rejoining. Rodríguez and Hernández (2009) point out that student desertion can be understood, simply, as the dissolution of the stipulated link through the academic enrollment for any reason, either by the student or by the university, this having a serious financial, academic and social effects for all.

With this being said, desertion has different definitions, and one clear aspect is that it is the abandonment of an institution. “Desertion cannot be defined as a single definition, since it can involve different variables before having an accurate one” Ruiz (2009). Simpson (2004) stated “no definition can fully capture the complexity of this phenomenon”, leaving the researchers with the choice of the research approach that suits their objectives and the problem to investigate. It is worth highlighting Tinto’s

desertion model which is explained through 5 important stages. The first stage has to do with the income of pre-requisites, about the students' background, family, schooling, previous knowledge and intellectual skills.

The second stage corresponds to the goals and commitments of the students, both related to his own academic aspirations in the institution. The third stage refers to the experiences of the students inside of the institution, the fourth stage concerns with the social and academic integration that students achieved on their experiences lived in the previous stage as Tinto believes that a student with good performance is the result of the positive interactions with their teachers, and it is going to help to avoid desertion. Finally, in the fifth stage there was a new set of objectives, goals, commitments with the institution and with the education that are interceded by the integration that the students reached in the previous stages.

Muñoz (2009) assures that "desertion is a unique concept that implies the abandonment of the educational system by the student. However, there is no definition that completely defines desertion" (p.11) and what the authors suggested is that desertion can be defined regarding on what the researchers find, for example, if a student deserted for academic reasons, desertion should be defined and seen from this perspective.

The definition of desertion used in most of the researches in Latin America, is the one by Professor Alejandro Doublier, Mina (1999) who defines desertion as "the voluntary retirement of a learner or student of the year to which he was enrolled, leaving the educational system before completing his basic studies" (p.11). In this project, this definition was used since it was carried out in Latin America, and based on the

definitions of desertion; this one is the most accurate according to the studies previously done in the continent.

Moreover, Colombian Institute for the Promotion of Education (ICFES) (2002) stated that the national perspective of desertion has to do with the educational organization of the country. The concept of desertion includes the abandonment of the student's education system in general and it has to do with the national aspect. Besides the points of view of desertion, Castaño, Gallón, Gómez, and Vásquez (2008), agreed on what Tinto stated, but they added that student desertion could be seen from two points, temporal and spatial. In the first one, it is referred the time a student remains in an institution until one deserts. The decision and the direction that the student has taken to desert, can be seen as the spatial. In the temporal aspect, they identify three types of desertion.

The first one is precocious desertion, when the student leaves a program before starting to study. The second one, early desertion is when the student abandons the program within the first four semesters. Third, late desertion has to do when a student deserts before fifth semester onwards. On the other hand, in the location aspect it is classified at first place, the changing of the program in the same institution. second, changing of educational institution and third, the abandonment of the educational system where the possibility to re-entry in the future does exist.

Reasons of desertion can be classified in four aspects, academic, economic, institutional, and individual. Vásquez, Castaño, Gallón, and Gómez (2003) define these aspects as 1) individual: factors related to personal reasons; 2) economic: factors related to the economic situation, financial and social stratum of the student; 3) academic:

related to factors of the student history background regarding to study and his performance in the institution; and 4) institutional: Factors related to the institution of higher education.

Colombian National Ministry of Education (2009) wrote an article called "*Deserción estudiantil en la educación superior colombiana*", where they explained the way desertion was handled since the beginning in the country. In Colombia, before 2003 there was not a proper follow up regarding desertion. Each institution knew some reasons why students decided to drop out, but did not exactly know the reasons why students did not continue their training. After this year, the topic of desertion started to be studied to see what could be done in order to stop this phenomenon.

A methodology was operated through the system of prevention of university, dropping-out in higher education (SPADIES) which is a statistical tool to measure and determine desertion through the time a student stayed in an institution.

It was suggested that the institutional policies should aim at fostering academic support programs, facilitating the transfer of students within programs, improving regulatory mechanisms in the admission of students, simultaneously pursuing careers in other institutions of higher education, increasing and improving the information given to the applicants on the programs offered, and creating programs of financial aid for students of low incomes and for those who come from other cities.

It was in 2005-2006 when the system (SPADIES), was improved by MEN with Universidad de los Andes and Universidad de Antioquia. This was created to institutions for knowing the problem of desertion and do a follow up in order for students to not desert. According to it, three aspects about desertion in Colombia can be

identified. The first one, carried out for Universidad Nacional de Colombia and ICFES (Colombian Institute of the Evaluation of Education) who helped to understand the phenomenon by gathering data of deserters from universities. The second one, developed by Universidad de Antioquia, where statistical techniques were applied to study desertion as a dynamic problem, and third, MEN with the support of Universidad de los Andes, helped in the development of SPADIES which helps to understand variables of desertion.

In order to avoid desertion in higher education in Colombia, MEN has created strategies to decrease the percentage of desertion. What they have done is to create an action plan divided in three principal aspects. The first one is the Academic Support and Institutional Capacity, where the idea is that students have a support from the institution and their families in order to keep studying.

They also want to strengthen the capacity of higher education institutions in the design, implementation, evaluation of policies and programs aimed at promoting permanence and graduation of the students. A system where students have a follow up by the institution and their relatives regarding the task they have to do. They also intend to build a virtual academic space that allows the educational community to know, exchange information and experiences related to the issues of desertion and graduation in Colombia. Lastly, they intend to implement technologies (ITCs) to implement the strategies regarding to desertion MEN (2009).

The second one, is the financial support where they intent to promote the higher education, prioritizing low-income population and one with academic merit in all strata through financial mechanisms that make the access possible and the permanence of the people to the higher education. In addition, the elimination of compulsory payment of

culture fee was eliminated for students with educational credit. They will also be focused on the students of low incomes, since they intent to give education for them to study what they like.

The third one is support in vocational, professional orientation and articulation with middle education. They intent to guide students from middle and high school to choose a career plan that they like. Students are going to be given information about careers they are able to study keeping in mind the skills they have and their personal objectives. One of the objectives is to promote the articulation of secondary education with higher education and education for work and human development as a strategy that favors the access and permanence of students in the education system, and promote lifelong learning process. This means that students are going to be able to work while they are studying to acquire knowledge and responsibility and can create a career plan.

The strategies proposed by MEN are still used in higher education, but most of the students fail to know what kind of supports they have. To prevent desertion, students should be informed about all the options and strategies that the university and the MEN have in order to help them to keep studying.

3.2.2. Key Factors in Desertion and Retention

With the foregoing discussion about quality of higher education, the factors that are going to be useful to classify the deserter's reasons for desertion that all university education programs implement to ensure students permanence in training which

certainly refers to the high quality in terms of student's retention and accompaniment strategies.

The phenomenon of desertion occupies the problem of dropout in the higher education level that requires the constant reflection of the institutions inside the internal processes, involving different factors such as institutional, individual, economic and academic. The previous are related to the dropout determinants of students following the model of Tinto (1985) which describes characteristics of the productivity model in the work environment. It proposes variables of the working environment, variables that authors implemented to describe the environment of the educational institution

As a matter of fact, *El plan decenal de Educación* (2016) describes the objective of increasing the permanence of students that emphasizes in it as a challenge for the quality of higher education, one that increases the possibilities of each individual to access to the higher education, due to that fact, economic strategies are being designed year by year to make the higher education for all. For instance, *El Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior ICETEX* provides educational credits, maintenance subsidies, and management for student supporting (scholarships, tuition discounts). In general view the national plan for higher education aims to help the students to keep the individual enrolled until graduation.

The general determinants and particular aspects related to student retention are important to keep in mind before we fully get into the subject. It is a good idea to remember what student retention is. As stated before, retention can be defined as: the steps that focuses on encouraging students inside the institution, and therefore represents the institutional perspective. Besides, the ability of the institution to keep its

students from one year to the next, until graduation. Last but not least, the permanence of the students in the same institution, since they start until they finish a program. Then, having clear what is the student retention, below are presented in detail the factors that according to Ruiz et al., (2009) are necessary for the analysis of student's retention directly associated to the quality factors of the institution.

The variables help to classify and organize information about deserters, identify the reasons why students deserted and accomplish our main objective. The following figure help us to classify the four main reasons of desertion and its sub-levels.

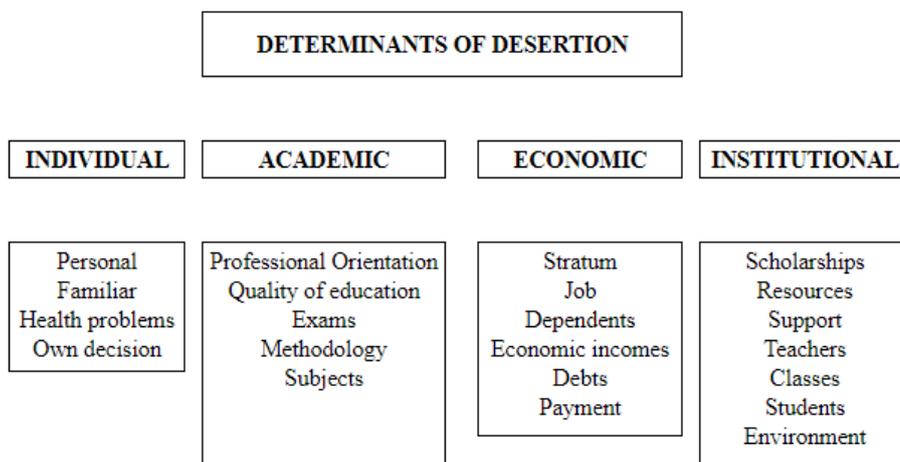


Figure 1. Adapted from Vásquez, (2003) as quoted by Montes, Almonacid, Gómez, Zuluaga & Tamayo (2010). translated into English.

3.2.3. Economic Factor

It is the economic context of a student which in one way or another influences the possibilities of finishing the career where students are having training and it is also related to the desertion in higher education. As quoted by Ruiz, Muriel, Gallego, Velez, Gomez and Portilla. (2009), it is considered as “the student's inability to secure their

enrollment, also defined as the difficulties and limitations to cover their costs of both academic and personal maintenance” (p. 86). That decision to desert by students depends on an economic factor that according to Salcedo Escarria (2010) (p.56) where activities and the economic environment is unfavorable.

In addition, as El Tiempo (2009) stated that there are multiple factors that are associated to the economical factor. In some cases, the responsibilities to be covered create obstacles to assume the enrollment and the students’ supplies such as transport, food, books, rent among others. El Tiempo declares that the situation is repeated for almost half of the young individuals who enroll at the university, because of 100% learners who start the higher education, only 52% finish the studies.

On the other hand, UNIMINUTO considers the economic factor as the variable related to the employment situation of the students, therefore the personal socio-economic independence, if there is an economic dependence, i.e people in charge, parents helping to pay the tuition and debts. Isaza (2015) proposes to take into account the socioeconomic environment where students are frequently interacting with, as stratum, neighborhood, in addition to its educational resources (Internet, computer, mobile, phone and etc) influences their possibilities of retention in training.

3.2.4. Academic Factor

According to Spady (1970) the educational environment influences the academic potential and the normal performance of students (p.64). Saying that a student can desert by factors inside the institution, for instance, the academic performance when a

student presents academic failures. In addition, the conditions of the students from their admission to institution, permanence and graduation.

Zapata and Cabrera (2015) stated that the academic performance a student has, is going to influence in the permanence in an institution. This idea helps to analyze the consequences that a student might face if they cannot accomplish the academic requirements of an institution, since most of them can face different academic situations that can led them to desert.

In the same line of argumentation, in UNIMINUTO the academic factor is related to variables of professional guidance, those seen as the education that the students have had since they graduate from high school. Summerskill (1962) suggested that the academic factor is not simply the absence or presence of intellectual development, but the intellectual development of the individual, thus the institution environment determines their academic performance once they leave the program. UNIMINUTO has different programs enclosing strategies, services and activities for students' improvement in academic life. On the other hand, at present, students can have the role as academic tutors to students who actually have academic difficulties. There are students from the bachelor doing these tutoring activities.

3.2.5. Institucional Factor

According to the MEN (2012) from an institutional point of view, the student who deserts leaves a vacant place for another student who is able to study. From that stand, the student is seen as a participant who voluntarily registers to be educated.

Reason that opens the door to consider reasons that cannot help them finish their training in the institution.

Ruiz et al (2009) suggested that institutions of higher education must have plans and strategies to avoid desertion. The institution is responsible to obtain a better performance of the student and achieve a reduction in the rate of desertion through orientation, follow-up, tutoring and integration to the university environment pedagogical areas, library, laboratories, classrooms, multimedia, and other components that help the student's permanence in the institution.

3.2.6. Individual Factor

This factor has to do with all the personal circumstances that a student challenges as an individual human being. Tinto (1975) defines it as “the personal dissatisfaction describes the individual perspective of this factor, sets of individual characteristics and dispositions relevant to educational and personal environment” (p. 89). There are individual characteristics, such as social status, high school experiences, community of residence, vocation, health, personal concerns, etc which developed the expectational and motivational attributes of the students. Therefore, many circumstances that occur in the daily life can influence in the individual desertion.

Tinto (1975) expressed that individual desertion “is also caused for the inconsistency of integration to the institutional and social spheres” (p.3), desertion can be the effect of a personal decision of the student. Tinto (1989) agreed that student's persistence inside a personal factor of desertion corresponds to an intellectual development, as it describes the student's intellectual integration into the academic

system of the university. It is also related to the persistence of the students to their personal development inside the academic program.

3.3 Legal Framework

The university dropout is a problem that worries over time both students and teachers, hence one of the goals proposed by the MEN (2011) in its implementation of a higher education policy to recognize and encourage the permanence and graduation of students to articulate strategies that allow the improvement of the quality of education.

In addition, increasing students' access to higher education, especially those learners that are coming in conditions of greater vulnerability, the educational policy aims on achieving the effective graduation of these students that due to their economic, academic and family conditions are exposed to an increased risk of desertion MEN (2011) (p. 18).

In Decreto 1767 of 2006, where the National System of Information of Higher Education (SNIES) is found, it was suggested a follow up to each student, through a permanent observation during the enrollment time to detect those students who are more likely to temporarily or definitively suspend their enrollment and take preventive measures and maintain precise information about this phenomenon.

Also, the Ley N° 30 of 1992 established the responsibility of the institutions of higher education of advancing processes of well-being understood as a set of activities aimed at physical, psycho-affective development, spiritual and social status of students, teachers and administrative staff it helps to prevent the students from leaving university. Experts said that it is better to understand the permanence and not desertion, because when it comes to desertion the student has already left the academic program.

The Ley N° 1188 of 2008 emphasizes the obligation to establish academic and administrative mechanisms to control the phenomenon of desertion as it is the main contribution to the institutional management and monitoring that aims for high quality accreditation of IES.

4. Methodological Design

4.1. Type of investigation

4.1.1. Qualitative Research

Its aims to describe the qualities of a phenomenon as it looks for a concept that can talk about the reality. Creswell (2014) asserts that in qualitative research, we must understand in depth why a situation is happening. Qualitative research is a broad explanation for behavior and attitudes, and it may be completed with variables, constructs, and hypotheses. This methodology explores the phenomenon of desertion through collecting data of deserters, provide descriptions and explanations on why students deserted.

Johnson & Christensen (2012) state “qualitative researches try to understand multiple dimensions and layers of reality, such as the types of people in a group, how they think, how they interact” (p. 35). This statement helps to support the focus of this project since we try to understand which causes influenced in the desertion of the students. Moreover, they stated that qualitative researches conduct observations, in depth-interviews, and the data are usually in the form of words. This statement describes one of our instruments, which are interviews that are clearly a qualitative instrument that helps to gather more information regarding a specific scenario.

4.2 Method of investigation

4.2.1 Case Study

The method used for the present study was a case study that involves the study of a phenomenon, population, or general conditions. A case study design assumes

investigating a case that leads to better comprehension and better interpretation of the situation to be analyzed. Merriam (1998) ensures that “a case study research in education is conducted so that specific issues and problems of practice can be identified and explained” (p. 34).

In addition, the method of investigation aims to be an *interpretative case study* that develops subcategories to support the interpretation and findings of the analysis since the research method gathers as much information about the problem as possible with the intention of analyzing the reasons of dropout of the students through two main points. First, the number of instruments, since we implemented different instruments to collect data, the interpretative case study allowed to conduct an analysis through the four pre-established categories by Vaquez et al (2003).

In order to comprehend the particular problem in a deep manner. It also helped the current research to analyze through an inductive analysis as Merriam (1998). Suggested it is an analysis “that takes as point of reference to particular point and associates other possible categories” (p. 39). The method of investigation helps to create a general view for describing the factors, what we understood from the author throughout the implementation of a case study we should make associations to the multiple categories that ensure to be connected in the interpretation process and suggestions among the preestablished categories”, yet the events are not simply unique. Furthermore, across all cases the method of investigation allowed a deeper understanding through more powerful descriptions and analysis method allowed us to

analyze the main reasons that caused desertion and detail explanation in the results for the students of Bachelor program in English Language Teaching.

4.3 Stages of the Research

Different stages took place in the moment of getting information about deserters of the Bachelor program in English Language Teaching at UNIMINUTO. To get the needed data, we contacted the administrative staff, directors and coordinators in order to develop the project and obtain the information that was going to be useful for this project. This information was collected following these steps:

The first step was to request to the director and academic coordinator of the program details about the situation of desertion in the program.



A meeting took place with *Dirección de Asuntos Estudiantiles “DAES”* in order to get to know the follow up the department implements to control desertion, We decided to work with surveys (see Appendix C), interviews (see Appendix D) and academic applications, and data such as names, numbers, and emails were obtained to create the instruments.



We organized the data in an Excel document for the years 2013 to 2017, we could see that around 600 were the number of students that have deserted or postponed their studies within these years.



We divided the data in four sections that involves the reasons of desertion. Then, we classified if it was a cancellation, postponement, reintegration, or re-entrance (Appendix E)



Surveys were sent to the participants via web, after the students gave us their responses, we created a conceptual map where we organized the reasons of desertion in academic, individual, economic and institutional.



Pivot tables were created to cross the information regarding the causes of desertion. The information was also divided in the people who answered the survey, and were in the academic applications.



Questions for the survey were designed as the consent form for the pupils that deserted of the program.



We did a follow-up on the responses received and close the survey to work with the participants who answered it.



Interviews were applied to the participants in order for them to provide more information regarding the main cause of desertion.



Triangulation took place to see what were the student's responses among the three instruments implemented in the research.



The analysis of results was taken to verify and analyze the reasons that made learners deserted and the results were described.

4.4. Population and Sample

The population that participated in this research were students who deserted within the years 2013 to 2017 from the Bachelor program in English Language Teaching UNIMINUTO. From the academic applications, 648 responses could be obtained, but the sample that was taken from it, were 144 students that were the participants who decided to cancel the semester. From the surveys, 75 responses were received and 26 students agreed on being call to have an interview.

4.5. Data Collection Instruments

The different instruments that were used for data collection are described, and explained. Academic applications were used to have the information about the deserters and to see which reasons they chose as their main cause of desertion. Surveys were implemented in order to know how was the experience of students and why they

deserted of the program, and interviews were done and recorded to see if students knew the strategies implemented in the university.

4.5.1. Survey

Surveys were implemented as the component that measures the population of apprentices who left their training. Survey is a popular instrument in education, and is considered by Creswell (2014) as the procedure within the designs of a descriptive investigation in which the investigator collects data through a set of questions previously designed. Survey is most commonly used in a quantitative and qualitative research in which investigators administer to a sample or to the entire population of people questions that help to describe the attitudes, opinions, behaviors, or characteristics of the population. Surveys have a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be accomplished in such procedure.

Creswell (2012) states that surveys are interviews with a large number of people using a pre-designed questionnaire; this questionnaire is designed to obtain specific information from the interviewees. The population of this survey was not selected randomly and complies only with people or volunteers who participated in the case that are students who at some point in their training between the year 2013 until the year 2017 cancelled or postponed their semester and their tuition as well. With this instrument we could find characteristics regarding the social status of the students, the age, gender, and the term in which they decided to desert. It also helped to build the quantitative results in the way that we could see percentage and numbers of the students who decided to desert.

From the surveys sent to the participants, 75 responses were received. Through the answers provided, learners provided more information about the reasons why they decided to desert. Below, the analysis from the surveys it was observed:

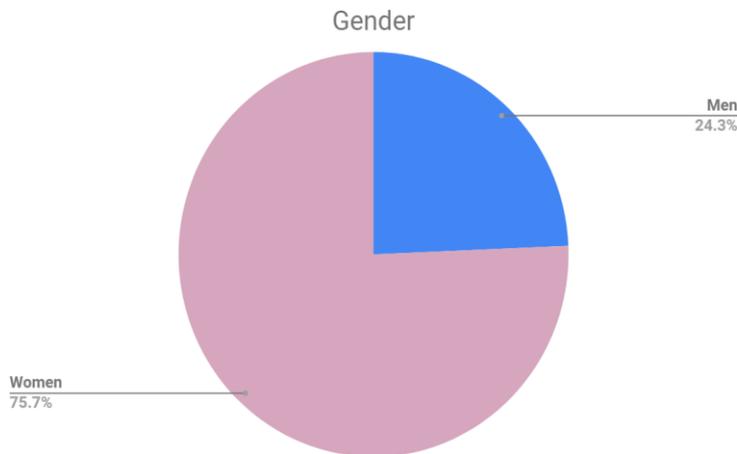


Figure 2. Pie chart created from survey - Gender

The pie chart shows information about the 75 responses regarding to the gender of the learners where 75.7% were women, 24.3% were men. The large portion of learners who answered the survey were women. On the other hand, regarding the age of the deserters, most of the people who answered the survey are between 21 to 26 years old.

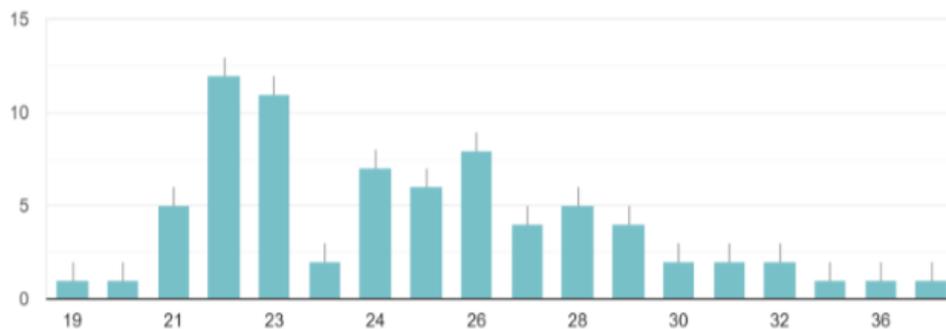


Figure 3. Bar diagram taken from survey - Age

Participants were also asked about the semesters that they did before they deserted and these were the results:

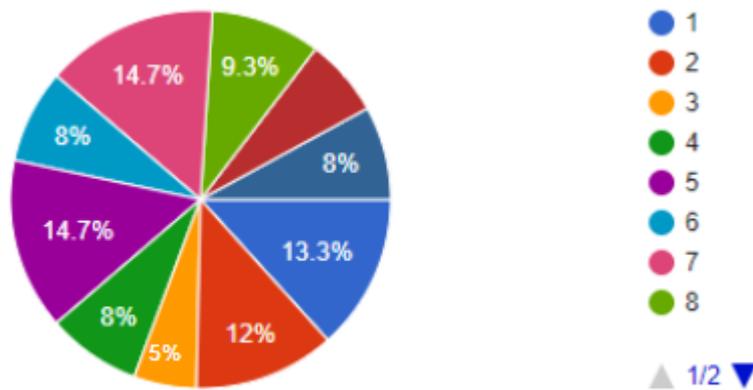


Figure 4. Pie chart taken from survey - semesters

This pie chart provides information about the semesters taken by each learner before they left. We see that 54.7% of learners decided to left within the seventh, fifth, first, and second semester. Such fact highlights what MEN (2009) asserts on almost the half percentage of students that starts a Bachelor’s Degree deserted in the beginning of the training. Participants were also asked in which term of the semester they deserted:

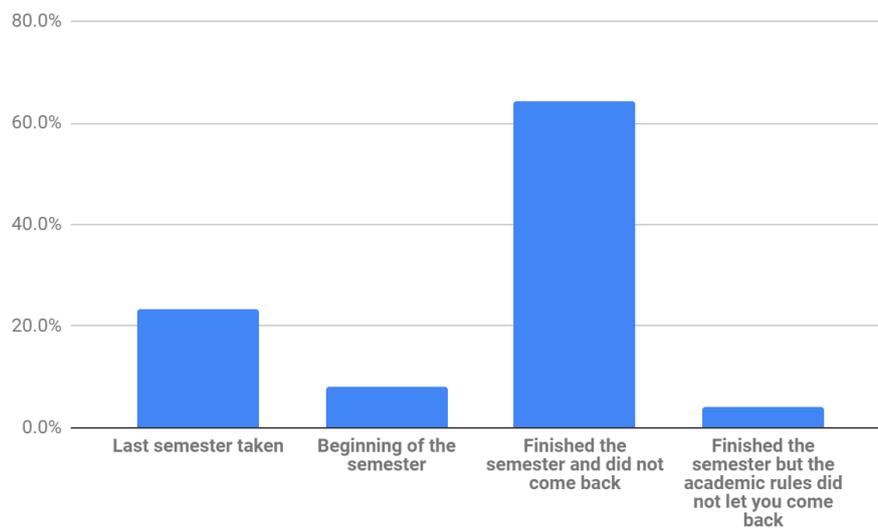


Figure 5. Chart adapted from survey - time of desertion

This graphic helps to infer that 64.4%, 47 participants finished their semester, and did not come back. Also, 17 participants 23.4% left the semester unfinished, six 8.2% deserted when the semester started, and the other 3 participants 4.1% could not keep studying for administrative rules.

From the survey applied to the students, 26 students agreed on being called to provide information about the reason chosen and verify if they implemented the strategies offered by the university. The interviews were carried out via phone call and out of the 26 participants, 10 answer the phone and agreed to contribute to the research.

4.5.2. Interviews

As an instrument of gathering qualitative information, interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers, beliefs and feelings. In this research interviews took place with people who accepted to be interviewed in the survey

that was previously sent. As Sills (2002) state, “interviews are involved in sociological investigation that uses question based to collect information about how people think and act” (p.386). The questions of the interview were addressed to the learners who decided to quit, with the purpose of getting to know if they known the strategies offered by the university or any help offered to them.

On the other hand, an interview can be defined as a conversation between two people or more where questions are asked to a person to get the required responses or answers related to specific subject matter which consists of four or five questions, in which the researcher records note about the behavior of participants. Moreover, it is advised to gather text (word) or image (picture) data.

Author Creswell (2012) describes the importance of preparing interview questions, and the preparation steps of the creative process of planning and in conducting research. The author makes a strong assertion when mentioning the type of questions that researchers address to the investigation since to be able to know the responses that are planned to be obtained.

The way interviews took place in this research was that we wanted to have a personal contact to see what students had to say regarding their cause of desertion and what they had to comment about the strategies proposed by the university. The participants that were chosen to be interviewed were the ones who decided to be contacted in the survey that was sent via email. We called 10 participants via phone in the moment the survey was closed. We could identify from the participants who answered the interview, that they had different reasons of desertion such as economic, for low incomes, academic for academic failures institutional because of the university

reputation, individual for health reasons, among others that are going to be explained in the results.

4.5.3. Documentary Evidence

To describe the documentary evidence that was implemented in this project, Duffy (2014) explains different stages that take place when implementing this instrument. First, to be able to know what is the purpose of the documentary evidence that we are going to obtain. In this research, the academic applications were obtained from the program where we were able to get excel documents with information of the deserters of the program. BANNER for instance, is a tool that administers the systems of information regarding students, teachers, academic process, and information about desertion and retention could be obtained. The next phase called the nature of documentary evidence that according to Duffy (2014) “it is helpful to clarify exactly what kinds of documents exist” (p.125).

In the content analysis we were able to identify the information that could be obtained to avoid creating a bias, and on the other hand, in the critical analysis of documents, we found that the information that was obtained was genuine since it was data provided directly by the directors of the program. Finally, we reached the fact or bias phase where we had the information in our hands to see how much information we had and how we were going to do in order to get in touch with the participants for asking further details in their reasons of desertion.

Moreover, the documentary evidence from SPADIES helped us to get to know the percentages of desertion throughout the years. This information contributed in identifying that there was a phenomenon since the numbers of desertion varied year

after year. This system is the tool to follow up on the dropout percentages of higher education students and the information was implemented to know in better this project.

5. Results

In this chapter, the different reasons why students from 2013 to 2017 of the Bachelor program in English Language Teaching deserted are presented. In order to analyze the data, a methodological triangulation was carried out to analyze the reasons why students left, having as instruments academic applications, surveys and interviews. The analysis was done considering the pre-established categories by Vaquez et al; (2003).

The results were directed through an apriori analysis which helped to the integration process of the results. There are essentially four steps regarding apriori analysis: (i) a choice is made concerning an appropriate organization to apply to the data, as it was conducted at the beginning of the process of this research, a document analysis guided to choose the most pertinent participants given the most possible variables of the results, (ii) a choice was conducted concerning the literature analysis associated to desertion (iii) a pre analysis of responses was implemented to help to clear the multi-response of the data presented to verify if enough answers were going to be received and in fact, they helped to continue with the project; and (iv) an open questionnaire was implemented through phone interviews, asking further details and verifying what students did in order to avoid their desertion.

There are inductive codes that originate directly from the own data analysis, as it is the case of the process of analysis, the subcategories were shorten since the range of responses were fairly large.

In the following figure, it can be observed the three instruments that were implemented for the triangulation.



Figure 6. Figure own creation - triangulation

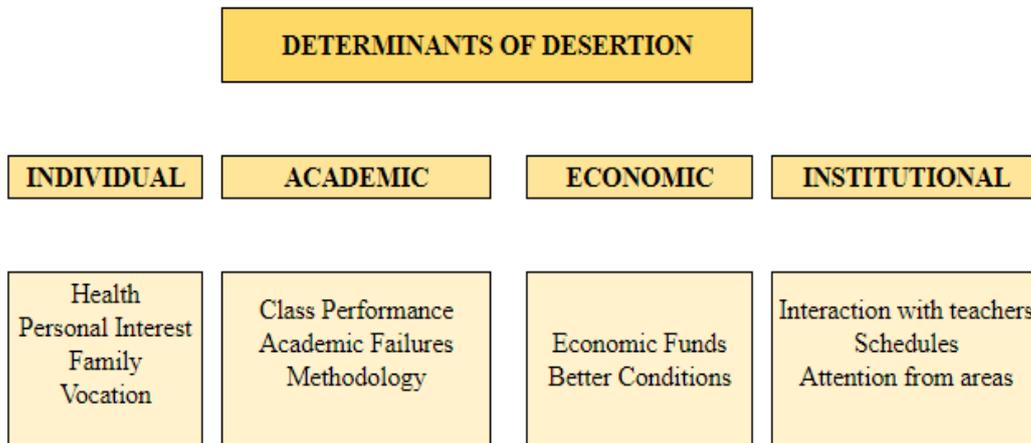


Figure 7. Figure own creation -Categories and Subcategories

5.1 Individual Reasons

Each learner can go through different individual aspects that can stop them to keep on studying. Salcedo (2011) defines individual desertion as “different variables, such as individual characteristics, goals, personal interests, motivations and vocational guidance”. When a learner is studying a career, they would not be able to know the

different situations that can come across the way. Because of it, this reason can not be simply described as a single aspect since students went through different situations that could not let them continue with their training process.

To identify what kind of personal issues the participants faced, information was obtained from the academic applications, survey, and phone interviews. Out of the four reasons of desertion, the individual reason was the one that had more participation within academic applications and survey. We can see that participants were more open to speak regarding the individual circumstances they faced and led them desert. Barrero, Barrero, Cely & Montaña (2015) stated that the individual risk factors are identified in personal aspects, health and emotional conditions of the students, among others. To identify if the students of the Bachelor program experienced the same situations, in the following chart taken from the survey, the individual aspects are presented:

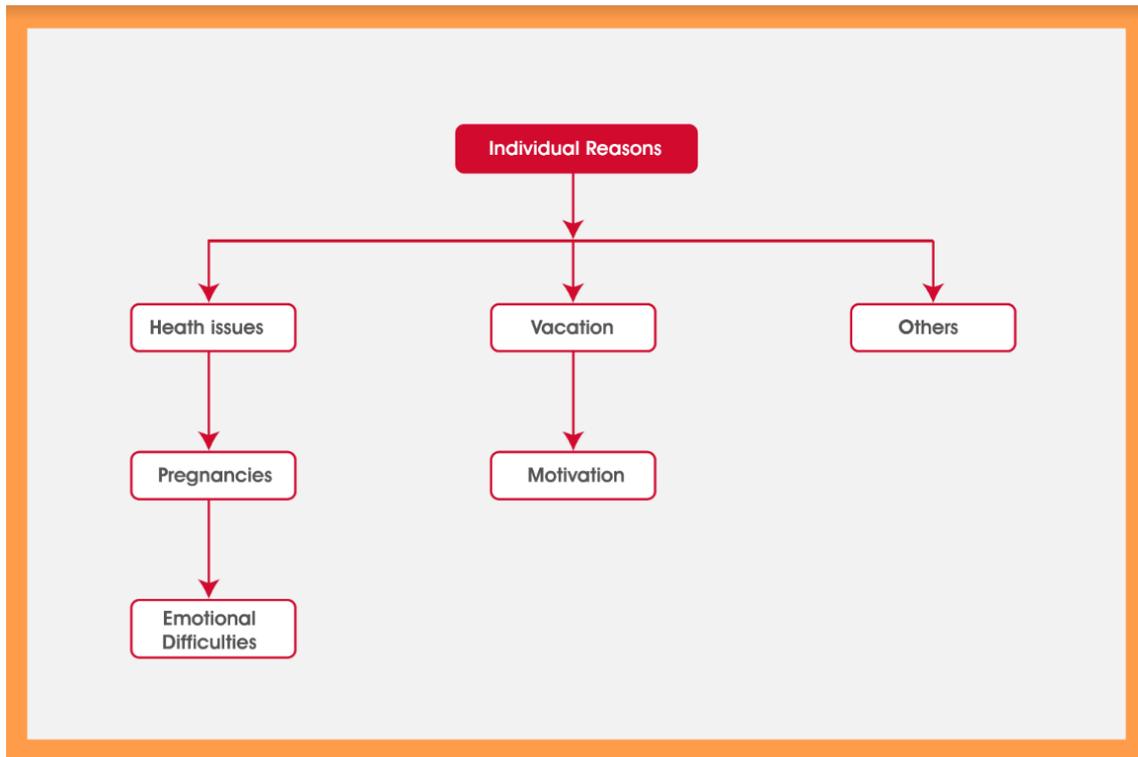


Figure 8. Created from survey responses - Individual subcategories.

Students were asked to provide more information regarding their personal reasons of desertion, and we found answers related to a matter of health issues, motivation, moving to another city or country, pregnancies, personal interests and vocational interest. As it is shown, the individual causes are far different from another. These reasons can be supported according to Spady (1970), Tinto (1975) and Bean (1980) agreed that the individual factor has to do with family, environment, calamity problems of health, and social integration. Agreement that corresponds to the individual environment of the students and the inconvenience that as citizens we deal with. For teachers is not easy to identify or recognize the different circumstances students are going through, to be able to know what can be done to support them and seek for alternatives that help to avoid desertion and wellness of the students.

Analyzing the results, the most common aspects that were found in this category was the one related to health issues as pregnancies, accidents, and emotional difficulties. According to Caro, San-Martín, Delgado-Bolton, & Vivanco (2017), there are five aspects that make students to have health issues such as depression, anxiety, eating disorders, and addiction. From the academic applications and survey, it could be found that participants got into pregnancy, and because of it, they could not continue their training. Here some examples:

“solicito cancelación del periodo academico 201760 por motivo de embarazo de alto riesgo y incapacidades reiterativas”
[Student requested cancellation of the 201760 academic period due to high-risk pregnancy and repetitive disabilities to work]

Academic Applications - Response 1

“Finalizando séptimo semestre, quedé en estado de embarazo y por mi carga laboral y universitaria tuve riesgo de amenaza de aborto.”
[By the end of the seventh semester, I was in a state of pregnancy and because of my work and university workload, I was at risk of threatened abortion]

Survey - Response 1

The pregnancy is associated to a state which women and men experience, and according to La Organización Mundial de La Salud (OMS), the university students assume a maternal role at an early age, likewise the international association argues that university pregnancies are more frequent day by day. Estupiñán & Rodríguez (2009) argues that “in Colombia, the national academy of medicine, considered pregnancy in adolescents as a serious problem in public health and a marker of underdevelopment as well as a biological, anthropological, social, family and individual catastrophe” (p. 989).

From the participants’ comments, it can be confirmed that pregnancy is a cause of desertion since that situation prevents students from fulfilling their career, in their academic and professional life. Therefore, returning to classes is a subject of absolute

personal decision since after having their babies, participants can change their way of thinking. Participants were asked to provide more information on what they did to continue studying and these were the responses:

“Sí, yo busqué en ayuda estudiantil y hablé con la persona encargada, le comenté mi caso lo que me aconsejo esa persona fue analizará mis prioridades, si primero estaba la salud de mi bebé o mis estudios y pues obviamente está la salud de mi bebé.”

[Yes, I looked for the student supporting and spoke with the person in charge, I told my case what that person would advise me to consider my priorities, if there was the health of my baby at first, or my studies and obviously my baby's health is at first.]

Interview - Participant C

“Ser madre representó una prioridad para mi y trabajar y ajustarme a mis horarios universitarios resultaba muy complicado, teniendo un recién nacido. Mi bebe representaba un asunto de mucha importancia para mi.”
[Well, being a mother was a priority for me and working and adjusting to my university schedules was very complicated having a newborn. My baby represented a matter of great importance to me.]

Interview - Participant E

“Me encontraba en embarazo y al momento de nacer mi bebe no tenía quién me ayudará a cuidar de él para seguir mis estudios ya que aquí en la ciudad solo somos mi esposo y yo”
[I was pregnant and at the time of birth my baby had no one to help me take care of him to continue my studies because here in the city we are only my husband and I]

Survey - response 2

It would be good to verify if the program or the institution has sexual education and prevention sessions as campaigns for unwanted pregnancies to avoid desertion since unexpected pregnancy can bring different consequences such as more time, studies, work, health issues and more economic responsibilities as shown in the following response:

“El año pasado quedé en embarazo, lo cual se me dificultaba para ir a la universidad ya que vivo en Chia, y para eso momento quede desempleada y no tenia como pagar las cuotas de la cooperativa ni pagar los transportes”

[Last year I was pregnant, which made it difficult for me to go to university since I live in Chia, and I got fired and I did not have way to pay the Cooperativa loan or pay the transports.]

Survey - response 3

Besides student's pregnancy situation, another important point to consider is that students can go through different health situations that can not let them continue their training. As humans' beings, we cannot expect to have accidents even more in our daily lives. In the following responses, we can see that participants had physical difficulties, what in most cases interrupt students' college preparation for an indefinite time, and they have to postpone their training, as evidence, the following are comments of what students experienced due to a health issue:

*"Me hicieron operación la cual me impidió continuar"
[I had an operation which prevented me from continuing]*

Survey - Response 4

*"Tuve problemas de salud se me dificultaba moverme"
[I had health problems it was difficult for me to move]*

Survey - Response 5

*"Me hospitalizaron por largo tiempo"
[I was hospitalized for a long time]*

Survey - Response 6

With the above mentioned by the participants, it can be summarized a visible disadvantage based on an individual situation when a student is facing health issues, they have to take care of themselves before doing anything else, since the learning process will be difficult as they are not in an entirely suitable state to fulfil their academic responsibilities and keep studying. Furthermore, besides physical issues, students can also have emotional difficulties that cannot be easily identified by the teacher. There are also students that are in charge of relatives and can help them to desert as it was shown in the following responses by the participants:

“Mi madre sufrió un ACV y poco después empecé a desarrollar una depresión que no pude controlar. Esta última fue tan intensa que me llevó a un intento de suicidio.”

[My mother suffered a stroke and soon after I started to develop a depression that I could not control. The latest was so intense that it led to an attempted suicide.]

Survey - Response 7

“Tuve una crisis nerviosa debido a eso me hospitalizaron tuve que posponer la universidad, estuve hospitalizada en una clínica, el proceso duró alrededor de 4 meses además del semestre que perdí cuando salí de la clínica salí muy deprimida entonces aplaze el 2015-1 y cuando me vi recuperada retome en el 2015-2.”

[I had a nervous breakdown because of that I was hospitalized I had to postpone the university training, I was hospitalized in a clinic, the process lasted about 4 months apart from the semester that I lost when I left the clinic, I left it very depressed, then I postponed the 2015-1, and when I recovered I got in the year of 2015-2.]

Interview - Participant B

Emotional health is a condition that has to be checked in a timely manner. As quoted by Caro et al (2017) “depression among college students shows many details and is the main reason why student’s dropout of university, in addition to a problem that becomes a gateway to other problems and symptoms, and that in the most serious situations leads to the suicide.” (p. 381). When students are facing depression, an important aspect that a teacher has to bear in mind is that they are not going to be as productive as their other classmates. In those cases, the student has to look for help when challenging these symptoms since if the proper help is not given to the student, major problems can occur in the future.

Furthermore, UNIMINUTO’s welfare area is in charge of promoting accompaniment methods to support students psychologically. They have strategies as follow-ups to help students not to desert as participant manifested:

“yo le agradezco a la universidad porque todo el mundo ha estado muy pendiente y les agradezco a todos desde profesores, compañeros desde el área de Bienestar Universitario, a todas las personas que me alentaron a no renunciar “.

[I thank the university because everyone has been very attentive and from professors, colleagues from the University Welfare area, all the people there encouraged me not to give up]

Source - Interview participant B

Apart from the health issues, participants have individual aspects which led them desert following these examples:

“Decidí viajar al exterior para mejorar mi habilidad con la lengua extranjera inglés”.

[I decided to travel abroad to improve my ability with the English foreign language]

Survey - Response 8

“Me mudé a otra ciudad, decidí viajar al exterior para mejorar mi habilidad con la lengua extranjera inglés”

[I moved to another city, I decided to travel abroad to improve my English language skills.]

Survey - Response 9

The personal interest to progress in the speaking skill through an immersion traveling to an English speaking country is a need for students that did not see progress in their ability to speak the English language at the university. As Savage & Hughes (2014) state “the second language acquisition has begun to address the influence of study abroad opportunities on the participants’ linguistic abilities” (p. 104). Students immersion is a necessity for them since there are multiple benefits for all, but the university programs might promote the immersions to get in to those exposures to the second language input and most importantly the interaction in it.

The students who are interest to progress in the second language acquisition are also interested to improve other language skills such listening, reading and writing since

the support found at their country or university field was not enough for the participants of the research. A point to compare to this situation, corresponds to students choosing this strategy to guarantee the acquisition of the second language.

In the responses it was also found that some students deserted of the courses the career offers because they did not have the vocation to do it as it is shown:

“Siempre he querido estudiar psicología y en ese tiempo no tenía El dinero suficiente para la psicología.”

[I have always wanted to study psychology, and at that time I did not have enough money for it.]

Survey - Response 9

A vocational interest was identified through a participant that manifested that her interests were focused on a different career, as quoted by Crespo & Espinosa (2017) “meaningful learning occurs when the student builds new knowledge from those already acquired, but in addition, it builds them because it has the interest and motivation to do so”. (p.39) Moreover, another aspect to consider is that the participant chose to take the training as a second plan, which makes a glimpse in the process of applicants that students take when starting training in the program.

5.2 Academic reasons

When referring to the academic reason of desertion, Sosa, Barrientos, Castro, & García (2010) in their research explained the academic factor as the students’ performance which refers to their skills in terms of knowledge and development of abilities. “If students have not developed their full academic potential, students may need additional support at the beginning of their university studies that allows them to develop the abilities and skills needed to succeed” (p. 26). Academic failure is a factor

that can be evidenced in most of the institutions as schools and universities. The causes of an academic failure can happen for different reasons, such as methodology, knowledge, environment, among others inside of the institution and students' performance.

From the academic applications, it could be observed that students had academic failures since comments as the following ones could be obtained:

“Solicito cancelación de semestre para el periodo 201760 bajo rendimiento académico”

[I request cancellation of semester for the period 201760 under academic performance]

Academic Applications - Response 2

“solicito cancelación del periodo academico 201660 debido por trabajo no pude asistir a clases y tengo perdidas académicas”

[I request cancellation of the academic period 201660 due to work I could not attend classes and I have academic failures]

Academic Applications - Response 3

These comments allow to identify the aspects why students had academic desertion and what can be done in order to seek for strategies and alternatives for students to keep studying. For that reason, a survey was sent to the students to give us more information on why they decided to desert. In the following chart taken from the survey, the academic aspects that influenced the decision to desert are presented:

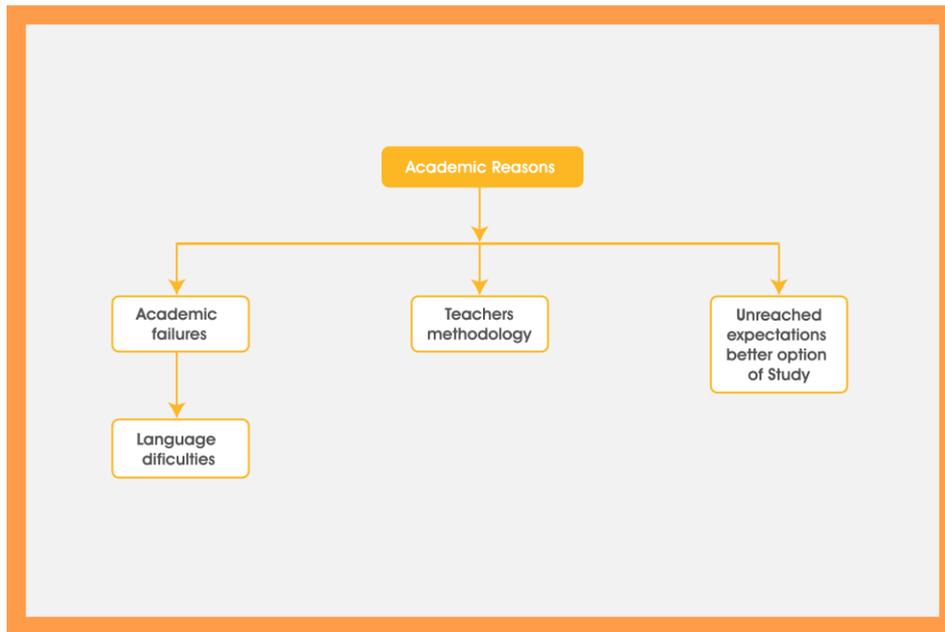


Figure 9. Created from survey responses - Academic subcategories

Most of the students selected academic failures as their main aspect of academic desertion. According to Amaya et al; (2009), the academic failure is described as a low academic performance. Different academic failures can happen because of lack of time, commitment, absenteeism, learning process, and skills (p. 101). On the other hand, the students did not agree in the teaching methodology. The students emphasized in their responses in the way in which the teacher implemented their methodology, such as learning styles implemented, skills and directions of the class.

Therefore, the circumstances discouraged them to continue their training, which allows to think about the expectations that students did not reach when they enrolled to the university. These aspects emphasize that learning requires responsibility, self-control and emotional stability

MEN (2016) describes the permanence of students is established under the academic success of the students among other social issues. It focuses on strengthening

student retention and it also specifies the percentage of students who did not complete their studies. Saying this, when students present academic failures, it can be a cause of desertion since different aspects can influence on students having these kind of failures. From the survey applied to the students, more information was obtained on why participants selected academic failures as desertion and these were some responses:

“sabiendo que las pérdidas económicas fueron por el cruce de trabajo y estudio, esto me perjudicó las pérdidas de 2 materias y no me dieron la oportunidad de seguir estudiando”

[Knowing that the economic losses were due to the crossing of work and study, it affected me in the failure of 2 subjects and did not give me the opportunity to continue studying]

Survey - Response 10

Tuve perdida académica y se me complicó un poco el aprendizaje”

[I had academic failure and I learned a little about the learning]

Survey - Response 12

“Así presentará la incapacidad, el número de fallas no me permitía pasar las materias.

“Even If i showed my medical leave, the number of failures did not allow me to pass the subjects.”

Survey - Response 13

This aspect can be joint with the individual and economic reasons since students expressed that other causes made them have academic desertion. Also, students acknowledged that having absenteeism affects their academic performance. Multiple situations can happen when a student decides to be absent in class.

On the other hand, a participant was interviewed to provide us more information on why she had multiple academic failures and this was her response:

“yo pienso que uno debe tener pasión por lo que hace. Entonces cómo así se me facilitaban temas, había temas que no se me facilitaban mucho, también tuve

muchos acompañamientos - no se si te aparecen, y tuve muchas pérdidas académicas y pues entonces yo me di cuenta que no me estaba yendo muy bien. Los parciales era bajitos entonces yo dije cómo 'no puedo seguir seguir desperdiciando el dinero y perdiendo el tiempo'. A Pesar que yo se que la carrera es muy buena y pues bien, y habían unas materias que por mas que yo hablaba con la docente y eso no había mejoras."

[I think that one must have passion for what you do then, as things were facilitated, there were topics that were not very easy for me, I also had many accompaniments, I do not know if they appeared, and I had many academic failures and then I realized I was not doing very well. The exams were not good then I said how I can not continue to waste money and wasting time. Although I know that the career is very good and well, and there were a few subjects that I talked to the teacher and that there were no improvements.]

Interview - Participant F

From the response received from the student, the participant did her best for avoiding the academic failures, but as much as she tried, it was not possible. It also has to do with the skills that a person has when developing certain tasks, since we cannot learn in the same way. For example, there are people who is good at math, and some others that are good in languages, so as students, we have to consider those aspects before enrolling in a university career. Another aspect to analyze is that if students cannot feel comfortable with the career they are studying, they are going to have academic failures. In their article, Pérez & Blasco (2001) quoted by Avendaño Bravo & González Urrutia (2012) support this idea by saying that students are going to be desmotivated if they cannot have an interest on what they study (p. 23). The choice is an action that involves making a transcendental decision that brings to mind the vocational aspect in students, and choose a career of their absolute interest, if they study what motivates them.

Before analyzing the aspects why students had desertion because of the teachers' methodology, it is worth to say that each student is going to have a different perspective

regarding the way a teacher teaches their classes. As quoted by García, Loredo & Carranza (2008) “the processes that occur previously to the didactic action in the classroom, for example the planning or the didactic chosen by the teacher, might constantly updated during the interaction with the contents, as well as with the students” (p. 5). Then, we realized that it is not appropriate to choose a didactic without contemplating the previous experiences, either because students were not motivated by it, or because it was too difficult and would take more time than planned for them to understand. Then teachers might update their plans, therefore, students modify their thoughts about their expectations, goals and culminate them through the exhibition of topics, discussions or debates. Carranza (2008) in their article explains methodology as the way in which the teacher must prepare their class, how students will learn, what we need to evaluate in order to comply with the curricular structures of the plans of current study. Going in deep, participants were asked through the survey why they had left the program, and this is one of the responses:

“Pérdida de tiempo en las clases. Más tiempo de recocha que de estudio. Esperaba que las clases y trabajos se tomarán con más madurez.”
[Wasted time in the class lessons. More time joking than studying. I expected classes and assignments to be taken with more maturity.]

Survey - Response 14

The participant narrated his experience towards the activities done in class, as well as the interaction that took place inside of the class, describing the difficulty that is described with 40% of participation of this aspect, with difficulties such as maturity of students, the willingness, the classmate performance and methodology. In general, the previous details describe the situation inside the class and what the teacher does, in

order to avoid those behaviors. Moreover, another response from a student was received:

“Las docentes de inglés no cumplieron mis expectativas. Las clases eran muy monótonas. Recuerdo que una profesora en particular solamente nos hacía completar lyrics de canciones de Bon Jovi. No recuerdo su nombre, pero era muy decepcionante asistir a esa clase.”

[The English teachers did not meet my expectation. The classes were very monotonous. I remember that a particular teacher only made us complete lyrics of Bon Jovi songs. I do not remember his name but it was very disappointing to attend that class.]

Survey - Response 15

It is necessary we understand the elements inside the class by which the students interact with, in addition to their partners, the material influences in their way of learning as Ochoa and Cueva (2014) discuss “a good method with the Latin American context, books of reading and writing appropriate books material to each level such as books of literature and dictionaries, since the literary material is very scarce resource” (p. 8). It points out the lack of didactic that translates into an inappropriate methodology.

Two important points are stated by the Ochoa and Cueva (2014) the first to what extent teachers use teaching strategies to select and include the most appropriate tasks in lessons. Second, what students remembered and reflected about the classes, it should be related to the inconvenients they feel or interact with during the lesson some responses points out in the way they felt in relationship to their partners and teacher, we as teachers we are constantly learning, adapting and making better our labour together.

The resources that the teacher implements generate disagreement from the exclusive ones (cards, book, listening tasks, worksheets and blackboards), the lack of

dynamism, overuse of teaching strategies can overwhelm the participants. Moreover, participants had more comments regarding the teachers' methodology:

La metodología usada fue muy difícil y los profesores nunca se tomaron el tiempo de evaluar el aprendizaje solo dan sus clases y nos le importa el rendimiento de los estudiantes.

[The methodology used was very difficult and the teachers never took the time to evaluate the learning they only give their classes and we care about the performance of the students].

Survey - Response 16

Considero que la razón que me llevó a tomar esa decisión fue debido a que los docentes capacitados para impartir las asignaturas del plan de estudios de la licenciatura no cumplieron mis expectativas, su metodología, didáctica y en varias ocasiones su pronunciación y fluidez verbal

[I believe that the reason that led me to make that decision was that the teachers trained to teach the subjects of the syllabus of the degree did not meet my expectations, their methodology, didactic and several times their pronunciation and verbal fluency].

Survey - Response 17

After participants provided more information, we can affirm that learners had issues with the way teachers taught the classes, the syllabus, didactics and the subjects taken were not accurate enough. Furthermore, trying to change a teacher's methodology cannot be simply done if the proper feedback has not been provided in order for them to change what is not relevant regarding the learning process we performe.

Apart from the academic failures and unreached expectations, the English level that the students had, plays an important role in the decision to desert. As the participants were students of a specific discipline, it is necessary to talk about the actions taken by the students to achieve knowledge of the second language. The academic performance is one of the main aspects to take into account in the learning process, as it summarizes the success of what students did in class.

Unlike the other three reasons, it can be seen that learners were more open regarding the academic reasons. Learners had different points of view and had different thoughts. Moreover, before studying a Bachelor program in Language Teaching, learners need to have some English background since classes are in this language, and students may not catch the information if they cannot know what the teachers are saying. For this reason, we asked to the students what level of English they had before they left the program and it could be found that most of them manifested that they had a pre-intermediate level (B1).



Figure 10. Pie chart adapted from survey- English level

The expected level that students need to have is C1 according to the curriculum. This is to assure that they are able to teach when they graduate. Having the English level as main point, there were participants who stated that their level influenced them to desert, for example:

“Realicé mucho esfuerzo para culminar el último curso de anglófono y poder alcanzar el nivel requerido para graduarse, pero no lo logre”

[I made a lot of effort to finish the last course of anglophone and to reach the level required to graduate, but I did not achieve it]

Survey - Response 18

“mi nivel de inglés era mayor a los estudios que estaba cursando pedí habilitar al igual que mi profesor de ingles lo solicitó, y no lo tomaron en cuenta. la clase que más veía era inglés así que no estaba aprendiendo nada”

[My level of English was higher than the studies I was studying, I asked for it to be

Enabled, just as my English teacher requested, and they did not take it into account. The class I saw the most was English so I was not learning anything.]

Survey - Response 19

After reading the students' responses, we can say that is not easy for all the students to learn another language. Muñoz (2009) in her research explains that people who is able to learn easily another language has certain characteristics such as ability to perceive and differentiate the different sounds, recognize the grammatical order in a sentence without having to be instructed to build them, ability to translate words almost instantaneously, and ability to think in the language. But, for the students who face difficulties to learn another language, multiple exercises exist where they can learn English more easily and have the skills required to become competent. If students have good study practices, the language is not going to be an obstacle and they are going to be able to keep studying and avoid desertion.

We found that participants had different reasons to desert from the Bachelor program of English teaching of UNIMINUTO. However, the program has different strategies to offer to the students when they are presenting academic difficulties. These options can help the students to keep studying whether they have English difficulties, academic failures, or issues. Students were asked if they knew of the support offered and these were the results:

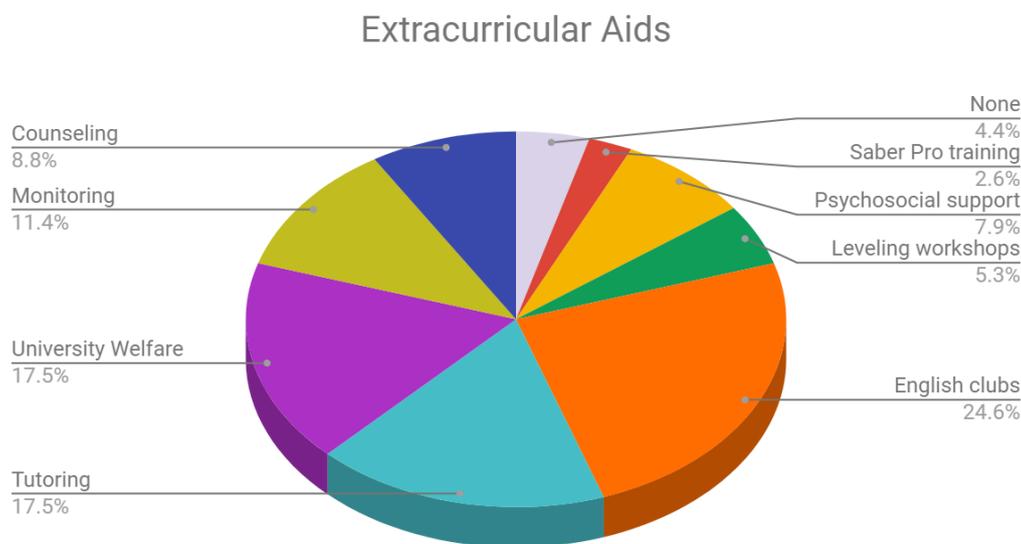


Figure 11. Pie chart adapted from survey- Extracurricular aids

Most of the learner knew that there were options that could help them. For example, one of the most successful alternatives to have a better English comprehension, is by speaking with native speakers, for that reason the program implemented English clubs. 24.6% of students knew this support and have used it. Tutorials and university welfares are known by the learners as well with 17.5% of participation and university accompaniment was known with 17.5% of participation. But, from the responses we saw that only 18 out of 40 participants used one of the extracurricular aids previously listed. In the survey, we asked the students to provide more information on why they did not ask for additional help.

*“Por que no creí que me ayudaran de verdad”
“Because I did not think they really helped me”*

Survey - Response 20

*“Nunca hubo acercamiento no conocía cómo hacer uso de estos recurso”
[There was never an approach, I did not know how to make use of these resources]*

Survey - Response 21

We can say that learners had lack of information on how they could access to the different aids offered by the university. In most of the cases, learners cannot know the aids that are offered as we saw in the survey and the responses, so it is worth knowing how the university is in charge of cascading this information to the students when they are facing academic concerns and guide them on what can be the best according to the problems they have.

Another aspect to consider is that if learners knew these supports, they would have more opportunities to keep studying. Furthermore, if there is not a proper follow up regarding the academic reasons, students have a high chance to desert. Teachers always have to pay attention with those students who present difficulties in their learning process, for them to know what to do in their specific situations. It can be deducted that some students cannot agree with the teachers' methodology and in the way, they behave as professionals. But that information can be obtained with more detail, in the teachers' evaluation where students are able to rate teachers according to their performance.

5.3 Economic Reasons

It can be contemplated that the economic factor is related to the economic support that a student has when they are studying a career. Students can have different economic responsibilities that might affect the payment of the university. Portafolio (2017) in their article, confirmed that food, transport and leisure are the 64% of the spending of university students in Colombia during the first semesters of their career. Moreover, an aspect to keep in mind is that besides personal expenses, there are

students who are accountable of their family which can make it difficult for them to have the enough money to cover personal expenses.

This factor brings the attention in the way that student prefer to study in a private university, the economic resources are required since the payment of the semester, students must have in mind that this is an extra economic responsibility

According to the responses received from the survey, 25.19% of students chose economic reason as the main cause of desertion. One of UNIMINUTO's characteristics is that its students belong to different economic stratum, and the majority of students come from stratum 2 with 56.3% of the responses.

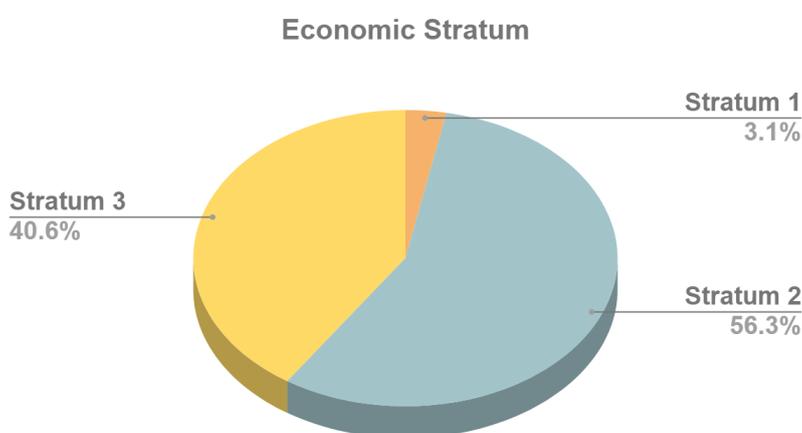


Figure 12. Pie chart adapted from survey - economic reasons.

Departamento Administrativo Nacional de Estadística DANE (2000) stated that causes of economic desertion are related to economic responsibilities students have in regard to housing needs, insufficiency of needs, home expenses, payment of education and personal expenses. So, when students come from low economic stratum, the resources might not to be enough to cover all the needs that are required to pay.

Also, the stratum plays an important part of the permanence of a student in an institution, as Díaz (2008) explains that “desertion can be equally severe for young people from rural region and from low socio-economic strata, because they have economic and social conditions in disadvantage when entering to a university or career that students belonging to the upper strata” (p. 70). Saying this, people of higher stratum tend to have different benefits since their socio economic background allows them to have enough resources to study in a private institution differently from the students with low economic incomes.

To do the analysis on why students deserted, from the academic applications the reasons regarding economic desertion could be found as the following ones:

“solicito cancelación del semestre por problemas económicos para el periodo 201310.” [I request cancellation of the semester due to economic problems for the period 201310.]

Academic applications - Response 4

“Debido a problemas económicos me veo en la necesidad de aplazar mis estudios” [Due to economic problems I see myself in the need to postpone my studies]

Academic Applications - Response 5

It can be assumed that students did not fully satisfy their money condition to pay for their studies, but more aspects can influence the decision of desert as the payment of loads, households, family expenses, and so on. through an in depth interview.

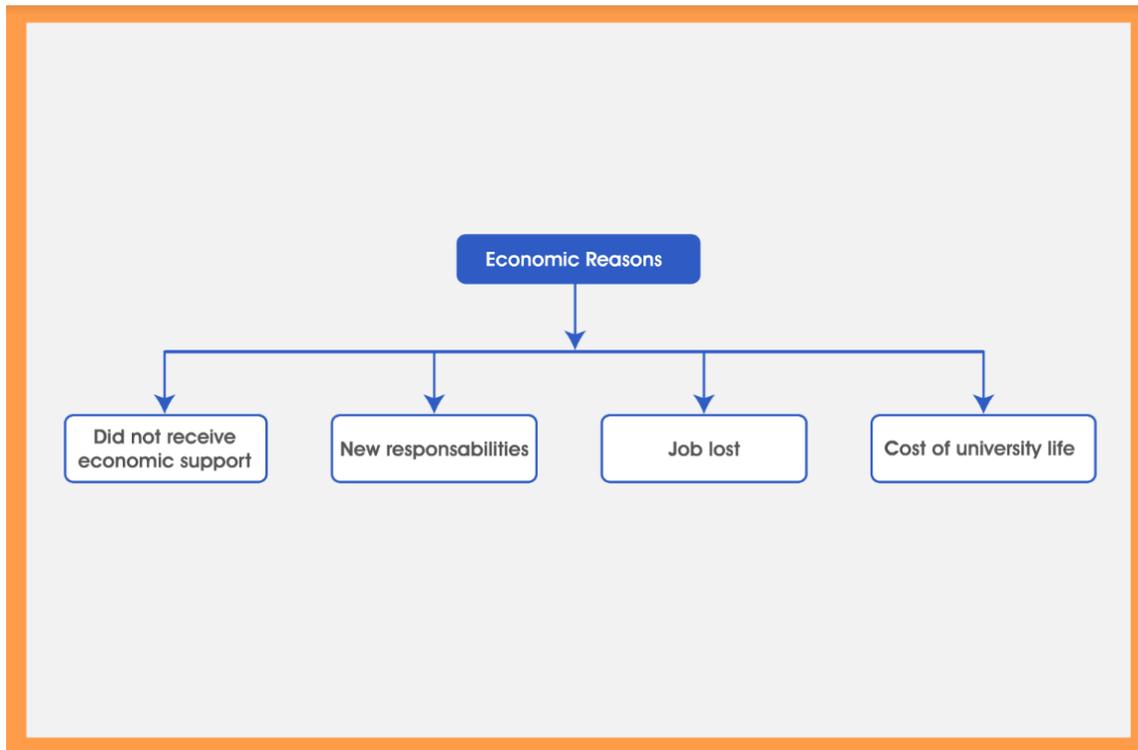


Figure 13. Created from survey responses – Subcategories of economic reasons

It can be analyzed that most of the students who chose economic reason as their cause of desertion, did not receive economic support to continue with their training. Most of the people when need economic support, tend to ask for help in order to supply the necessities they have, and as it was stated before, each learner can have different responsibilities such as family, payment of mortgages, food, personal needs, among others. Students were asked to provide more information about how they used to pay for their education and these were the results:

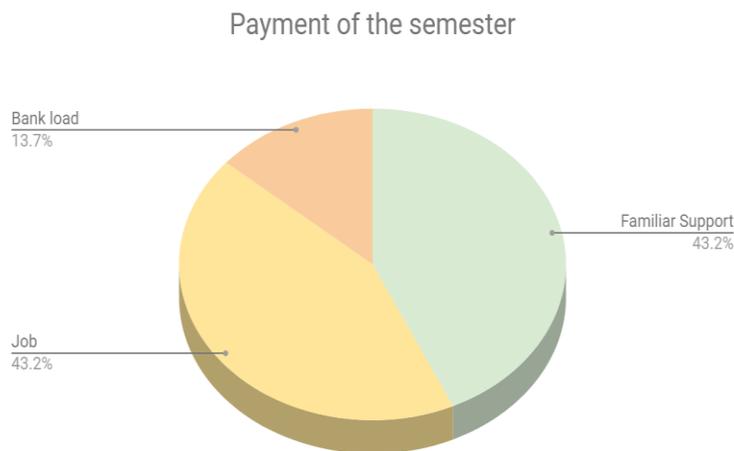


Figure 14. Pie chart adapted from survey - Payment of the semester

We can see that most of the students had family support or work to pay their education costs. The participants who cannot work and have their family to support the payment of their tuition, on the other hand when they are not with the financial support either from a family support, the students must work to cover the costs of university as they are their tuition, their lunches among other inputs that make part of the student life.

Furthermore, when a learner has been working and paying for their expenses on their own, and loses their job, they can easily desert since they cannot have the resources to pay it or it might be viceversal as in the following response:

“Empecé a trabajar debido a que ya tenía claro que me iba a retirar, antes de ello mis padres no me siguieron pagando la universidad, esa fue una de las razones por las cuales me retiré”

[I started working because it was already clear to me that I was going to retire, before that, my parents did not keep paying me the university that was one of the reasons why I retired]

Survey - Response 22

As Ruiz et al (2009) mentioned “higher education institutions should reserve a portion of their budget to support students economically with personal or family-related

problems through a temporary assistance and maintenance. For example, with debts, domestic calamities, sickness, unemployment or pregnancy, since these affect their economic situation.” (p. 147). Himmel (2005) asserts that “the support provided to students through way of scholarships is a factor in the possibilities of permanence, based on the observation that the rates of desertion vary depending on the amount and duration of the financial aid by which students account with.” (p. 72). The author acknowledges that there are unexpected situations in students’ lives’ that affect them economically, and therefore influence their stay at university. Therefore, he suggests that institutions should take this into account to give extra support to students who are experiencing difficulties and limitations to cover their tuition and maintenance costs.

Since students stated they did not receive economic support, they were asked if they knew the supports, they had from the university and these were answers:

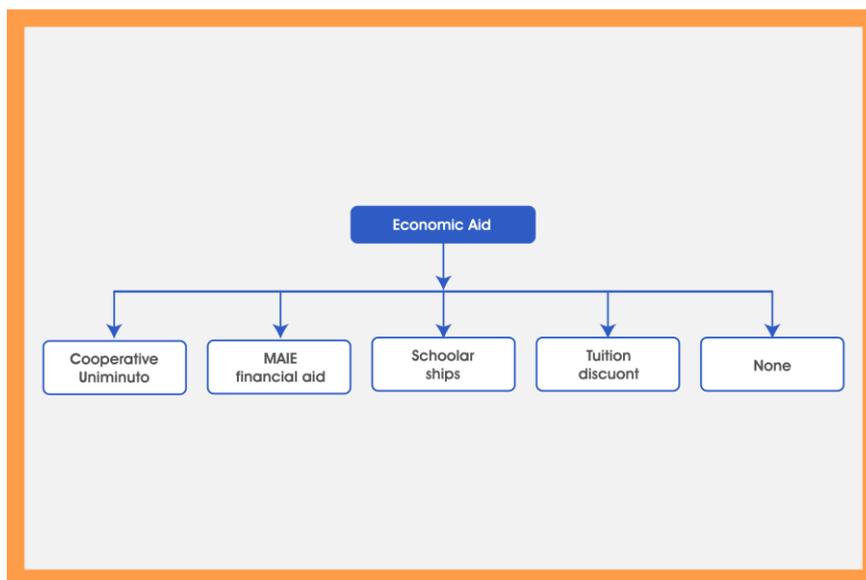


Figure 15. Created from survey responses - Economic aid

UNIMINUTO has supports when a student cannot keep studying for economic reasons, such as scholarships, loans, discounts in the tuition, and agreements with banks. The discounts in tuition varies into two different fees. The first one, discount on

percentage of tuition, is a portion in the tuition value that is discounted per semester, and second, academic performance discount type, is given to students with a high academic performance between the grade average of 3.5 and 4.5 covers the half or quarter of the tuition value.

Furthermore, one of the most common decisions to pay for education among the surveyed-students was to acquire a loan with banks or a student credit in Cooperativa UNIMINUTO. As a starting point, there is a common situation in which the students must face the responsibility of assuming payment of different commitments as described in Figure 14.

Besides having lack of economic support, students can have new responsibilities that can make them desert. Studying in a private university, is not going to assure that students are going to have the required resources to keep paying until they graduate since five years is the stipulated time to finish the career and new responsibilities can come throughout the way. Participants were asked to choose what other kind of responsibilities they had besides paying for their education and these were the results:

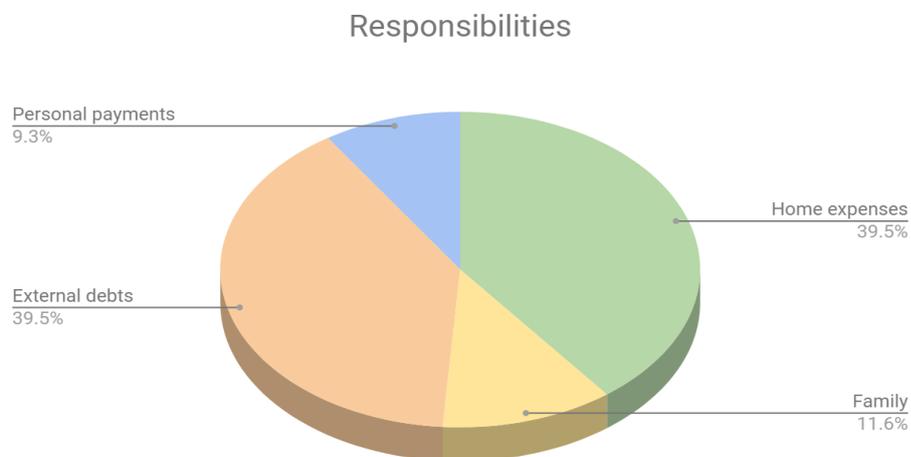


Figure 16. Pie chart adapted from survey - Responsibilities

Participants manifested that they were responsible for family obligations such as payment of mortgages, food, and personal costs. Saying this, when a learner is in charge of home expenses, it is difficult to have resources for other kind of responsibilities. Examples of situations where students had new responsibilities were found in the survey as it is shown below:

"[...] quedé en embarazo, lo cual se me dificultaba para ir a la Universidad ya que vivo en Chia, y para eso momento quedé desempleada y no tenía como pagar las cuotas de la cooperativa ni pagar los transportes"
"[...] I was pregnant, which made it difficult for me to go to university since I live in Chia, and for that moment I was unemployed and did not have to pay the cooperative's fees or pay for transportation"

Survey - Response 23

"[...] quedé desempleada [...] no tenía como pagar las cuotas de la cooperativa [...] ni pagar los transportes."
[At that moment, I was unemployed and I didn't have how to pay the debt in the cooperative or how to pay transport]

Survey - Response 24

"Solicite un préstamo con Pichincha, me había quedado sin trabajo y en Pichincha los intereses subieron demasiado y ahora estoy reportada y estoy intentando pagar eso"
[I applied for a loan with Pichincha, I had lost my job and in Pichincha, the interest rates went up too much and now I'm reported and I'm trying to pay that]

Survey - response 25

The situation of students experiencing the obstacle of not having job, has a consequence in the reduction of the budget to fulfill the payments acquired around their university life, as well as their responsibilities at home. In addition, it can be asserted that the lack of employment and family support determine the economic crisis with which the surveyed students narrated their social situation. We can say that students did not look for extra support when they faced economic difficulties. For example, one participant stated:

"Perdí mi trabajo, pensé que sin dinero no podría continuar, no busqué ayuda económica en la universidad."

[I lost my job, I thought that without money I wouldn't be able to continue. I didn't look for economic support from the university]

Survey - response 26

The state of unemployment makes it difficult to cover the timely payments of the loans they have, since their economic conditions cannot allow them large debts and get the amount they require to cover certain needs. It is associated on what Torres (2015) said that "student loan debt has been shot precisely when generated by other types of loans fallen, while all other forms of debt decreased 1.52 trillion as a whole from 2007 to 2013" (p2). It precisely indicates that the debt decision has increased as other type of loans increase, it seems to be that students feel more interest to get a loan than having savings. Another important demand to highlight in the process of economic support, is having more options when the students come for getting a loan to get to pay their tuition at the university or any institution of higher education as well as the advice that guides the students to choose the best method that helps to pay for their education.

5.4 Institutional reasons

When talking about institutional factors related to desertion, it can be said that it refers to the adaptation of the student to the university environment, and aspects such as scholarships, university resources, the quality of the programs and the level of personal interaction with the teachers and students as cited by Sanchez (2012). In addition, the institutional factor is also connected to the perception that students have in relation to the institution since there are personal expectations and shared goals that institutions may allow students to achieve, aspects that according to the author, help the student feel adapted in the study place.

Cabrera et al. (2006) quoted by Mori (2012) state that the university policy should not only focus on attracting new students, but should also be concerned with analyzing the profiles and needs of the students, professional preferences, skills, abilities and abilities. In addition, the university has to identify what are the students' needs when they enroll in the program. If the university is able to know what students expect in order not to desert; they could consider other aspects to ensure that institutional desertion will not happen.

It could be identified that the aspects of desertion because of this factor, were related to the interaction with teachers, university schedules, university reputation and time spent in administrative processes. In the following figure, the institutional aspects that influenced in the decision to desert are presented:

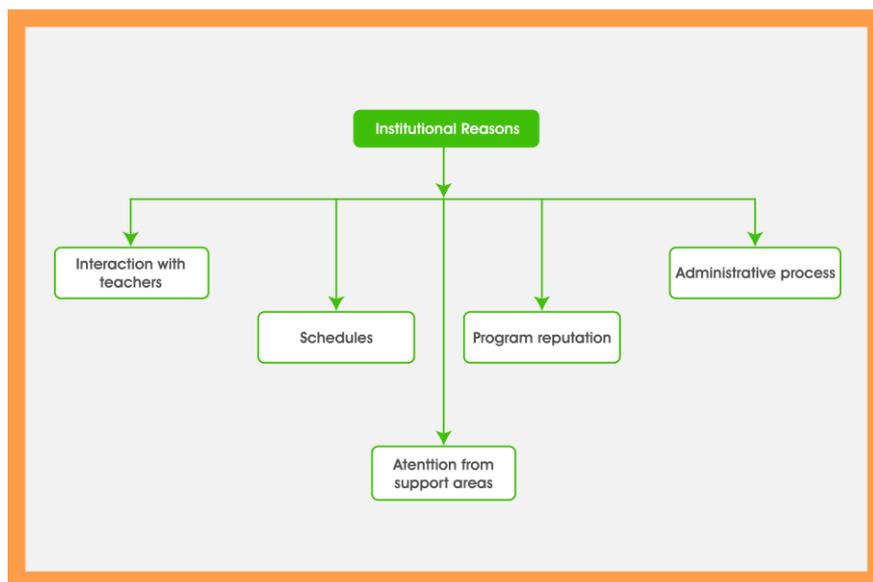


Figure 17. Figure created from survey responses - Institutional subcategories

Describing the chart, the interaction that students have with teachers play an important role in their permanence in an institution as they are going to have better results if they have classes with teachers that can help them to reach their objectives.

Canales & Rios (2007) stated that the “institution must have teachers and services that can provide to the student competences and spaces of integrity and interaction” (p191). Saying this, the institution is in charge that the students and teachers can have a relation (exchange of ideas and emotions through dialogue) where different goals and objectives can be successfully done, and students can find a support in the people that are surrounding them.

To support this idea on why students had unpleasant experiences with teachers, they were asked to provide more information regarding this situation:

“Ella no era una profesional con ética, una tarde no entendi muy bien un trabajo en clase, ella me ignoró y se dedicó a los otros estudiantes y de ahí en adelante se le notaba la molestia hacia mi.”
[She was not a professional with ethics, one afternoon I did not understand an assessment in class very well, she ignored me and dedicated herself to the other students and from then on, I noticed the discomfort towards me.]
Survey - response 27

“Unos de los profesores me recomendó que abandonara el programa porque según ella yo no cumplía con la expectativa de la universidad”
[Some of the professors recommended me to leave the program because according to her I did not meet the expectations of the university,]
Survey - Response 28

Following these experiences, the responsibility that a teacher has goes beyond teaching a class as it can be seen by the students' comments. Basaran, (1994) as quoted by Ulug, Seray and Eryilmaz (2011) said “A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self confidence and as a result personality development” (p 739). We understand that what authors suggested is that the effect teachers have also involves what students perceive in terms of teachers' words, attitudes, gestures and behaviors those can influence positive emotions, since the teacher is the bridge to maintain the classroom environment.

In addition, the author describes that a good educator is the teacher that understands students' emotions such as interests, fears, and worries, a feature that ultimately makes them feel supported by the teachers as they are working for their good. Also, teachers must have an assertive communication since they have to keep in mind that not all the students feel the same towards their words and behaviours. Teachers can make mistakes and it is part of their professional life to receive and accept feedback from students in order to improve their job, so teachers and students can learn from each other as it was said in the following response:

“Algunos docentes no saben tratar a sus estudiantes y creen que porque tienen el nivel suficiente son más que sus estudiantes, debemos aprender uno de otros”
[Some teachers do not know how to treat their students and think because they have sufficient level they are more than their students, we must learn from each other]

Survey - Response 29

With the above said, we understood that the participant showed a personal perception towards the way he was treated in class, which the student considered was unpleasant and at some point, it is associated to the teachers' behaviours. Additionally, another comment that we found was that she was not able to graduate due to misinformation coming from a teacher:

“Ella me dijo que tenía que terminar la monografía pero que en la licenciatura solo se podía realizar diplomado como opción de grado y para ese entonces ya no había cupos por tanto tuve que cancelar semestre durante un año tuve que regresar, pues me parece una falta de respeto porque cuando regreso ya se puede realizar monografía como opción de grado.”

[She told me that I had to finish the monograph but that the degree could only be done as a degree option and by then there were no quotas so I had to cancel the semester for a year I had to go back, because it seems very disrespectful because when I come back, the monograph can be done as a degree option.]

Interview - Participant D

An important point can be discussed with the student's experience and it is that the lack of communication can bring different consequences as the student did not have the process clear on what she had to do in order to graduate. The participant was asked to provide more information if she looked for help regarding this situation and this was her response:

“Claro que sí, hablé con el decano de educación y si, el me dijo que, si había más posibilidades, (...) me dijo que sí que hiciera la monografía (...) lo mejor que podemos hacer es que cancele que eso le regresan la plata y pues si un profesor te dice que te devuelven la plata pues uno cree que no les importa”

[Of course, I spoke with the dean of education and yes, he was very positive and told me there were more possibilities, (...) I was told to do the monograph by him (...) besides, the best thing we can do, that is, you cancel that for getting your money back and then, you think if a teacher says that to you, you get the money back is because you think they do not care]

Interview - Participant D

In this scenario, it can be said that the teacher was not only implied directly in the student's decision to desert, but the lack of communication played a more important role since the student did not have the proper guidance in order to know what she had to do, and beyond that, it can be discussed the kind of support that a student can have from a teacher when they are facing different situations, in this case, help to continue with their studies.

As students, we should take the risk to tell the teachers aspects that can help them to improve in their professional role. In most of the cases, students are usually shy to address the teachers when they are doing something, they consider inappropriate, but they might think that the relation professor-teacher gets affected in case the teacher dislikes those kinds of comments. Students have to bear in mind that this can be done in

a respectful way and the feedback collected by the teacher, is going to help to reflect and change those aspects that in a certain way, can help to avoid students' desertion.

On the other hand, we found that apart from the relation with teachers, students deserted for schedules concerns. Analyzing the academic schedules, it was found that students faced scheduling concerns that made them desert. At the moment of carrying out the research, the bachelor program in English teaching at UNIMINUTO offered two schedules, one in the morning from 7:00 to 12:15 and the other in the afternoon from 13:45 to 18:15. In most of the cases, students study and work at the same time, so they need time and more schedules in order to fit their necessities. In the academic requests, it was found that four students deserted because the schedule did not work for them, and some comments can demonstrate that schedule flexibility is a necessity:

“Solicita cancelación del semestre porque no le gusto la licenciatura LIEI y los horarios no se ajustaron 2013-06-27.”

[He requests cancellation of the semester because he did not like the LIEI degree and the schedules were not appropriate 2013-06-27]

Academic Applications - Response 6

“Solicita cancelación del semestre por dificultad en los horarios para el periodo académico 201360.”

[Requests cancellation of the semester due to difficulty in the schedules for the 201360 academic period.]

Academic Applications - Response 7

Through the survey, it could be also confirmed that students needed more

options regarding the program schedules:

“Los horarios, también influyen ya que a veces se cruzan con las horas laborales” [The schedules also influence since sometimes they are crossed with the labor hours]

Survey - Response 30

Students need to have some aspects when they decide to study and work at the same time. They should make sure the time is enough to do these activities apart from

their personal duties. As Ruiz et al (2009) stated that students who work, attending to college may involve the purpose of acquiring a set of specific skills required by the tasks they perform. Those skills can be seen as the adaptation of both tasks, studying and working. Furthermore, here are students' thoughts regarding the schedules offered in the program:

“Porque no pensar en un horario nocturno para las personas que trabajan mañana y tarde. Sería un punto en beneficio a comparación de otras universidades donde el mismo tipo de programa ofrece estos tipos de horarios”
[Why not to think of a night shift for the students who work at morning and afternoon. It would be a point in benefit comparing to other universities where the same type of program offers this type of shift.]

Interview - Participant E

The main point has to do with the schedule that the students can have due to their personal responsibilities. The schedules not only play an important part on the institutional reason, but it can be seen that it also affects other reasons such as economic factor since students stated that they had to work to pay for their education and also in the individual factor since students might have personal events that can intervene with the program schedules.

Aside from the interaction with teachers and schedules, it was found that students faced issues regarding the university curriculum, such as subjects and career plan. The Bachelor program has been recognized for its excellent performance and its graduated students since they have been able to work in other countries, be part of recognizable institutions and the references received have been good enough to say that students are prepared to be English teachers.

On the other hand, participants had complained about the program, such as career plan, curriculum and development of the classes. From the survey, it could be seen that students did not agree regarding the career plan offered in the program:

“Esta carrera está enfocada en una licenciatura muy básica, los métodos de aprendizaje son muy escolares.... con un pensum muy incompleto a comparación de otras universidades, el inglés es poco práctico y se puede llegar a comparar con el mismo que uno puede aprender en cualquier instituto”

[This program is focused on a very basic degree, the learning methods are very similar from the school and unprofessional, teachers are poorly trained in university education, the program has a very incomplete curriculum compared to other universities, English is impractical and it can be compared with the same that one can learn in any institute]

Survey - Response 31

With the opinions provided by the students, they say that they disagree with the way classes took place during their training. The bachelor program in English Language has changed its curriculum two times in order to fulfill those aspects that students were not in accordance with. Now students have the chance to have more Study Schedules more classes in English, native volunteers and English clubs. So when a student leaves an institution, it is unlikely that they know what are the changes that the program has done in order to improve and ensure the students' permanence, and to overcome this situation, participants can be asked to come back to the program letting them know that the curriculum has been changed for them to have the opportunity to keep studying at UNIMINUTO.

Lastly, participants expressed that they faced issues with the administrative staff from the university. Besides teachers, the university has support areas that are a contribution in the processes that take place in the program. Different areas such as admission and registration, University Welfare, DAES, and C.A.S.A. UNIMINUTO". Participants were asked to provide more information regarding the issues that they had with these departments:

*“Cuando quería buscar solución acerca de la pérdida académica, decían que el consejo académico había pasado y no se podía hacer nada, por lo tanto, me quede sin estudiar 2 años. que me perjudico mi trayectoria universitaria.
[When I wanted to find a solution about the academic failure. They said that the academic council had passed and nothing could be done, therefore I was left without studying for 2 years. That affected my university career]*

Survey - Response 32

This situation reflects the lack of information the student had regarding the situation of academic failures. A point to analyze is that students might not have clear what is done with the students who face this kind of issues. The consequences of dropping out because of an external factor can affect the student directly since their training is going to be stopped and might cause the total desertion as the student is going to feel that they cannot have the proper support from the program as it was told in the next response:

“Me hubiera gustado contar con un apoyo más efectivo por parte de la Licenciatura, ya que el aplazamiento me generó gastos adicionales que la universidad a pesar de cartas, explicaciones y muchas otras cosas no tuvo en cuenta”

“I would have liked to have more effective support from the Bachelor's Degree, since the enrollment generated me additional expenses that the university despite letters, explanations and many other things did not take into account”

Survey - Response 33

With the feedback provided by the participants, the program and UNIMINUTO should verify if their proposals to avoid desertion are being effective and what is the process that students are following when they desert for institutional reasons. In addition, participants complain regarding the attention offered by the support areas:

“No tiene que ver con mi retiro necesariamente, pero debo decir que, en algunas ocasiones, el trato por parte de las personas de Casa Uniminuto no era el mejor, y su actitud para responder a las diferentes dudas de los estudiantes no era siempre afable en lo absoluto.”

[It does not have to do with my retirement necessarily, but I must say that on some occasions, the treatment by the people of Casa Uniminuto was not the best, and their attitude to answer the different doubts of the students was not always good.]

Survey - Response 34

The previous comment was not necessary a cause of desertion, but it leads us to infer that the treatment by the administrative staff can cause student's desertion as it was seen with the interaction with teachers. The attitude that a worker has when working with people can build the reputation of any place or institution since it is the reflection of the whole entity, in this case as it was shown in the comment before. A key aspect to keep in mind, is that people, institutions, companies, should receive feedback from others in order to see and evaluate how their job is being done and for that reason, participants were asked to provide information on what can be changed in the program and here some responses:

“que se informen mas todos los cambios a que se realizan a nivel de licenciatura que no lo hagan solo por la página de Facebook, se puede usar el correo el portal uniminuto”
[To be be informed more all the changes that are made in the bachelor program that do not do it only for the Facebook page, you can use the mail the uniminuto portal.]

Interview - Participant D

Saying this, the program has access to the students' information to cascade the changes and the options students have to avoid desertion in overall. Nowadays, it is easier that students have information on hand through emails, social networks, web-pages, and other media that can be used to communicate what students can do to keep on studying-

From the research by Lourdes (2017), it could be also observed that the aspects from the institutional reason of desertion were similar from this research. She was able

to identify that the problems that the university had, as administrative and academic concerns, were due to lack of management from the institution such as schedules, administrative processes, curriculum, teachers and lack of subjects. An analysis can be done from the point that students from this research and the one carried by Lourdes, had multiple concerns regarding the university and they were able to express their thought through an interview. This was an effective way in order to know what the university can change for students to be able to keep on studying.

We can conclude that in the previous categories, from the individual reason the participation of 31.5% of the participants is highlighted, in addition the study showed that the students experienced different situations of individual category like health problems (physically, emotionally and psychologically). Additionally, it was discovered that the students of the program experienced familiar problems that creates interruptions in their training.

In contrast, from the academic category, it can be concluded that the academic performance of the students should be understood as a risk factor that determines different decisions, as it defines the achievement or loss of the students. This study showed that students in the program have academic failures because they failed to adjust their work schedules with academic ones, besides understanding different courses of training, generating the proposal from the surveys and interviews, as the opening of a night schedule. However, this category does not only describe the student's academic performance, but also their perception of classes and with teachers, it is concluded that the teaching methodology is understood by the students who deserted as the way in which the teacher interacts. It is also described as the reason for not understanding or

learning how they expected the second language training, determining in such a way a change in the program.

Deepening the economic category, it is possible to show that the students of the program experience problems to cover the payment of their tuition, likewise, more than half of the students who defected from the program belong to the social strata 2 what it describes an economic vulnerability to cover the economically responsibilities that students must cover. An Important aspect to highlight is the financial support that not all students can get, very few students apply for a bank credit or a financing in cooperativa UNIMINUTO, because they have other types of support, however their interest was not in the Career due to their vocation. On the one hand, students cover the costs with their work, however there are several methods of financing that, being one reason the loss of their employment and indebtedness with the credit of cooperative UNIMINUTO.

Additionally, the 4 risk factors that cause any student in the program to decide to interrupt their training from an economic factor help to interpret (1) they did not receive an economic support, (2) new responsibilities, (3) cost of the semester (4) job lost, these 4 factors determine the need for financial support that exceeds the debt ratio.

Finally, the institutional category, presented the lowest of the participation as a reason for desertion with a 6.8% participation in the survey, so we can conclude that, however it was described by the students through the 5 factors (1) interaction with teachers, (2) administrative process, (3) program reputation, (4) schedules (5) attention from support areas. In summary we comprehend the environment in which the teachers and students coexist, likewise the drawbacks that exist within the same institution that mostly relate to the misinformation and the treatment provided by the administrative and UNIMINUTO staff.

6. Conclusions

Salcedo (2010) and Mori (2012) support that desertion can not be seen as a single point of view, since it has different aspects for it to be classified as a single factor. When we were able to know the reasons of desertion supported by our a priori categories, such as economic, academic, institutional, and individual, we were able to identify the specific reasons why students deserted and seek for alternatives according to their needs to continue with their training. The analysis of results revealed an intrinsic relationship between the factors, which means that each cause internally relates to another. In addition, the university dropout is not just student- centered since this phenomenon is involved in the student's life and is caused by internal and external experiences. In this sense, desertion has to do with students, institution, and external factors, so it is worth to highlight the importance of knowing the problem in the program since it allows to establish solutions that might control the high dropout rates and manage to maintain a growing tendency in the retention of students.

In the case of the English Bachelor program, the highest rate of desertion was given by external factors since the individual factor had more participation. We identified the vulnerability of students, one based on their social opportunities, family and schooling aspects that meet the individual category and also prepare them for their training at university. Regarding the economic factor, students experience problems in covering the payments of Cooperativa UNIMINUTO or the tuition payments, however, this does not mean that the support that the university offers through a financial aids are not useful for the students, instead it must implement strategies to detect in advance the students vulnerability to cover the debts of tuition payments as it was also seen that

students faced situations such as pregnancy and personal payments who led them to be unable to pay for their studies. Regarding the external factors expressed in the demotivation and academic dissatisfaction, related to the need to guide students in vocational terms, the program can help them in the implementation of programs that seek to stimulate their skills. Furthermore, in relation to the internal factors which are the ones that belong to the university and described the dropout of student through the academic and institutional factor, these together have an impact of demotivation and academic dissatisfaction on the phenomenon of desertion in the bachelor program in English language teaching, and its incidence is less than the external factors exposed above. This confirms that not all responsibility for desertion befalls on the institution since the population shows different kinds of vulnerability which indicates that the student should be more advised on how they can face these situations when it comes to desertion. With the information being cascaded correctly, the rates of desertion can be decrease as it was shown in the literature.

6.1 Suggestions

- The program and UNIMINUTO should verify if their proposals to avoid desertion are being effective and what is the process that students are following when they desert for the reasons presented and discussed.
- A better follow-up should be carried out by the program for them to have clear information on what can be offered to the students when they face desertion based on the four factors explained.
- The university could improve the mechanisms in the way students express their causes of desertion since we found that the majority of the students on the

academic applications did not explain the reason why they decided to desert. If the information is not clear enough regarding the causes of desertion, new strategies cannot be implemented if the program does not know what they have to improve in order students continue with their training.

- An excel document should be implemented in which the staff is able to have all the information regarding the causes of desertion divided into the four factors, economic, academic, individual and institutional.
- The program should tell the student's what kind of economic support they can find when they are facing economic difficulties since some participants stated that they did not know the supports offered by the university.
- When a student is about to have an economic desertion, the program should cascade the information to the students on time regarding the alternatives that are offered for them to keep studying.
- For participants who have external debts, the university should have staff that can help the students to have a guideline on how to organize their money responsibilities and manage their money in the right way
- There should be agreements with companies who are looking for bilingual students, where it can be assured that the load of work hours are not going to affect the students performance to students that need incomes.
- For pregnancies, the university should implement prevention campaigns where students will be able to know what alternatives they can have in order to avoid an unexpected pregnancy since some participants stated that they left their studies due to pregnancy.

- The causes of the academic dropout should be analyzed and verified as a plan that can be made for students to continue without academic failures, that is associated to carry out questionnaires where their experience is asked in relation to their academic performance it might follow the questions used in the survey of this research, questionnaires that are made one-time or postimposed or cancelled are not enough to know what can be offered for them.
- It is important that teachers receive feedback from the students apart from the teachers' evaluation since students stated that they cannot see changes with them after they fill out the survey. Furthermore, the methodology implemented can be changed according to the students' needs and the feedback received
- For students who cannot have the enough level to continue in the career, more courses and extra tutories should be mandatory for them to reach the expected level.
- It is up to the teachers to have more active, motivating and innovative classes where students are going to have better results in their academic process.
- Students who felt like the bachelor was not their career, vocational courses should be implemented at the beginning of the career for students to be more aware on what is like to be a teacher with role plays, lesson plans, and the factors that are involved in being a teacher.
- Teachers always have to pay attention with those students who present difficulties in their learning process, for them to know what to do in their specific situations and how those situations can be overcome.

- The program should do more focus groups with the students to clarify aspects that they consider teachers have areas of opportunity, and also propose ideas that can help to build a better relation teacher-student.
- With students who have emotional difficulties, teachers must address them to the university psychologist since those cases are going to affect the students' performance if its not treated correctly

7. Further Research

The aim of this project was to identify the reasons why students of 2013 to 2017 of the Bachelor program of English language teaching of UNIMINUTO decided to desert. Based on it, for further research, a macro research could be carried out with the different careers that the university offers to see if all the programs face the same situation since according to the literature review that was read, it can be confirmed that desertion can be seen in different academic programs of a university. Students will have different perspectives and experiences; therefore, different reasons of desertion can be found and it is important to seek for alternatives to assure the permanence of the students. Moreover, another aspect that should be further researched is if the strategies proposed are being effective and what other new strategies can also be implemented in order to avoid desertion based on the four factors of desertion (economic, individual, academic and institutional) and related reasons found in the results of this study.

8. Bibliographic References

8. Bibliographic References

Alba Caballero, M. (2008). La administración de calidad total la mejor alternativa para implantar INTRAGOB en la administración pública federal. *Conciencia Tecnológica*, (35), 21-31.

Aleans Otero, K. (2012). Determinantes de la deserción estudiantil universitaria por niveles de formación en instituciones de educación superior de la ciudad de Medellín. Universidad EAFIT (Bachelor's thesis, *Universidad EAFIT*.Bogota, Colombia.

Sánchez A, G., Navarro S, W., & García V, A. (2009). Factores de deserción estudiantil en la Universidad Surcolombiana. *Paideia Surcolombiana*, 1(14), 97-103.
<https://doi.org/10.25054/01240307.1083>.

Arancibia Carvajal, R. (2016). Aproximaciones a la deserción universitaria en programas de formación vespertina en Chile: *Causas e implicancias*.

Avendaño Bravo, Cecilia, & González Urrutia,

Rodrigo. (2012). Motivos para ingresar a las carreras de Pedagogía de los estudiantes de primer año de la Universidad de Concepción. *Estudios pedagógicos (Valdivia)*, 38(2), 21-33.

Badillo Guzmán, J. (2007). La tutoría como estrategia viable de mejoramiento de la calidad de la educación superior. Reflexiones en torno al curso.

Barrero Rivera, F.; Barrero Espinosa, C.; Borja Cely, H.; Montaña Sinisterra M. (2015).

Factores de riesgo asociados a la deserción estudiantil universitaria en programas de pregrado de la universidad de Santa Buenaventura, bogotá (2009-2013). *Revista Academia y Virtualidad*, 8(2), 60-72. doi:<http://dx.doi.org/10.18359/ravi.1423>.

Bell, J. (2014). *Doing your research project: a guide for first-time researchers in education and social science* [chapter 7]. England: SRnova

Bueno Delgado, Georgina (2006) *Perfil sociodemográfico de los estudiantes universitarios sin progreso académico y la relación entre el apoyo psicosocial con enfoque de resiliencia y el éxito académico en los estudiantes de primer año de universidad*. [Tesis]

Cabrera, L., Bethencourt, J. T., Pérez, P. A., & Afonso, M. G. (2006). *El problema del abandono de los estudios universitarios*.

Cáceres, M. (2013). *Estrategias de acompañamiento para el mejoramiento de los programas de formación para el ejercicio de la docencia que desarrollan las instituciones de educación superior y escuelas normales superiores oficiales*. Ministerio de Educación, Bogotá.

Caro, M. M., San-Martín, M., Delgado-Bolton, R., & Vivanco, L. (2017). Empatía, soledad, desgaste y satisfacción personal en Enfermeras de cuidados paliativos y atención de Chile. *Enfermería Clínica*, 27(6), 379-386.

Carrasco, J. B. (2004). *Estrategias de aprendizaje: para aprender más y mejor*. Ediciones Rialp.

Castaño, E., Gallón, S., Gómez, K., & Vásquez, J. (2008). Analysis of the factors associated with the drop-out rate of students in higher education: A case study. *Revista de educación*, 345, 255-280.

Canales, A. & Ríos, D. (2007). Factores explicativos de la deserción universitaria.

Calidad en la Educación, 26,171-201

[Cna.gov.co](https://www.cna.gov.co). (2019). ¿Qué significa calidad en la educación superior? ¿Cómo se determina? - CNA. [online] Available at: <https://www.cna.gov.co/1741/article-187264.html> [Accessed 29 Mar. 2019].

Crespo, J. S. B., & Espinosa, J. M. K. (2017). Despertar el interés del estudiante: talleres previos a exámenes. *DEVELADAS 2*, 25.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed). Boston: Pearson.

DANE (2000). *Estadísticas de educación superior*. Bogotá

https://www.dane.gov.co/files/caract_sectoriales/Car_Sector_Educacion.pdf

De Vergara, D. L., Suárez, A. A. G., & Miranda, A. J. M. (2014). Calidad de la educación superior: Un análisis de sus principales determinantes. *Saber, ciencia y libertad*, 9(1), 157-170.

Díaz, J. H. C., & de la Asunción, G. (2005). Estudio sobre la repitencia y retención.

Díaz Peralta, C. (2008). Modelo conceptual para la deserción estudiantil universitaria chilena. *Estudios pedagógicos (Valdivia)*, 34(2), 65-86.

Donoso, S., & Schiefelbein, E. (2007). Análisis de los modelos explicativos de retención de estudiantes de la universidad: una visión desde la desigualdad social. *Estudios Pedagógicos*, XXXIII (1), 7-27.

Duffy, M. E. (1987). Methodological triangulation: a vehicle for merging quantitative and qualitative research methods. *Image: The Journal of Nursing Scholarship*, 19(3), 130-133.

El Camino, H. L. C., & la equidad, y. Plan nacional decenal de educación 2016-2026.

Estupiñán, M., & Rodríguez, L. (2009). Aspectos psicosociales en adolescentes embarazadas. *Revista de Salud Pública (Bogotá)*, 11(6), 988-98.

García Cabrero, B., Loredó Enríquez, J., & Carranza Peña, G. (2008). Análisis de la práctica educativa de los docentes: pensamiento, interacción y reflexión. *Revista electrónica de investigación educativa*, 10(SPE), 1-15.

Gutiérrez J, Montoya L, Toro B, Briñón M, Rosas E, Salazar L. Depresión en estudiantes universitarios y su asociación con el estrés académico. *Rev CES Med*. 2010; 24(1): 7-17. superior. Retrived from http://www.cse.cl/doc/web.csepublic_21002_Himmel22002.pdf

Gutiérrez, G. M. (2014). Estudio Factores Asociados Al Abandono Temprano De La Educación Superior. In *Congresos CLABES*.

Hernández García Cabrero, B., Loredo Enríquez, J., & Carranza Peña, G. (2008). Análisis de la práctica educativa de los docentes: pensamiento, interacción y reflexión. *Revista electrónica de investigación educativa*, 10(SPE), 1-15.

Himmel, E. (2005). Modelos de análisis de la deserción estudiantil en la educación

Lara, H. O. (2015). Estrategias de la intervención institucional para disminuir el abandono con el modelo de atención integral in *Congresos CLABES*.

Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education*. (2nd ed). United States: Jossey-Bass.

Ministerio de Educación Nacional de Colombia. (1932, 28 diciembre). *Calidad en Educación Superior*. Recuperado 16 abril, 2019, de <https://www.mineduccion.gov.co/1621/article-87349.html>

Ministerio de Educación Nacional de Colombia. (s.f.). *Calidad en Educación Superior*. Recuperado 16 abril, 2019, de <https://www.mineduccion.gov.co/1621/article-87349.html>

Montoya Gutiérrez, G. (2016). Estudio Factores Asociados Al Abandono Temprano De La Educación Superior. *Congresos CLABES*. Recuperado a partir de <http://revistas.utp.ac.pa/index.php/clabes/article/view/1055>

Mori Sánchez, M. (2014). *Deserción universitaria en estudiantes de una universidad privada de Iquitos*. Recuperado a partir de: <http://repositorioacademico.upc.edu.pe/upc/handle/10757/325224>.

Montes Gutiérrez, I. C., Almonacid Hurtado, P. M., Gómez Cardona, S., Zuluaga Díaz, F. I., & Tamayo Zea, E. (2010). Análisis de la deserción estudiantil en los programa de pregrado de la universidad EAFIT.

Muñoz Barreneche, C. F. (2013). Deserción escolar, un concepto que no concluye: casos de no conclusión satisfactoria del ciclo escolar en la institución educativa de Santa Librada [Recurso electrónico] (Doctoral dissertation).

Muñoz, D. G. (2009). Estrategias de aprendizaje para el desarrollo de la producción oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana. Bogotá, Colombia.

Ochoa Sierra, L., & Cueva Lobelle, A. (2014). Dificultades y retos de los maestros principiantes de español como lengua extranjera (ELE). *Revista Folios*, (39).

Osorio, A., Jaramillo, C., & Jaramillo, A. (1999). Deserción estudiantil en los programas de pregrado 1995-1998. Oficina de Planeación Integral. Universidad EAFIT, Medellín.

Portafolio (6 de junio 2017). El 50% de los universitarios colombianos abandona sus Estudios. Recuperado de <https://www.portafolio.co>

Ruiz, C. G., Muriel, D. M. D., gallego, J. F., Velez, E. C., Gomez, S. G., & Portilla, K. G. (2009). Deserción Estudiantil en la Educación Superior Colombiana: Metodología de seguimiento, diagnóstico y elementos para su prevención. Ministerio de educación nacional.

Redacción el Tiempo. (2009, 31 mayo). El 48% de quienes entran a la universidad no terminan la carrera, revela estudio de U. de los Andes. Retrived April 16th, 2017, from <https://www.eltiempo.com/archivo/documento/CMS-5320208>

Romano, John Lawrence, "Differences between selected variables and entering student persistence, non persistence and withdrawal in higher education" (1987). Retrospective Theses and Dissertations. 16353.

Salcedo Escarria, A. (2010). Deserción universitaria en Colombia. Revista académica y virtual, 6. Retrived from http://www.alfaguia.org/alfaguia/files/1319043663_03.pdf

Saldaña Villa, M., & Barriga, O. A. (2010). Adaptación del modelo de deserción universitaria de Tinto a la Universidad Católica de la Santísima Concepción, Chile. Revista de Ciencias Sociales, 16(4), 616-628.

Sanchez Torres, F., & Zúñiga, J. M. (2012). La Deserción en la Educación Superior en Colombia durante la Primera Década del Siglo XXI: ¿Por qué ha aumentado tanto? Universidad de los Andes-CEDE.

Savage, B. L., & Hughes, H. Z. (2014). How Does Short-Term Foreign Language Immersion Stimulate Language Learning? *Frontiers: The Interdisciplinary Journal of Study Abroad*, 24, 103-120.

Simpson, S. (2004). A Study of Attrition in Higher Education with Implications for Supportive Services. Tesis presentada para graduarse de la Universidad de Marshall.

Sosa, E. R. C., Barrientos, L. G., Castro, P. E. G., & García, J. H. (2010). Academic Performance, School Desertion and Emotional Paradigm in University Students. *Contemporary Issues in Education Research*, 3(7), 25-36.

Spady, W.G. (1970), "Dropouts from higher education: An interdisciplinary review and synthesis"; en *Interchange*, 1(1) pp. 64-85

Tinto, V. (1975). Dropout from Higher Education: A Theoretical Synthesis of Recent Research. *Review of Educational Research*, 45(1), 89-125. Retrieved from <http://rer.aera.net> on june, 12, 2018(p104).

Tinto, Vincent (1982). Limits of Theory and Practice in Student Attrition. *The Journal of Higher Education*, Vol. 53, N° 6: 687-700

Tinto Vincent (1989) Una reconsideración de las teorías de la deserción estudiantil. En *trayectoria escolar en la educación superior*.

Torres Zavala, A. M. (1999). La deserción escolar en la educación básica de México: una revisión de la literatura contemporánea en México (Doctoral dissertation).

Umerenkova, A. G., & Flores, J. G. (2016). El papel de la procrastinación académica como factor de la deserción universitaria. *Revista Complutense de educación*, 28(1), 307-324.

Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.

Valencia, Laura Isaza, and Gloria Cecilia Henao López. "Actitudes-Estilos de enseñanza: Su relación con el rendimiento académico." *International Journal of Psychological Research* 5.1 (2012): 133-141.

Velásquez, J. V., Vélez, E. C., Gómez, S. G., & Portilla, K. G. (2003). Determinantes de la deserción estudiantil en la Universidad de Antioquia (No. 002303). Universidad de Antioquia

Vélez, A. M. Z., Díaz, G. P. C., & Palacio, M. A. V. (2016). Factores institucionales incidentes en el rendimiento académico: un estudio de percepción. *Revista de Psicología:(Universidad de Antioquía)*, 8(1), 35-48.

Vélez, L. P. M., Gutiérrez, J. A., & Isaza, B. E. T. (2010). Depresión en estudiantes universitarios y su asociación con el estrés académico. *CES Medicina*, 24(1).

Zapata Vélez, A. M., & Cabrera Díaz, G. P. (2015). Factores institucionales incidentes en el rendimiento académico (Doctoral dissertation, Psicología).

9. Annexes

Appendix A: Informed Consent application documents

Bogotá, 12 de marzo de 2018

Sra. **Blanca Cely Betancour**

Directora
Programa de Licenciatura en Idioma Extranjero Inglés
UNIMINUTO

Asunto: Permiso recolección de datos.

Por medio de la presente, William Santiago Moreno Saiz y Daniel Eduardo Chaparro Robles, estudiantes de la corporación universitaria Minuto de Dios, actualmente cursando octavo semestre en el programa de Licenciatura en Idioma Extranjero Inglés, nos encontramos realizando el proyecto de investigación titulado “Factores de deserción en el programa de Licenciatura en Idioma Extranjero Inglés”, asesorado por la Dra. Martha Osorio y la profesora Maryluz Hoyos. Este proyecto tiene como objetivo determinar los factores por los cuales los estudiantes del programa desertan.

Por esta razón, solicitamos información de los estudiantes que han decidido dejar el programa de Licenciatura en Idioma Extranjero Inglés, desde el año 2009 hasta el año 2016; requerimos nombres, año de deserción, números de contacto, y correo electrónico para aplicar una encuesta que permita la identificación de dichos factores.

Como estudiantes, nos comprometemos a: **(1)** No divulgar ni usar para fines personales la información dada. **(2)** No proporcionar a terceras personas, verbalmente o por escrito, directa o indirectamente, información referente a los datos personales brindados por el programa **(3)** Mantener estricta confidencialidad y discreción sobre el manejo de la información, teniendo en cuenta que el uso de la información es para fines académicos e investigativos. **(4)** Solicitar a los estudiantes el diligenciamiento del consentimiento informado para participar en la investigación.

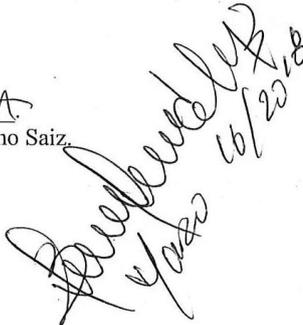
En caso de que alguna de las condiciones anteriores sean infringidas, quedamos sujetos a la responsabilidad civil por daños y perjuicios que sean generados a la confidencialidad de la base de datos de los estudiantes, así como a las sanciones de carácter penal o legal, o estipuladas en el reglamento estudiantil.

La información y resultados obtenidos con esta investigación, podrán conformar un tema de interés para el programa, para los procesos de calidad, acreditación y estrategias encaminadas a la permanencia de los estudiantes.

Atentamente,


Daniel Eduardo Chaparro Robles
3157611752
CC:1033787126


William Santiago Moreno Saiz
3153798608
CC:1016082320


16/2018

Appendix B: Informed consent survey:

Deserción en la Licenciatura en Idioma Extranjero Inglés de UNIMINUTO

Esta encuesta va dirigida a estudiantes que en algún momento abandonaron, o aplazaron su formación en la Licenciatura en Idioma Extranjero Inglés de la Corporación Universitaria Minuto de Dios - UNIMINUTO. De esta manera se entiende que en algún momento pertenecieron o aún pertenecen al programa.

Esta encuesta forma parte de un proyecto de investigación de pregrado de diseño transversal que tiene como objetivo identificar las razones principales por las cuales los estudiantes aplazaron o no continuaron sus estudios en el programa de Licenciatura en Idioma Extranjero - Inglés de UNIMINUTO entre los años 2012 y 2017 enfocados en 4 factores tales como: económicos, académicos, institucionales e individuales. Es importante para nosotros conocer su opinión y experiencia en UNIMINUTO y en el programa con el fin de considerar y articular estrategias que permitan prevenir que los estudiantes aplacen o abandonen su formación.

Todas sus respuestas serán totalmente anónimas, es decir que la identidad de los participantes involucrados será de carácter confidencial y no podrán ser asociados a sus respuestas.

Habrà una opción para participar en una entrevista de seguimiento que nos permitirá profundizar en sus respuestas y esto es totalmente voluntario. Usted puede elegir solamente completar la encuesta. Si decide participar de la entrevista, su nombre no aparecerá en los resultados.

Se entiende que los resultados podrán ser usados en el reporte de investigación de proyecto de pregrado y presentados en conferencias y escritos en revistas.

Para más información sobre este proyecto, se puede poner en contacto con los estudiantes investigadores William Santiago Moreno Saiz y Daniel Eduardo Chaparro Robles mediante correo electrónico: wmorenosaiz@uniminuto.edu.co y dchaparroro@uniminuto.edu.co.

Appendix C: survey questions

Información general

1. Género

Marcar solo una.

Mujer

Hombre

Prefiero no decirlo

2.. Semestres cursados en la universidad

Marcar solo una.

¿En qué periodo académico abandonó el programa?

1

2

3

4

5

6

7

8

9

10

3. ¿En qué periodo de tiempo abandonó la carrera?

Marca una sola.

Durante el último semestre cursado

Iniciando semestre Terminó el semestre y no regresó al siguiente

Terminó el semestre, pero el reglamento estudiantil no le permitió matricularse al siguiente

4. ¿Usted decidió cancelar o aplazar el semestre universitario?

Elija todas las que apliquen

Cancelar

Aplazar

Dejó sus estudios, pero no solicitó aplazar o cancelar

Motivos de deserción

5. ¿Por cuál de las siguientes razones decidió abandonar, cancelar, o aplazar semestre del programa de Licenciatura en Idioma Extranjero Inglés?

Marcar solo una

- A. **Razones económicas:** (relacionadas con su situación económica, laboral o personas a cargo)
- B. **Razones individuales:** (relacionadas con motivos personales como salud, familiar, calamidades)
- C. **Razones académicas:**(relacionadas con rendimiento académico, expectativas del programa, metodología).
- D. **Razones institucionales:**(relacionadas con la institución, planta física, personal administrativo) Skip to question 32. Razones económicas

Razones económicas

Vulnerabilidad que un estudiante tiene en cuanto a su situación socio-económica, poniendo en riesgo su permanencia en la universidad. Este factor se ve muy relacionado con el entorno familiar o personal de un estudiante, situación laboral de los padres o trabajo del alumno para lograr cumplir con sus responsabilidades económicas en la universidad que pone en riesgo su permanencia.

8. 1. ¿Dentro de las siguientes razones, cuál(es) influyeron en su decisión de cancelar, abandonar, o aplazar sus estudios en el programa de Licenciatura en inglés de UNIMINUTO?

Elejir todas las que clasifiquen:

El costo del semestre era demasiado para mi presupuesto.

No recibí ayuda económica para continuar estudiando.

Perdí mi trabajo.

Perdí mi beca de estudio.

Nuevas responsabilidades económicas me lo impidieron.

Otra:

6. 2. ¿A cuál estrato socioeconómico pertenece?

Solo una responder una opción

Estrato 1

Estrato 2

Estrato 3

Estrato 4

7. 3. ¿Qué tipo de responsabilidades económicas adicionales a la universidad tenía usted?

(Opción múltiple)

Elejir todas las que apliquen

Hogar (pago de hipotecas, mercados, servicios)

Hijos (pago de estudios, alimentación, etc.)

Responsabilidades externas (deudas)

Un familiar dependía económicamente de usted Pagos personales
(ahorro programado)

Other:

8. 4. ¿Cómo cubriría usted el pago del semestre?

(Opción múltiple)

Elejir todas las que apliquen

Apoyo familiar Trabajaba Mediante un crédito bancario ICETEX

Beca por UNIMINUTO (estudio financiero) Un porcentaje me fue descontado
de la matrícula

Solicité asesoría financiera Obtuve descuentos de matrícula por rendimiento
académico

Becas de tipo completa, mediana o ajustada a un porcentaje

Era patrocinado

Other:

9. 5. Entre las siguientes ayudas económicas de UNIMINUTO ¿Cuáles conocía?

Elija todas las que apliquen.

Auxilio económico de MAIE Becas

Crédito cooperativa UNIMINUTO

Monitorias académicas Seguimiento a estudiantes (tutorías, asistencia y
participación)

Acompañamiento y seguimiento académico Descuento en matrícula (Caja de
compensación Famisanar-Colsubsidio)

Otra

10. 6. Si intentó acceder a alguna de estas ayudas económicas brindadas por
UNIMINUTO, y no le fue otorgada, explique por qué.

11. 7. ¿Hay algún detalle adicional que no haya sido mencionado y quisiera compartir?

12.8. Aparte de las razones económicas ¿Hubo alguna otra razón por la cual desertó?

Si

omitir pregunta

No he terminado de completar el formato

Razones Individuales

Dentro de las causas individuales se consideran la estructura y desarrollo de la personalidad, la actitud de logro en el crecimiento profesional, la incompatibilidad del tiempo dedicado al trabajo y a los estudios, el interés por los estudios en general, por la carrera y por la institución en la cual se estudia, la acogida que le brinda la universidad, Las expectativas del estudiante respecto de la importancia de carrera que estudia, además de situaciones diversas como problemas de salud, embarazo, paternidad y/o cambio de domicilio.

13. 1. ¿Dentro de las siguientes razones, cuál(es) influyeron en su decisión de cancelar, abandonar o aplazar sus estudios en el programa de Licenciatura en inglés de UNIMINUTO?

(Opción múltiple).

Elejir todas las que apliquen

uve algún problema de salud que me impidió continuar la carrera.

 Mi motivación para continuar con mis estudios cambió en el transcurso del semestre(s).

 Me mudé a otra ciudad. La universidad se encuentra muy lejos del lugar donde vivo.

 Presenté problemas psicológicos (depresión, dificultad de atención, etc.).

 Tuve dificultad para adaptarme al cambio del colegio a la universidad.

 Experimenté estrés académico por la carga laboral e universitaria.

 Descubrí que esta carrera no se ajustaba con mis objetivos personales.

 Decidí viajar al exterior para mejorar mi habilidad con la lengua extranjera inglés.

 Decidí buscar otra universidad que ofreciera la carrera en horarios nocturnos.

 Me di cuenta que enseñar a otros no era para mí.

 La relación con mis compañeros no fue la adecuada.

 Otra:

14. 2. Por favor amplíe su respuesta a la pregunta anterior.

19. 3. Entre las siguientes estrategias ofrecidas por UNIMINUTO ¿cuáles conocía?

Elija todas las que apliquen.

 Talleres de refuerzo y nivelación

 Cursos vocacionales

 Servicio de enfermería UNIMINUTO

 Talleres extracurriculares (teatro, arte, danza, canto y deporte)

 Retiros espirituales (pastoral)

 Centro progresa

15. 4. De los servicios anteriormente mencionados ¿Cuales utilizó para evitar su deserción por este factor? Por favor, explique

16. 5. ¿Qué otra estrategia utilizó para ayudarlo en sus dificultades individuales?
Explique.

17. 6. ¿Hay algún detalle adicional de las razones individuales que no haya sido mencionado y quisiera compartir?

18. 7. Aparte de las razones individuales ¿Hubo alguna otra razón por la cual desertó?
Si
8. No

Razones Académicas

Estas razones se relacionan con el rendimiento académico y su relación con lo que se ha aprendido, métodos de estudio y satisfacción con el programa.

19. 1. ¿Dentro de las siguientes razones, cuál(es) lo influenciaron a desertar, abandonar, cancelar o aplazar sus estudios en el programa de Licenciatura en inglés de UNIMINUTO?
(Opción múltiple)

Elija todas las que apliquen

Encontré una mejor opción de estudio.

Tuve pérdida académica de dos o más asignaturas.

El programa no cumplió con mis expectativas.

Los horarios que el programa ofrece no se ajustaban con mis horarios de trabajo.

No me gustaba la metodología con la cual los docentes daban su clase.

Era muy difícil lograr obtener buenos resultados.

Mi promedio no fue suficiente para continuar mis estudios.

Se me dificultó el aprendizaje de la lengua /o los cursos en la lengua extranjera.

Otro:

20. 2. Por favor amplíe su respuesta a la pregunta anterior.

21. 3. ¿Cuál era su nivel de inglés antes de abandonar el programa?

Marcar solo una

A1

A2

B1

B2

C1

22. 4. De los siguientes ayudas extracurriculares que ofrece el programa de Licenciatura en Idioma Extranjero Inglés ¿Cuáles conocía?

Seleccione las que apliquen

Elija todas las que clasifiquen

Consejería Monitoría Bienestar universitario

Tutoría Club de conversación

Talleres de nivelación

Acompañamiento y seguimiento académico

Acompañamiento psicosocial y/o pedagógico a estudiantes

Preparatorios pruebas Saber Pro

Ninguna

23. 5. De los servicios anteriormente mencionados ¿Cuales utilizó para evitar su deserción por factores académicos? Por favor, explique.

24. 6. Si no utilizó ninguno de los servicios mencionados anteriormente, explique porqué.

25. 7. ¿Hay algún detalle adicional de las razones académicas que no haya sido mencionado y quisiera compartir?

26.8. Aparte de las razones académicas ¿Hubo alguna otra razón por la cual desertó?
Marcar solo una.

Si

No

Razones Institucionales

El siguiente factor es entendido como los aspectos relacionados con el centro educativo y los procesos de funcionamiento, factor que ofrece mejores resultados académicos buscando aportar información sobre causas de mal rendimiento del estudiante ajenas al ámbito académico. Además, describe la vulnerabilidad del estudiante en la universidad como, por ejemplo, clima escolar, sistema de organización, estrategias de aprendizaje, relaciones docentes y administrativos; componentes que se experimentan dentro de la institución.

27. 1. Dentro de las siguientes razones, ¿cuál(es) lo influenciaron a desertar, abandonar, cancelar o aplazar sus estudios en el programa de Licenciatura en inglés de UNIMINUTO?

(Opción múltiple)

Elijan todas las que apliquen.

La interacción de los maestros con los estudiantes no era la indicada.

Los horarios que ofrecía la universidad no se ajustaron a mis necesidades.

No me gustaba el ambiente en los alrededores de la universidad.

El prestigio de la universidad en mi área no era acorde a mis expectativas.

La atención a estudiantes por las diferentes dependencias (registro, carnetización, CASA UNIMINUTO, etc.) no fue acorde a mis expectativas.

El tiempo en los procesos administrativos (registro, matrícula, generación de recibos, o pagos) eran muy demorados.

La infraestructura de la universidad (salones, rampa, ascensores, restaurante, señalización Braille) no permite el adecuado desarrollo del estudiante, clases o sus deberes. Los recursos de la universidad (biblioteca, salas de estudio, salas de informática, equipos) no eran suficientes para el desarrollo de las actividades como estudiante.

El tiempo de emisión de certificados, sábana de notas, exámenes, solicitudes especiales era demorado.

El trámite de solicitudes académicas era confuso.

El seguimiento al trámite de solicitudes académicas era demorado.

Otro

28. 2. Por favor amplíe su respuesta a la pregunta anterior.

29. 3. ¿Cuál de los siguientes beneficios que ofrece la universidad conoce usted?

(Opción múltiple)

Elijan todas las que apliquen.

Cafetería Restaurante

Ruta para estudiantes (Sede calle 90)

Bienestar Universitario (desarrollo Humano integral, cultural y deporte)

Parqueadero para personas UNIMINUTO Proceso de inducción institucional

Atención y orientación en el proceso de inscripción y matrícula

Biblioteca

30. 4. De los servicios anteriormente mencionados ¿Cuales utilizó para evitar su deserción por este factor? Por favor, explique.

Elijan todas las que apliquen.

Ruta universitaria Convenios recreación y deporte

Descuento en afiliación gimnasio UNIMINUTO

Seguro nacional de protección SURA

Otro

31. 5 ¿Hay algún detalle adicional de las razones académicas que no haya sido mencionado y quisiera compartir?

32. 6. Aparte de las razones institucionales
¿Hubo alguna otra razón por la cual desertó?
marque solo una

Si

No

Contacto

En caso de que quisiera ser contactado para brindarnos más detalles de las razones por la cuál desertó, le pedimos el favor nos brinde su información de contacto. Se lo agradecemos.

33. Nombre:

34. Correo electrónico:

35. Teléfono:

36. Hora de preferencia para ser contactado:

Appendix D: Interview questions**Académic Reason:****primer participante**

- ¿De qué manera fue difícil culminar el curso de Anglófona?
- ¿qué tipo de ayuda buscaste para ayudarte a mejorar tu nivel de inglés?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Segundo Participante

- ¿Cómo tus horarios de trabajo causaron que tuvieras pérdida académica?
- ¿Qué procedimiento llevaste a cabo para poder continuar tu entrenamiento?
- ¿Cuando dices que te negaron la ayuda a que te refieres?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Tercer participante

- ¿cómo describirías tu rendimiento académico durante el tiempo que describiste en la encuesta?
- ¿Cuando dices que a los docentes no les interesaba tu rendimiento académico a que te refieres?
- ¿Buscaste algún tipo de acompañamiento para mejorar tu rendimiento académico?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Cuarto participante

- ¿De qué manera te resultó difícil aprender?
- ¿De qué manera creer que tu pérdida académica fue tu responsabilidad?
- ¿crees que es difícil estudiar licenciatura en idioma extranjero inglés?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Quinto participante

- ¿Porque dices que en las clases había tiempo perdido?
- ¿cuéntanos, cuando dices a que el nivel de exigencia no era muy alto, a que te refieres?
- ¿Por qué te sentías en el colegio, estando en la universidad?
- ¿cómo fue la relación con tus compañeros y profes en el aula?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Sexto participante

- ¿Qué procedimiento llevaste a cabo para poder continuar tu entrenamiento?
- ¿Cuándo dices que te negaron la ayuda a que te refieres?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Séptimo Participante

- ¿Cómo fue tu relación con las docentes del programa?
- ¿podrías describir la secuencia de la clase con las actividades de las canciones de Bon Jovi?
- ¿qué hizo falta en esta clase?
- ¿cuando dices que era decepcionante llegar a clases a que te refieres?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Octavo Participante

- ¿Por qué dices que escuchar a estos docentes te desmotivó a seguir estudiando?
- ¿Cómo describirías la relación que tuviste con tus docentes?
- ¿Buscaste algún acompañamiento para ejercitar tus habilidades?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Noveno Participante:

- ¿Cómo describirías la relación que tuviste con tus docentes?
- ¿Cómo reaccionabas referente a los comentarios de los profesores?
- ¿De qué manera te resultó difícil aprenderla segunda lengua?
- ¿qué tipo de ayuda buscaste para ayudarte a mejorar tu nivel de inglés?
- ¿Qué tipo de ayuda buscaste para continuar tu entrenamiento en la universidad?
- ¿En base a tu experiencia en el programa qué sugerencia harías para mejorar como programa?

Individuales:

- ¿Qué materias estabas tomando?
- ¿qué tipo de ayuda buscaste para ayudarte a mejorar tu nivel de inglés?
- ¿Buscaste algún tipo de acompañamiento?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Décimo Participante:

- ¿Porque dices que la universidad exige un nivel alto de idioma?
- ¿podrías decirnos como el viaje que tomaste al exterior te permite mejorar tu nivel de inglés?

- ¿porque dices que las herramientas que ofrece la universidad no son suficientes para ayudar a los estudiantes a mejorar sus conocimientos de la lengua extranjera inglés?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Onceavo Participante

- ¿de qué manera tu problema de salud te impidió retomar tu entrenamiento?
- ¿cómo explicarías el número de ausencias que tuviste?
- ¿hablaste con tus docentes para lograr manejar la situación?
- ¿Buscaste algún tipo de ayuda?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Duodécimo participante

- ¿podrías describir los pasos que seguiste para poder resolver tus ausencias a clase?
- ¿cómo describirías tu relación con los docentes?
- ¿Porqué cancelar semestre fue la mejor opción?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Tercero-décimo participante

- ¿En qué horario iniciaste tu entrenamiento en UNIMINUTO?
- ¿De qué manera tus horarios de trabajo te impedían estudiar en los horarios que el programa ofrece?
- ¿Buscaste alguna manera con la cual ajustar tus horarios de trabajo a tus Horarios de clase?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Cuarto-décimo Participante

¿De qué manera escribir y desarrollar tu opción de grado individualmente te afectó psicológicamente?

- ¿Cuando dices que las notas o reconocimientos ya no eran importantes, a que te refieres?
- ¿Buscaste algún acompañamiento psicológico en la universidad que te permitiera manejar tu depresión?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Quinto-décimo Participante

- cuando dices que debiste ocuparte de tu salud emocional, a que te refieres?
- ¿Buscaste ayuda con el equipo de psicólogos que en la universidad ahí?
- ¿En base a tu experiencia en el programa qué sugerencia haría para mejorar como programa?

Institucionales:**Sexto décimo Participante**

¿Cuando dices que la causa de tu deserción se debe a un factor institucional a que te refieres?

Séptimo décimo Participante

¿Cuando dices que la causa de tu deserción se debe a un factor institucional a que te refieres?

Octavo décimo Participante**Appendix E: Academic Applications**

Cancellations 2013 - 2017		
REASON	NUMBER	%
Económicos	8	5.55%
Individuales	27	18.75%
Institucionales	4	2.85%
Académicos	6	4.10%
No especifica	99	68.75%
Total	144	100%

