

Analysis of the results of the EGEL CENEVAL of the UDG CUNORTE law degree CUNORTE school calendar 2022-A

Análisis de los resultados del EGEL CENEVAL de la licenciatura en Derecho del CUNORTE de la UDG calendario escolar 2022-A

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Abstract

The Universidad de Guadalajara, through the 25th Study Plan of the Law Degree, seeks to train in its classrooms a legal professional capable of achieving the graduate profile; and that, with the graduation of the first generation of the aforementioned study plan in the 2022-B calendar is the ideal time to answer the following research question: What are the areas with the highest and lowest scores obtained in the results of the General Exit Examination for Bachelor's Degree [EGEL] of the National Evaluation Centre for Higher Education [CENEVAL] and how do they relate to the graduate profile and curriculum of the degree course? The aim is to establish recommendations for improvement that emerge from the analysis in order to obtain better results in subsequent applications with the aim of strengthening the necessary areas that are identified. The study corresponds to a non-experimental exploratory work, where through documentary review and analysis of the results of the evaluation, the conclusion of a profile related and relevant to litigation within the practice of law is established.

Resumen

La Universidad de Guadalajara mediante el Plan de Estudios 25 de la Carrera de abogado, busca formar en sus aulas a un profesional del derecho capaz de alcanzar el perfil de egreso; y que, con el egreso de la primera generación del citado plan de estudios en el calendario 2022-B es momento ideal para dar respuesta a la siguiente pregunta de investigación: ¿Cuáles son las áreas con mayor y menor puntuación obtenida en los resultados del Examen General de Egreso de la Licenciatura [EGEL] del Centro Nacional de Evaluación para la Educación superior [CENEVAL] y de qué manera se relacionan con el perfil de egreso y plan de estudios de la carrera? Se plantea el objetivo de establecer recomendaciones de mejora que dentro del análisis emerjan en aras de obtener mejores resultados en posteriores aplicaciones con el fin de fortalecer las áreas necesarias que se identifiquen. El estudio corresponde a un trabajo de carácter exploratorio no experimental, donde a través de la revisión documental y análisis de los resultados de la evaluación se establece la conclusión de un perfil afín y pertinente al litigio dentro del ejercicio del derecho.

Evaluation, Graduates, Analysis, Recommendations

Evaluación, Graduados, Análisis, Recomendaciones.

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Introduction

Within university classrooms, the ultimate goal of education goes beyond the processes of teaching and learning; the aim is for the student to respond to the needs of society itself and to act with ethics and commitment in collaboration with others; hence, within the practice of law, the demand of society points to a lawyer who possesses professional competences to represent others in the pursuit of the corresponding right and who within the classroom develops other skills such as "...research, reflection, oral communication, critical thinking, intersectional analysis (Campo, Cobos and Gutiérrez, 2020, p. 120).

Each university, in its ruling on the creation of the law degree, contemplates how to evaluate and issue the professional degree if the student achieved the objectives and developed the necessary competences. According to Torquemada, López and Tapia (2022) the modalities of obtaining the university degree can be grouped into modalities associated with research, obtaining specialisations and postgraduate degrees, levels of competence, postgraduate studies, academic performance and teaching.

The EGEL exam is located within the modalities associated with levels of competence that correspond to an external evaluation that allows to see according to established standards the achievement of diverse elements in its evaluation.

In Mexico, one of the bodies that attends to external assessment is the CENEVAL "...is a civil association whose main activity is the design and application of instruments for the assessment of knowledge, skills and competences, as well as the analysis and dissemination of their results" (2020a).

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There are several exams applied by the aforementioned association, such as entrance, graduation and certification exams; among them, and in terms of the present analysis, CENEVAL has the General Law Degree Graduation Examination Plus [EGEL PLUS DERE] which is applied, as its name says, to those who have graduated from higher education or who finish the 200-item exam cycle, which is considered as "... an assessment instrument with national coverage whose purpose is to assess the knowledge, skills and competences of those who have graduated from higher education. an evaluation instrument of national coverage whose purpose is to determine whether graduates who complete a bachelor's degree curriculum have the knowledge and skills that are considered indispensable at the end of their academic training". (CENEVAL, 2022b)

Specifically, the exam for the Bachelor's degree in Law currently evaluates through two sections:

Disciplinary section:

This section has 140 items, it is divided into three areas, public function, litigation and alternative justice and public faith that, "... correspond to groups of knowledge, both theoretical and practical, grouped and organised in a coherent way, which allows to have an integral and operative perspective of the profession of Bachelor in Law" (CENEVAL, 2022b, p. 11).

It should be noted that with the passing of three or two of the three areas mentioned with a score above 1,000 points the student achieves a satisfactory result and in case of passing one or none, the result is still unsatisfactory.

Language and Communication section:

In this section made up of 60 items, in particular, reading comprehension and indirect writing are examined, which are undoubtedly important due to their cross-cutting nature in all subjects, since the skills in this section allow facing a specific communicative situation in the graduate's professional life. (CENEVAL, 2022b).

In this order of ideas, it should be noted that if the exam is not passed, it has the opportunity to be re-applied, but for the present study, carrying out the analysis with the first generation of graduates from the study plan is an opportunity to identify areas of opportunity within the student training process and in this case, for the analysis, only the disciplinary section is taken up specifically and the language and communication session is only taken up in an enunciative manner.

Background

The UDG, in its syllabus 25 of the Law Degree has the following learning units within its curriculum: 13 of Public Law, 12 of Private Law, 5 of Social Law, 10 Auxiliary, 8 Specialising in connection with postgraduate studies, 8 of Development of global competences, 6 Methodological, 11 case studies that correspond to the Mobilisation of contents, as well as professional practices and social services that correspond to the same area as the case studies. (CUNORTE, 2022a)

In the learning units of the content mobilisation area, students put into practice the knowledge acquired either a priori in an empirical approach as in the case studies of legal institutions or a posteriori when they already have knowledge acquired in the other subjects in the disciplinary case studies.

For this reason, in the first eight semesters of the ten semesters of the degree course, the curriculum is divided into the first five semesters in Case Studies of Legal Institutions [ECIJ] and in the following three semesters in the six Disciplinary Case Studies [ECD].

In this sense, mentioning the integration of the training received by the students of the Law Degree, we have the conditions to review the foundations that allow us to carry out the corresponding analysis under the light of theory, taking into account that these theories deal with the integration of knowledge in the legal area.

Theoretical foundations

When a student takes an exam of a different nature, personal facts and particularities may occur and be present, which in the end influence the results; without being eager to give an answer to these premises, we start from the generality and that students have had the same learning opportunities by taking classes and developing the activities contemplated in each of the learning units that make up their syllabus.

The Law Degree implies that oral and written communication skills are developed to a great extent and that through a cognitive process, students find a plan of action for each problem or situation that arises, with its due legal basis.

The complexity of the exercise of law lies in the fact that every day new needs arise in society that must be regulated, given that "...law is not an object, but an activity that is carried out progressively without confusing the moment prior to positivisation through legal norms that achieve validity with the norms once they are positivised" (De Domingo, 2021. p. 91).

Thus, the student, when answering practical questions in the exam, is obliged to process the information through mental operations, bringing to the moment the information with which he/she has had contact, stored in his/her mental structures, but also making the necessary decisions to choose the correct answer.

It is therefore necessary in the educational process to help students to develop these basic processes such as perception, attention, memory, language and thought.

To achieve this requires the use of cognitive theories which "... are concerned with the conceptualisation of the processes of student learning and are concerned with how information is received, organised, stored and located". (Ertmer and Newby, 1994, p.12)

Thus, students gradually build and/or strengthen their own cognitive processes that favour a correct use of the information and skills developed in their professional training process.

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Methodology

Within the qualitative paradigm, an exploratory analysis is carried out, since according to Hernández, Fernández and Baptista "...they serve to prepare the ground and usually precede research with descriptive, correlational or explanatory scopes" (p. 90), in relation to the fact that by reviewing the results of the students in the application of the CENEVAL exam, possible future research is opened up, such as a continuous follow-up of the graduates and their results. To carry this out, we took all the results of the 27 students assessed in the 2022-A calendar, which corresponds to students taking the exam for the first time upon graduating from the Bachelor's Degree in Law during the aforementioned school year; likewise, we used averages or percentages of results as a reference, but with the aim of making an interpretation and not a general statistical processing.

The results are used to identify the areas where the highest and lowest results were obtained, in order to describe the subjects that make up or belong to that area and thus be able to establish recommendations for improvement in order to obtain better results in subsequent applications.

Although it is true that the objective of educational institutions is not to teach in order to pass exams, it is true that the aim is to accompany students from the very moment they are taught the corresponding subject.

Results

Of the 27 students who applied to sit the exam, the following results were obtained:

No. of students	Percentage	Results
15	55.55	Satisfactory
12	44.45%	Not yet satisfactory

Table 1 Passing results CUNORTE 2022-A

Source: Own elaboration

It is clear that although the number of students with a satisfactory result is just over 50%, it is necessary to review the latest publication of national statistics on the application of CENEVAL in the Bachelor's Degree in Law which, according to its official website, the latest publication corresponds to the year 2020 with the following data:

No. of students	Not yet satisfactory	Satisfactory	Outstanding
10,663	5,709	3,389	1,565

Table 2 National Statistics of EGEL DERE 2020 results

Source: Own elaboration

The results of the exam included three results, as shown in the table above, and under this premise, adding the Satisfactory and Outstanding results together gives a 46.46% of favourable results for the students, and the result, even unsatisfactory, corresponds to 53.54%.

In view of the above, even though CUNORTE has no students with outstanding results in this school year, the results of this year 2022, with the first graduating class, obtain an average of 55.55% satisfactory results; and that this favourable result for students represents 9.09% above the last 2020 results published on the official EGEL website, adding satisfactory and outstanding results, considering that with this they accredit the passing of the aforementioned exam.

With this first approximation of the results, it is necessary to review the results by area of the students assessed.

Students	Civil Service	Litigation	Alternative justice and public faith
27 Total	999.77	1,032.44	1014.48
15 Satisfactory	1,027.60	1,076.40	1,052.93
12 Not yet satisfactory	965	977.5	966.41

Table 3 Average results by subject area CENEVAL CUNORTE 2022-A

Source: Own elaboration

Within the results of the total number of students evaluated, the students with a Satisfactory result, and those with an Unsatisfactory result, the area of litigation was the predominant one corresponding to the sub-areas of public law, private law and social law; this area "...deals with the forms, means and means of intervention in all jurisdictional controversies arising from different claims between the parties and which are resolved before a judicial or administrative body, in accordance with the substantive and adjective legislation". (CENEVAL, 2022b, p. 12).

Therefore, within the training of the students, the weight of the procedural and disciplinary subjects as well as the transversal ones have formed in this case and based on the results, students apt for litigation and with this, they fulfil in a specific way the features of the graduate profile that are indicated below:

- Carry out management, consultation and consultancy functions in legal matters in the different areas that require their professional work.
- Apply the law to specific cases in all types of legal processes (CUNORTE, 2022b).

And on the other hand, but with the same objective of contributing to the learning of students to strengthen the results of the area of Public Function where:

The different competences, powers and functions of federal, local and municipal public entities are addressed, as well as the obligations and rights of persons subject to their jurisdiction and the instances before which they are enforceable, in order to identify the structure of the State, its form of government and the limits of public authorities in the exercise of power, based on the Political Constitution of the United Mexican States. (CENEVAL, 2022b, p. 12).

The aforementioned area has within its sub-areas the function of public entities, public offices and rights and obligations of public servants, with this, it remains on the table of analysis to take within the teaching of the subjects, a teaching role that awakens in the students the thought of what is the service and the public function and with this, support to develop in them not only the vision of litigation. In this way, the trait of the graduate profile that deals with "Procuring and administering justice in the field of public service" would be better developed (CUNORTE, 2022b).

As for the area of alternative justice and public faith, although it is the intermediate area in the results, it is necessary to strengthen the sub-areas that comprise it, which are: Non-jurisdictional channels, Alternative solutions and forms of early termination in criminal matters, Non-jurisdictional system for the protection of human rights and public faith, notarial and registry activities (CENEVAL, 2022b, p. 11) since it implies the development of the skills of a culture of peace, respect for human rights and that permeates the search for access to justice and restoration of violated rights with attention to the victim, which brings with it a humanistic vision based on the general principles of law.

With regard to the Language and Communication section of the EGEL Plus, out of the 27 students, they obtained in general:

- In the area of reading comprehension, 24 students scored more than 1,000 points and 3 scored below 1,000 points, with an average score of 1,070 points.
- In the area of indirect writing, 17 students scored above 1,000 points and 10 below 1,000 points, with an average score of 1,011 points.

Thus, it is necessary to strengthen these skills with cross-curricular and extracurricular activities.

Conclusion

The main conclusion reached is that the Curriculum 25 of the Lawyer's Career of the CUNORTE of the UDG, is relevant in terms of the EGEL-DERE and that the results obtained by the graduate generation 2022-A are within the average. national; that litigation is the area, that although it will be where most of the students expect or will work in their professional life, it is not the only one and that they must have a general vision of the broad exercise of law, that we must reinforce a vision of the public service and function, as well as alternative routes to the jurisdictional route and strengthen the area of consultancy and public faith.

Undoubtedly, the presentation of this analysis is only of a generation made up of 27 students evaluated, which should be noted as the first to graduate from the Study Plan 25 of the UDG Law School and that the considerations included are particular. , but it is necessary that it be a constant exercise and that the results be socialized within the Law and Justice academy to which the teachers are attached, since at the end of the evaluation in which the students participate, they show the work and effort of the teaching staff of the career and with this motivate them to join processes of this type, but better still, that they be reflective with their role and teaching practice that they develop within the teaching-learning process of the students and with this they would be aware of the way in which students obtain, through the evaluation process of the EGEL-DERE, the degree option of their professional career.

Recommendations

In a special way, it is recommended that the teaching capital and students be articulated to work, within the exercise of the free chair that characterizes universities, in a proposal that supports students to obtain better results, such as the following:

Exercise	EGEL area served	Graduate profile trait that strengthens
Promote autonomous and deep learning in students.	All areas.	All profile features.
Transversality with the ECIJ and the ECD.	All areas.	Interrelate the social reality with the legal norm, in order to propose initiatives for the modification and creation of laws.
Implementation of exams with CENEVAL type reagents.	All areas.	Knowing the procedures for public certification. Apply the norm to concrete cases in all types of legal processes. To procure and administer justice in the field of public service.
Clinics of diverse nature.	Litigation.	Apply the standard to specific cases in all types of legal proceedings.
Case simulation.	Litigation.	
Workshops to develop reading and writing skills.	In general, to all areas, especially the language and communication section.	Interrelating social reality with the legal norm, in order to propose initiatives for the modification and creation of laws.
CENEVAL exam preparation workshop.	All areas.	Obtaining the degree through this modality.
Development of legal research projects.	In a general way to all areas, especially the Language and Communication section.	Carrying out legal research in order to propose solutions to the problems of contemporary society, both nationally and internationally.
Implementation and dissemination of trajectory assessments.	Addressing needs specific to the educational context.	

Table 4 Proposal to strengthen the results of the EGEL in the CUNORTE Lawyer Career

Among those responsible for carrying out the proposal, all the teachers of the Lawyer's Degree must be integrated, with emphasis on those who, within the procedural nature, deserve the accompaniment in the workshops and practice clinics; in the same way, the members of the Academic Body Law, Power and Culture UDG-CA-881 who properly develop legal issues within their lines of generation and application of knowledge, as well as the Coordination of the career and the Head of the Department of Culture, Justice and Democracy.

The proposal implies that knowledge and skills be mobilized to improve, not only the results of the analytical exam, but also so that, as far as possible, there are graduates with a graduation profile adjusted to the needs of society, accompanied in their training. of a teaching staff aware of the needs of students; therefore, the articulation in the work of students, teachers and educational authorities must be an immediate reality.

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