A study about graduates in a postgraduate programme in education

Estudio de egresados en un programa de posgrado en educación

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Abstract

At the present time, when many changes take part in different aspects of our lives and access to information and knowledge is at the palm of our hands, there is also a greater demand worldwide on the educational institutions to modify their education programs according to the specific social, economic, political and cultural needs. For the purpose of continuing to investigate the studies about graduates, we present the results of a research carried out during a postgraduate programme in a public institution in the Mexican state of Coahuila. The research was conducted with the involvement of the graduates belonging to twelve different generations. This is a qualitative research due to the descriptive information that it presents about the meaning and sense of the programme. Through a formulary of the Likert type with 20 items, the profile of graduation and the curricular axes are described among other aspects of the curriculum development. Some of the results show that there were more women participating and that the perception of the graduates indicates the programme is accepted in 90% of the cases, which represents an opportunity for job promotions and being able to continue their academic education. Furthermore, areas of opportunity were identified together with areas in the curriculum that need improvement in order to continue looking for all those strategies that will allow a high standard and equity formation.

Keywords: Curriculum research, higher education, curriculum, postgraduate, follow-up of graduates, curriculum evaluation.

Resumen

En la coyuntura actual, donde se presentan múltiples trasformaciones en distintos ámbitos y existe una mayor facilidad de acceso a la información y al conocimiento, se exige a nivel internacional que las instituciones educativas modifiquen los programas de formación conforme a las necesidades sociales, económicas, políticas y culturales. Con el propósito de continuar explorando el estudio de egresados, se presentan los resultados de una investigación realizada en un programa de posgrado en una institución pública en el estado de Coahuila, México. El estudio se realizó con la participación de los egresados de doce generaciones. Es un estudio cualitativo, ya que se obtuvo información de tipo descriptivo sobre el sentido y el significado del programa mediante un formulario tipo Likert integrado por 20 ítems, en los que se describe lo propuesto en el perfil de egreso y las líneas curriculares, entre otros aspectos del desarrollo curricular. Algunos de los resultados muestran la participación mayoritaria del sexo femenino y la percepción de los egresados indica que el programa es aceptado por un 90%, habilitándolos para obtener ascensos en su trayectoria laboral y continuar con su itinerario académico. Así mismo, se identificaron áreas de oportunidad y áreas para continuar reforzando el desarrollo del currículum, con la intención de continuar en la búsqueda por encontrar estrategias de mejora que permitan ofrecer una formación de calidad con equidad.

Descriptores: Investigación del currículum, enseñanza superior, plan de estudios, posgrado, seguimiento de egresados, evaluación del currículo.

1. Introduction and state-of-the-art

Nowadays, multiple transformations occur in different areas and the ease of access to information and knowledge derived from the use of computer require that educational institutions modify the academic programs according to social, economic, political and cultural needs. This is one of the premises that guided the study of graduates of the Master's Program in the Education Field in Curriculum Development, in a public institution in Mexico, through the visions and conceptions of a significant sample of participants.

The study was carried out taking into account the polysemic characteristic and the functions attributed to the curriculum (Gimeno & Pérez, 1993); some related to social needs at the various stages of schooling, becoming a bridge between the training offered by educational institutions and the work (Navarro, 1998; Zhou, 2016; Gómez et al., 2017; Sánchez, 2017; García et al., 2017). Others mention the set of formative and non-formative experiences that affect social agents (Jackson, 1992; Vega, 2018); with the quality of the programs and curriculum innovation (Acosta et al., 2004; Ruay et al., 2016), cultural content (Gentili et al. 1997), the professionalism of professors (Stenhouse, 1987; Brubacher et al., 2005), among others.

The curriculum, as a field of research, allows to analyze and contrast the different visions that social agents have about the educational reality, as well as the work that is given to institutions in the present, the value assigned in the past and imagine a possible future that proposes to learn during schooling. In this sense, for some authors (Gimeno, 2010), it is possible to consider it as an instituted and instituting instrument that aims to regulate the practices of the multiple agents involved in its realization: professors, managers, students, designers of educational materials, etc. The curriculum, in a broad sense, not just limited to curricula and programs, is a text that has the intention of adapting to contexts, to make the proposed learnings for social actors more efficient, more rational and respond to the needs expressed in social demands.

In this dimension, graduate studies are one of the edges of the curriculum that has become a field of research in the evaluation of programs (Martín et al., 1997; Tom, 2014; Zhou, 2016; Pérez, 2017; García et al., 2017), which has evolved from the initial aim of corroborating the achievement of the objectives to the processes, results and decisions of those responsible.

Graduate studies (GS) or also referred to as graduate follow-up studies (GFS) according to Garcia et al. (2017), in addition to providing information to educational institutions so that they can make decisions on the training processes to articulate them and adapt them to certain political, economic and cultural needs at a specific historical time, can also be an input so that future applicants can make decisions about the demand for the career they have selected, the job location at a specific historical time, market expectations, etc. Hence, the need to continue exploring the educational and informative possibilities of the GS, which start from the assumption that the relevance in the training processes offered by the institutions tend to occur in the professional practice of their graduates, in their employment mobility and in their professional performance (Rubalcaba, 2009).

In Mexico, graduate studies originated in the 1970s in various higher education institutions for two purposes: to obtain information about the job insertion of the graduate and to know the point of view of the training received. The institution that initiated this type of research was Universidad Autónoma Metropolitana in 1979. Subsequently, Universidad Autónoma de Nuevo León in 1981, the National College of Technical Professional Education in 1982, Universidad Iberoamericana in 1993, among others (Fuentes et al., 2012). The political lines of action of the United Nations of Education, Scientific and Cultural Organization at the World Conference

on Higher Education for the 21st Century (UNESCO, 1998) suggests that higher education institutions (HEI) evaluate their programs with a vision of internal and external continuous improvement, with the aim of being relevant and consistent. In this way, they bridge the gaps between what they do and what society expects.

In our country, along with the lines of action suggested by UNESCO, graduate studies in the 1990s tend to generalize in HEI, using the proposal of the National Association of Universities and Higher Education Institutions in 1998 with the basic scheme for the study of graduates. In recent history, it has been a requirement for the Inter-Agency Committees for the Evaluation of Higher Education, when they seek to be accredited against national and international bodies (Acosta et al., 2004; Aguayo et al., 2015).

2. Purposes and contextualization

The intention to guide graduate studies is to continue to explore the training and informational functions so that institutions have information that allows them to make decisions about the programs offered in the context of the information and knowledge society, in an increasingly interdependent world. With regard to future applicants, it is a question of knowing, from the very view of the graduates, the experiences of training, the skills created in training, the acceptance, permanence, work mobility, relevance and topicality of the programs.

In order to continue exploring the training and informative functions of graduate studies, the results of the research conducted in the Master's Program in the Field Education Curriculum Development (MECDC) of Universidad Pedagógica Nacional in Torreón, Coahuila, Mexico are presented. The study was carried out with the participation of graduates of twelve generations during the period 1999 to 2017. There were four professors responsible for the program who were full-time (40 hours) professors, all with doctoral studies, three with a degree and one in the course of obtaining the degree.

According to the Mexican Council of Graduate Studies A.C. (2015, pp. 56-57), MECDC is in the area of knowledge of Humanities and Behavioral Sciences. It is one of the priority areas in Mexico as it has 2,354 programs, representing 24.3% of a total of 9,684 programs. Because of the specifications of the field in the National System of Units of the Pedagogical University, it is only offered in three of the 70 locations, 208 campuses and three Decentralized Pedagogical Universities (UPN, 2019). However, neither the purposes nor the curriculum are the same. In two it is composed of twelve subjects, divided into three lines (educational, curriculum and methodological) and four semesters (Anzures et al., 2018).

With more than two decades of being active, the program did not have any information to assess whether the graduation profile responded to the social needs, if it was relevant and congruent and if curriculum contents and training lines were updated, in addition to knowing the working positions of the graduates. This is relevant in the graduate self-assessment process that the university initiated in 2018 with the intention of identifying strengths, weaknesses and areas of opportunity to offer quality and equity training.

Because of the latter, the following objectives were raised:

General objective: To obtain information from MECDC graduates related to the training received in the Courses and Seminars in the various areas and curricular lines, as well as the achievement of the graduation profile, labor and academic mobility.

Specific objectives: Document the opinion of graduates related to the fulfilment of the graduation profile, the vocational training received in the courses and seminars in the various areas and curricular lines; to assess the professional development of graduates in terms of labor mobility and academic trajectory.

Research Questions: What is the point of view of graduates on achieving the program's graduation profile, the training received in the lines and areas of the curriculum? Did the

Program enable graduates to gain better jobs and improve their professional performance? Did the program allow graduates to continue their academic career and professional development?

The target population consisted of 12 generations with 286 graduates, of which 104 are men (36.3%) and 182 are women (63.6%).

3. Methodology and description of the program

According to Tejedor (cited by Lukas & Santiago 2009), the monitoring of graduates can be placed as a program evaluation and as a research strategy, because it allows to obtain information on the development of educational processes, whose guidelines can redirect the design of the training proposals. To document the views of graduates regarding the program, a Likert (1) form was designed with fifteen statements describing what was proposed in the graduation profile, curriculum lines, and purposes of courses and seminars. Graduates were asked to place their response on each of the fifteen claims on a scale of one to five, where one was the lowest value and five was the highest. In addition, two items of dichotomous response in which they chose between a yes or a no; multiple choice; another open response and finally, a field for the current position to be scored.

The criteria that guided the content of the fifteen closed questions were prescriptive, as the content corresponds to the graduation profile, training lines, course purposes and seminars; and in order to have a general image, an open response (Lukas & Santiago, 2009).

The form was submitted from August 2018 to April 2019 to the 286 graduates, of whom 69 responded, corresponding to 24% of the total. The submission was done using *Google Drive* through the e-mail addresses that graduates register when they enroll in the program. Those who did not provide this information were located by telephone or consulted, in the case of teachers working in the state of Coahuila, by using the database of the Transparent School of the Ministry of Education of Coahuila.

The study is qualitative, as information was obtained on the meaning of the program (Taylor & Bogdan, 1998; Rodríguez, 1996). The data analysis was carried out during May 2019. Multiple choice, dichotomous and multiple-response answers were analyzed using descriptive statistics; open response according to content patterns to identify recurring categories (Coffey & Atkinson, 2003) and the working positions of graduates using descriptive statistics.

The program aims to train specialists in the field of curriculum development by creating skills and competences aimed at improving the understanding and problem-solving of the National Educational System (Vanegas et al., 1995). It is studied in four semesters with a formal schooling modality.

In the curriculum proposal of the program, multiple formulations are conceptualized as the expression that connotes the way in which society has faced transformation processes and how from the institutionalization of education, multiple formulations historically materialize conceptions, goals, values, ideals, aspirations and interests that guide the activities of educational spaces, as well as strategies by which they are expected to be realized. At the same time, it involves the practices that make it possible. In the income profile it indicates as a requirement that interested parties have obtained the bachelor's degree in Education or related careers, in addition to serving as teachers.

The program aims to: "The training of education professionals capable of developing intervention projects in the curriculum based on research practices" (Vanegas et al., 1995). It is composed by three axes: the first based on general formation that includes the subjects of Interaction Theories, Curriculum Theory and Research Seminar I. The second based on training in the field and consists of two lines: 1) The courses of Mexican Educational System, Teacher Training and Institutional Development Projects. 2) The courses

of Curriculum Design and Evaluation, Classroom Intervention I and Classroom Intervention II. The curriculum is complemented by the third methodological axis that includes Research Seminars I, II, III and at the end the thesis project to obtain the degree of Master in Education. Parallel to seminars and courses, students are supported by a tutor who accompanies them in the development of the research project and in the problems presented to them during the schooling process (Vanegas et al., 1995, p. 15).

The graduation profile is expressed as the ability of the graduate student to solve specific problems, use the knowledge, habits and skills created in the training process:

> Professors able to identify needs and problems that limit their daily action.
>
> Professors capable of systematizing and theorizing educational practice.
>
> Professors capable of defining actions in the areas that can be transformed.
>
> Professors able to propose alternatives that define their pedagogical intervention and contribute to
>
> increase the quality of educational services offered in the region.
>
> Professors able to develop projects based on research practices as a resource for reading and analyzing reality (Vanegas et al., 1995, p. 25)

4. Analysis and results

Out of the 286 registered in the twelve generations, 104 (36.3%) are men and 182 (63.6%) are women. This shows the interest of women towards their academic improvement with 63.6%, less than that the reported by the Rectory of the National Pedagogical University (69.96%), but

higher than the figures published by the Mexican Council of Postgraduate Studies (2014, p. 97) in the master's degrees, with 53.1%. The trend is similar nationally according to the data seen on the page of the General Directorate of Planning, Programming and Educational Statistics of the Secretariat of Public Education for nine school cycles (2009-2010 to 2017-2018) in the master's degrees, with an average of 37 058 men students and 39 588.5 women. Female participation data are evidence of the principle of equity in graduates in Mexico's higher education institutions.

Of the 286 students who entered the program, 158 graduated (55.2%) and 64 (40.5%) were licensed. The data are contrastable with what the Mexican Council for Graduate Studies (2015, p. 98) reports at the national level for the 2012-2013 school year: "the master programs report the lowest end efficiencies, which range from 33.8% for the last generation to 40.3% for the third to the last stage". That is, the end period efficiency of 55.2% exceeds the national average of that school year. Regarding the graduate programs offered by the Autonomous University of Mexico, Martínez et al. (2015) state that:

> The challenges presented in the training of highly trained personnel entail problems inherent in the curricula, academic structures and human factors that are incidentals and that limit graduate programs from achieving 100% of effectiveness and efficiency. (p.19)

Hence, the difficulties that arise in the development of the curriculum in graduate programs are multiple.

Below are the answers to the statements derived from the axes, subjects and graduation profile that affect the curriculum development of the MECDC:

I axis of general formation. Subjects: Curriculum Theory, Interaction Theories. Degree profile 1, 2 and 3

1.Build the theoretical and methodological knowledge in the field of curriculum and put them into practice in my professional activity.

1 (0)	2 (1, 1.4%)	3 (3, 4.3%)	4 (18, 26.0%)	5 (47, 68%)

11. Build solid knowledge to understand and master the content from the educational area where I work

| 1 (1, 1.4%) | 2 (0) | 3 (2, 2.8%) | 4 (14, 20.2%) | 5 (52, 75.3%) |

14. I can identify the elements that make up a curriculum proposal, projects and educational plans and assess their consistency and relevance (e.g. the 2017 Education Model Key Learning proposal).

1 (1, 1.4)	2 (2, 2.8%)	3 (4, 5.7%)	4 (15, 21.7%)	5 (47, 68.1%)
Totally agree	**Totally agree**	**Partly disagree**	**Agree**	**Totally agree**
9%	1.4%	4.2%	22.6%	70.4%

With the above data 93% agree that the proposal is fulfilled in the graduation profile 1,2 and 3, as well as the subjects that make up the general training axis. However, 4.2% partially agree and 2.3% disagree.

Axis II Training in the field (1st. Line. Mexican Education System, Teacher Training, Institutional Development Projects. 2nd. Line: Curriculum Design and Evaluation, Classroom Intervention I and II

2. Analyze educational problems with a comprehensive idea in order to create objects of study in the field of research.

| 1 (1, 1.4%) | 2 (00) | 3 (6 8.6%) | 4 (11, 15.0%) | 5 (51, 73.9) |

3. Design intervention proposals to address educational problems at the school, local and national levels.

| 1 (1, 1.4%) | 2 (3, 4.3%) | 3 (5, 7.2%) | 4 (27, 39.1%) | 5 (33, 47.8%) |

5. Analyze educational policies and their implications for the educational development.

| 1 (0) | 2 (1, 1.4%) | 3 (4, 5.7%) | 4 (14, 20.2%) | 5 (50, 72.4%) |

6. Develop the capacity to analyze at the micro and macro social level the Mexican Education System in the development of the curriculum.

| 1 (1, 1.4%) | 2 (0) | 3 (3, 5.8%) | 4 (26, 44.0%) | 5 (56.5%) |

7. Identify various teacher training models for use them in understanding the work of teachers and my Own work.

| 1 (1, 1.4%) | 2 (0) | 3 (1, 1.4%) | 4 (23, 33.3%) | 5 (44, 63.7%) |

8. Have conceptual and technical references for the design, development and evaluation of Institutional Development Projects.

| 1 (1, 1.4,%) | 2 (1, 1.4%) | 3 (5, 7.2%) | 4 (25, 36.2%) | 5 (37, 53.6%) |

9. Participate in interdisciplinary groups, communities and networks, collegiate bodies and educational, management or other educational research bodies.

1 (3, 4.3%)	2 (1, 1.4%)	3 (11, 15.5%)	4 (25, 36.2%)	5 (29, 42.0%)

10. Perform my work as an education professional.

1 (0)	2 (1, 1.4%)	3 (3, 4.3%)	4 (9, 13.2%)	5 (56, 81.1%)

12. Build competencies to design, develop or evaluate classroom intervention projects.

1 (1, 1.4%)	2 (2, 2.8%)	3 (4, 5.7%)	4 (20, 28.9%)	5 (42, 60.8%)

15. To know the educational legislation to understand the management and social participation in my school and in the National Education System.

1 (0)	2 (2, 2.8%)	3 (9, 13.0%)	4 (18, 26.0%)	5 (50, 57.9%)
Totally disagree	**Disagree**	**Partially agree**	**Agree**	**Totally agree**
1.27%	1.27%	7.4%	29.2%	60.9%

With the stated data, it can be said that 2.5% disagree, 7.4% partially agree and 90.1% agree that the subjects of axis II and the purposes of the graduation Profile 1,2,3,4 and 5 are fulfilled.

Axis III Methodological, Seminars I, II, III and Thesis of training in the Field of the Degree Profile 1, 3, 4 and 5

4. To know paradigms, conceptual foundations and methodological tools of educational research.

| 1 (0)	2 (1, 1.4%)	3 (4, 5.7%)	4 (14, 20.2%)	5 (50, 72.4%)

13. Design educational research projects, develop them, present results and prepare the report for their publication.

1 (2, 2.8%)	2 (0)	3 (7, 10.1%)	4 (25, 36.2%)	5 (35, 50.7%)
Totally disagree	**Disagree**	**Partially agree**	**Agree**	**Totally agree**
1.4%	7%	7.9%	28.2%	61.5%

With the data stated it can be said that 2.1% disagree, 7.9% partially agree and 89.7% say that the curricular purposes 1,3,4 and 5 are fulfilled, as well as the contents of the methodological axis.

*Figure 1. 16. Promotion in the employment category of graduate students*
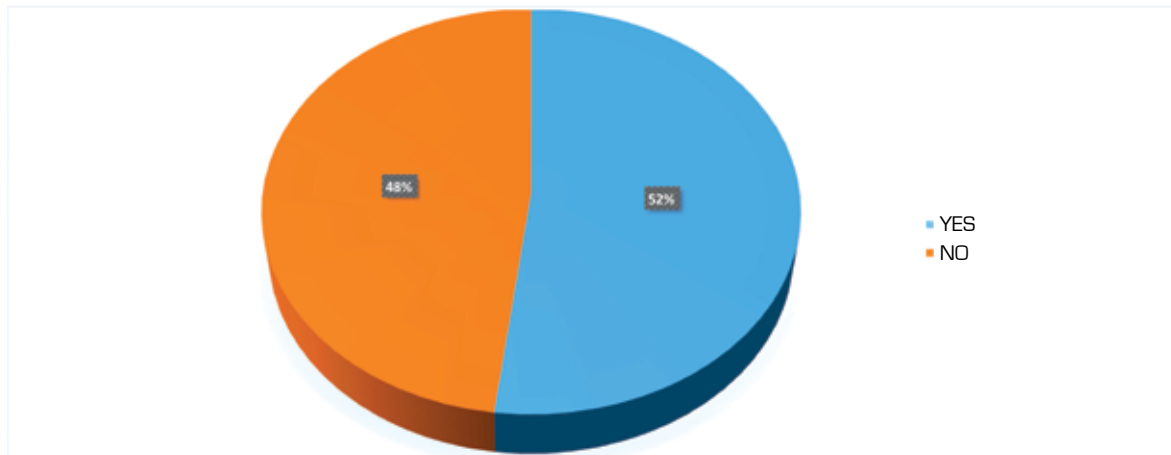
Source: Own elaboration

The figure illustrates that the program has allowed graduate students to move up in the career of graduate students by 52%. Therefore, it is possible to infer that the MECDEC is a vehicle for mobility in the teaching career in the programs promoted by the Ministry of Education, such as the magisterial career and the Teaching Professional Service Act in the Program of Promotion for Incentives in Basic Education (Official Journal of the Federation, DOF: 2015/06/17) and, in Higher Education in the recruitment or promotion in management positions, as illustrated in Figure 2 on the employment location.

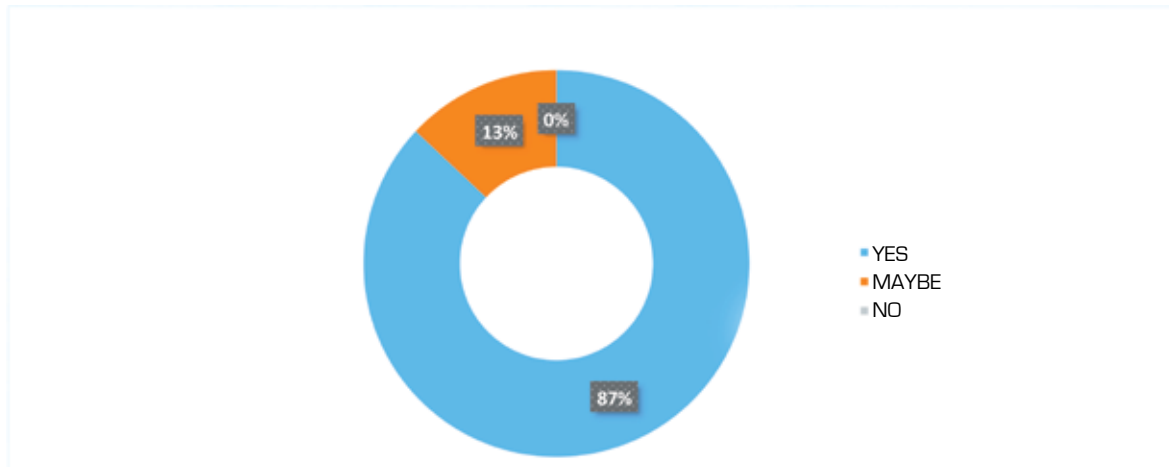*Figure 2. 17. The Program empowers graduates to continue studying*
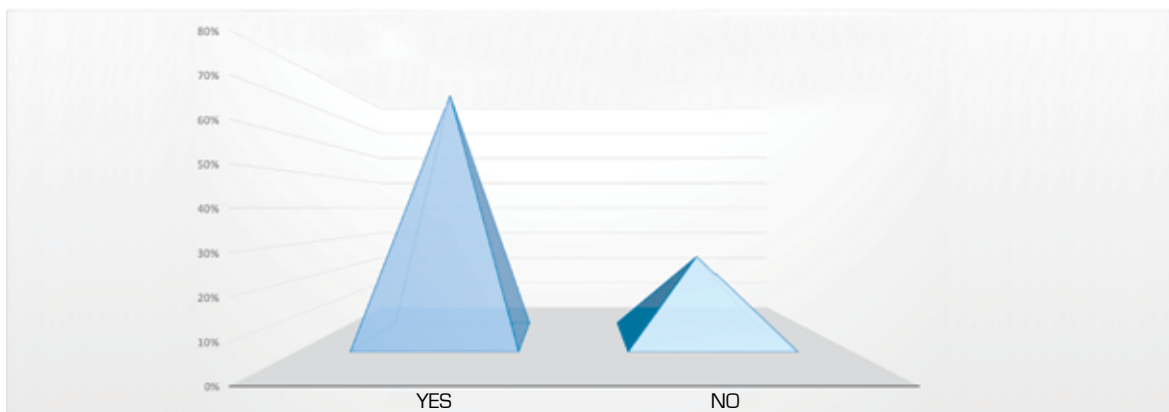
The figure illustrates how 75.2% of participants have continued their academic career by continuing with other studies, while 24.8% have not.

Figure 3. 18. Graduate students would recommend the program

87% of participants would recommend the MECDC Program, while 13% may do it and none of the participants would not recommend it. Thus, the responses allow to infer about the acceptance degree of the program in 100% of graduates, which suggests that they will probably make a positive dissemination for other teachers to study the master.

19. Comments or suggestions to improve the Program

The content of the sixty-two responses from the participants' visions were classified into two categories and six subcategories. The category called "areas of opportunity" allows to focus those elements on the development of the curriculum (qualification, administrative, curriculum and performance of teachers) that require attention for the MECDEC program to respond to the needs and expectations of graduates and future applicants. The category entitled "areas to continue strengthening" are those elements of the curriculum (curriculum and teacher performance) that need to be preserved for the program to adapt to the context in which it is developed. The intention to identify the two areas is to close the gaps between the weaknesses and strengths of the program.

Opportunity areas (22, 36.6%)

a) **Degree:** Extend the time for obtaining the degree (3); propose alternatives for the degree (5); the degree process is confusing and complicated; take one more semester for the degree; have a follow-up to the thesis seminar; have a follow-up to the degree; do not continue the qualification process because of personal problems; greater attention to the degree process; try to get more people to have the degree; qualification process too rigid and speed up the delivery of the certificates.

b) **Administrative:** Modify schedules; it is recommended that the mentoring be only on weekends.

c) **Curriculum:** expand research approaches by incorporating quantitative research.

d) **Professors:** Change the attitude of professors; awareness-raising in the degree process and in the continuous advice to students.

Areas to continue to strengthen (40, 65%)

a) **Curriculum:** Excellent program; better choice; congratulations, promotion of lib-

erating education and appropriate schedules; excellent program (3); good training project (3); interesting and useful experience; recommended for teachers; maintain the high level of excellence; it allows an impact on education policies at the macro and micro level; open your PhD; build competences to design, develop or evaluate classroom intervention projects; recommended to study it; I recommend it because I think it is the best option; qualitative project; understand the reality of contextualizing school interventions; the field of curriculum development allows the analysis; criticism and protests of school intervention projects; inform the project on social media; updated content; support for vocational training; allowed promotion; allows access to different levels of education; content and skills are excellent; updated content; improve area of dissemination and extension; participate in educational research conferences (2).

b) **Professors:** Excellent teacher preparation; continue with qualified personnel; build community of graduates and teachers to conduct educational research; professors with PhD and experience in the field of education; support to participate in conferences and forums; continue with the same professors who teach the classes; excellent staff (2); Do not change the way you work; efficient advice.

20. Current position

The sixty-nine participants are located at different educational levels as teachers of primary school or as managers, higher education professors or managers, librarian and project consultant.

Figure 4. Job location of Program graduates
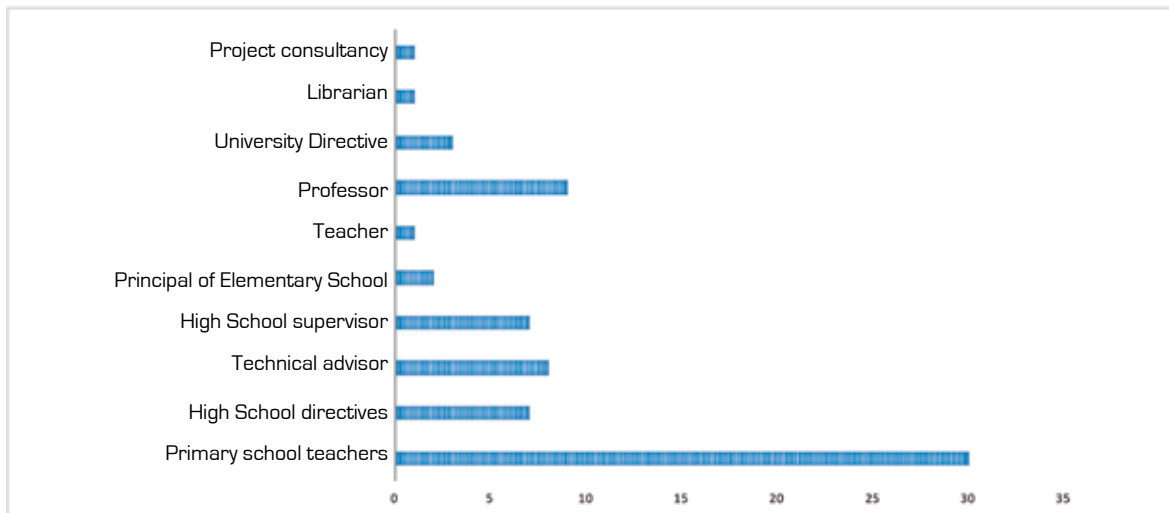
Source: Own elaboration

The job location of the sixty-nine graduates is in primary school in different positions that hierarchically go from the teacher to the head of the area 54 (78.2%). One in middle school (1.4%) and 12 in higher education as a professor or manager (17.3%) and 2 with other jobs as a librarian and project consultant (2.8%).

5. Discussion and conclusions

The study or follow-up of graduates is one of the edges of the curriculum that has international impact in the quest to find strategies for improvement. Some studies call it evaluation of programs such as that carried out by Martín et al. (1997), in the curriculum evaluation of the Magisterium of 1992, at Universidad Complutense de Madrid. The study was conducted in seven specialties in which the perspective of students taking the last year was documented. In the evaluation, they used a questionnaire focused on the level of the specialty, the formative capacity of the content blocks, the theory-practice relationship and the way in which the curriculum was consistent with the guidelines on the profile of the graduate. The evaluation-research proposed lines for the restructuring of the curriculum.

In the case of the global perception, it indicates that the program is accepted by 90% of those who answered the questionnaire; in addition to the areas to continue to strengthen it is perceived as: "Excellent program; better choice; congratulations, promotion of liberating education and appropriate schedules; excellent program (3); good training project (3)". However, in the area of opportunity, as far as qualification is concerned, participants emphasize how problematic it is to hold and suggest alternatives for the degree (5), extend the time for the degree (2), an issue that only the Academic Council and the Rectory of the National Pedagogical University are allowed to perform. Like the recent amendment to the General Regulations on Postgraduate Studies, which points as an alternative to the thesis that the student publish an article in a national endorsed and indexed journal or a book chapter in a well-knOwn publishing house (UPN, 2018, p. 12).

The suggestions made by graduate students may be considering the offers disseminated on the network, in which for some postgraduate degrees it is not necessary to present the thesis to obtain the degree. This is an interesting line of research, since according to Martínez et al. (2015, pp. 153-155), master's studies are the ones with the highest demand in Mexico by wide range of private HEI with 4118 programs; in contrast to the public ones of 1740.

Moreover, in the Republic of China, in the province of Shandong, Zhou (2016) conducted a study similar to the one exposed, to learn about the curriculum satisfaction of university graduate students in three specialties through a Likert-type questionnaire, divided into five dimensions: curriculum implementation, resources, curriculum objectives, curriculum evaluation, curriculum system and content. The questionnaire was applied to 2795 graduate students, three years after their graduation, finding that the level of satisfaction was not high, especially for the curriculum and content, so the author proposed to modify it.

In this case, the idea is not to modify the curriculum, but rather to support the areas identified to strengthen the program, because the contents are updated every time a new generation enters. However, it is considered that it is important to deepen, through focus groups and in-depth interviews, to clarify the views of participants in areas that require attention, since one of the limitations of the study is the type of form and the electronic medium, since we agree with Díaz de Rada (2012) on the disadvantage of the possible misunderstanding of the questions when using such resources.

In the Latin American context, the research carried out by Núñez and González (2019), in the design of the standard graduation profile for the doctorates in education in Chile, took into account the expectations of the students who studied the program to contrast them with the documents proposed in the European economic area derived from the Bologna agreements and the current regulations in that country. The aim is to propose the skills that graduates must obtain at the end of the postgraduate course.

In this case, we start from the analysis of the graduation profile, the lines, courses and

seminars to design the Likert scale and document the point of view of the graduates, because it is considered that these define the institutional commitments, demands and needs of the socio-historical context as components that affect the curricular development. The graduation profile expresses the past that sought to guide the curriculum development, the present in the expectations of graduate students and the possible future if the modifications are made to offer quality, relevant and fair training.

Notes

(1) The first version of the form participated Dr. José Luis Anzures García, Dr. José Juan Rodríguez Lozoya and Prof. J. Leonardo Hernandez. However, the modification of the form with the incorporation of the dichotomous, multiple-choice, open-response and employment location questions, as well as the conduction of the MECDC Graduate Study Project, the analysis and systematization of the data, are under my responsibility.

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