

Seguimiento a egresados de la carrera de Negocios Internacionales del Centro Universitario de Los Altos de la Universidad de Guadalajara

Tracking Business International graduates of Los Altos University Center of the University of Guadalajara

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Resumen

Desde que dieron inicio los estudios de seguimiento a egresados, hace medio siglo, ha sido importante investigar a qué se dedican estos y cuáles fueron los obstáculos que encontraron a lo largo de su formación universitaria. Los resultados de dicha investigación pretenden responder estas preguntas. Para ello, se utilizaron dos teorías científicas: la teoría del capital humano y la teoría del capital cultural, dos ópticas sumamente distintas al grado de ser opuestas. En este trabajo se explican detalladamente sus aportaciones y deficiencias con relación al fenómeno objeto de estudio. En ambos casos, el origen social de los estudiantes es definitorio.

Palabras clave: egresados, trabajo, origen social.

Abstract

Since the beginning of the graduates follow-up studies, half a century ago, It has been important to investigate what these are and what were the obstacles encountered during their university training. The results of this research are intended to answer these questions. To this end, two scientific theories were used: human capital theory and the theory of cultural capital, two very different optics. In this work are explained in detail their

contributions and deficiencies with regard to the phenomenon under study. In both cases, the social origin of the students is defining.

Keywords: graduates, work, social origin.

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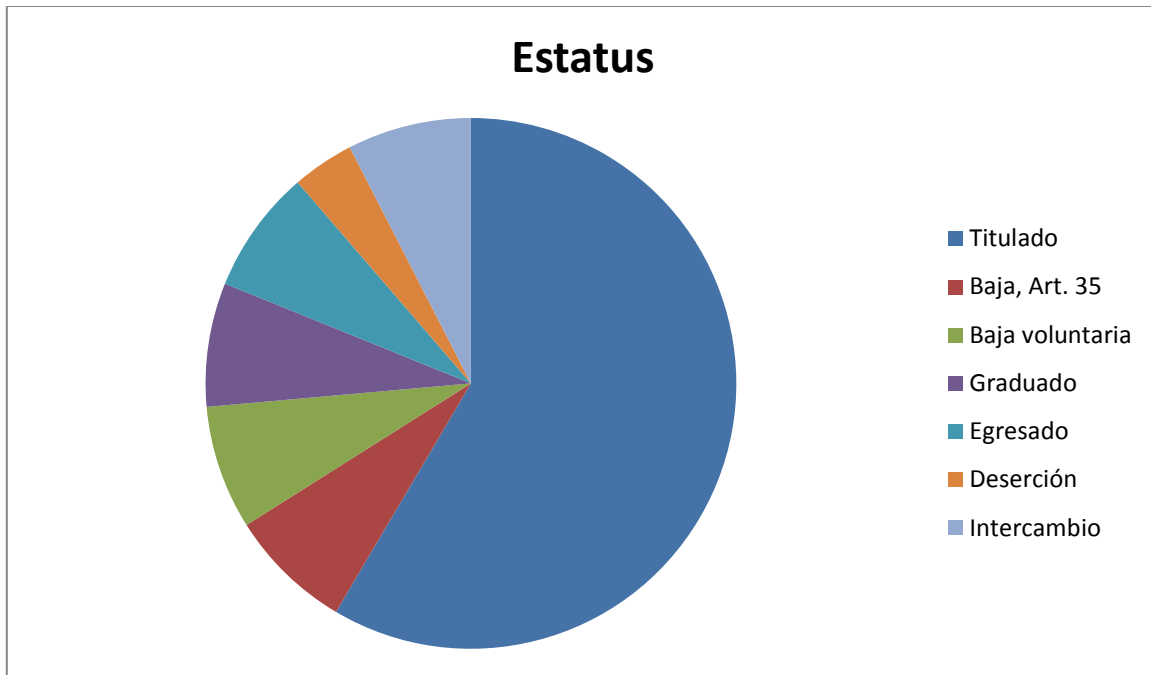
Introduction

The lines presented below represent the results of a particular research whose main objective is the study of Tracking Business International graduates of Los Altos University Center of the University of Guadalajara. Field work consisted of interviewing students who were enrolled in the school calendar 2008 B, whose start date corresponded to the month of August of that year, and graduated in 2012 A, ending his formal schooling in June. Institutions whose sphere of influence covers this type of research, suggest that cohorts take into account the number of students enrolled in the initial calendar and that only they are applied interviews or surveys; in our case were accepted 50 students and 39 of the original list were located at the time of graduation. With these figures, terminal efficiency of this generation corresponds to 78%. The results obtained were analyzed from the perspective of the two major theories which are usually applied in the studies of graduates. Finally, to facilitate the exposure graduates were divided into groups according to their different characteristics.

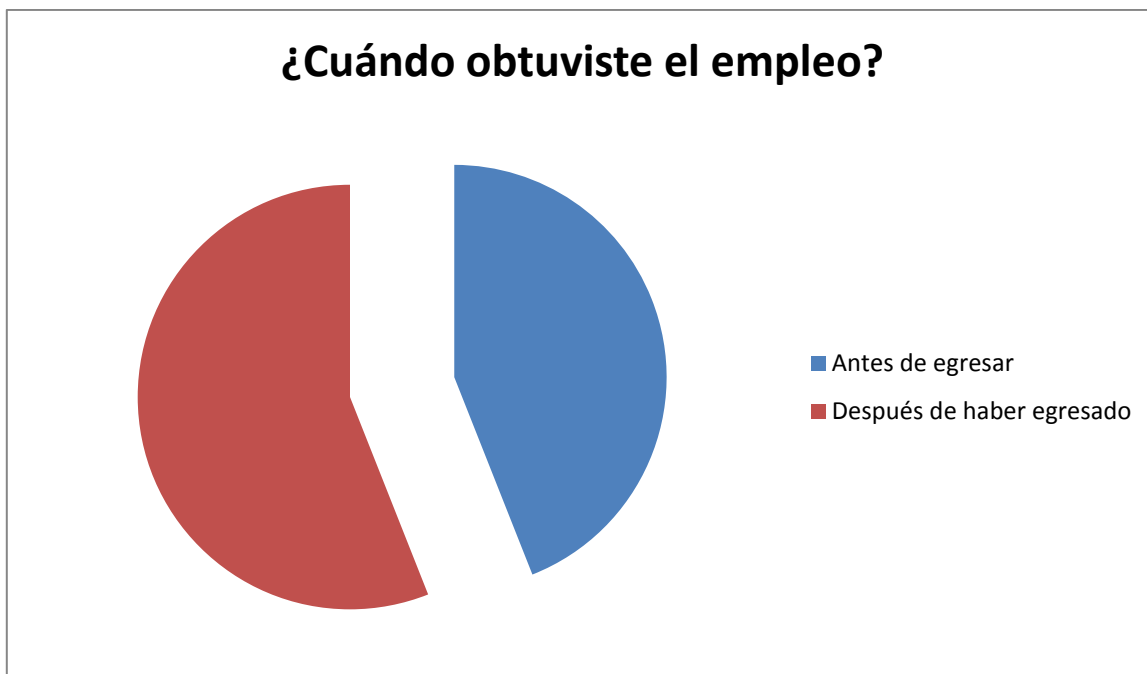
Features the generation 2008 B - 2012 A

Of the total of 78% of the career terminal efficiency¹, the ratio at the national level is 32.20% (Pérez González, 2006, p. 131); 70% corresponds to students who already obtained grade and the remaining 8% is in the process of achieving it. 16% resigned and 6% quit or changed from University Center. Of the 39 students who make up the universe of study for graduate follow-up, it could not be located to 9 or refused to provide information; therefore, the information presented is for the remaining 30. It is commonly observed when documents of this nature are read that surveys are applied to a sample of all graduates, but in our case resolved interview all to have a vision more wide the type of training offered by

the University of Guadalajara at the University Center of Los Altos and in particular to have first hand information regarding the characteristics of the labor market.



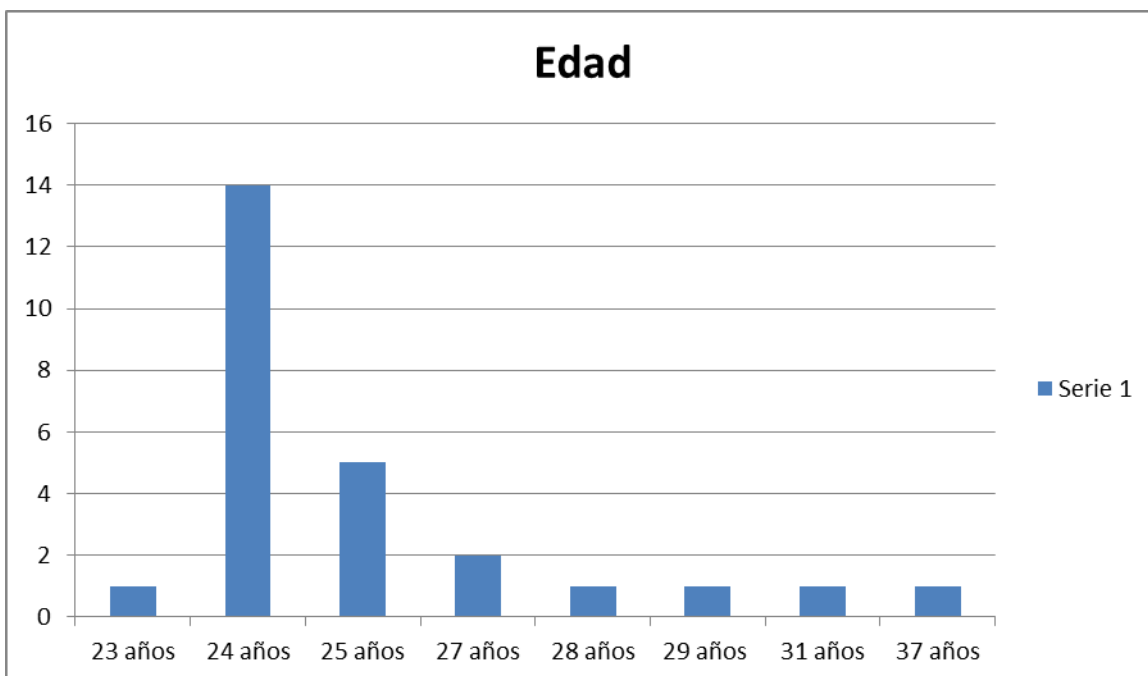
Upon follow-up studies on graduates mainly it is sought information about two aspects: whether their university education was helpful to them in securing employment and whether knowledge acquired quality on college campuses. Usually it excels in this type of study that students often already played the workforce since they were students of the race or even earlier. In the case of International Business students, about half already had a job since.



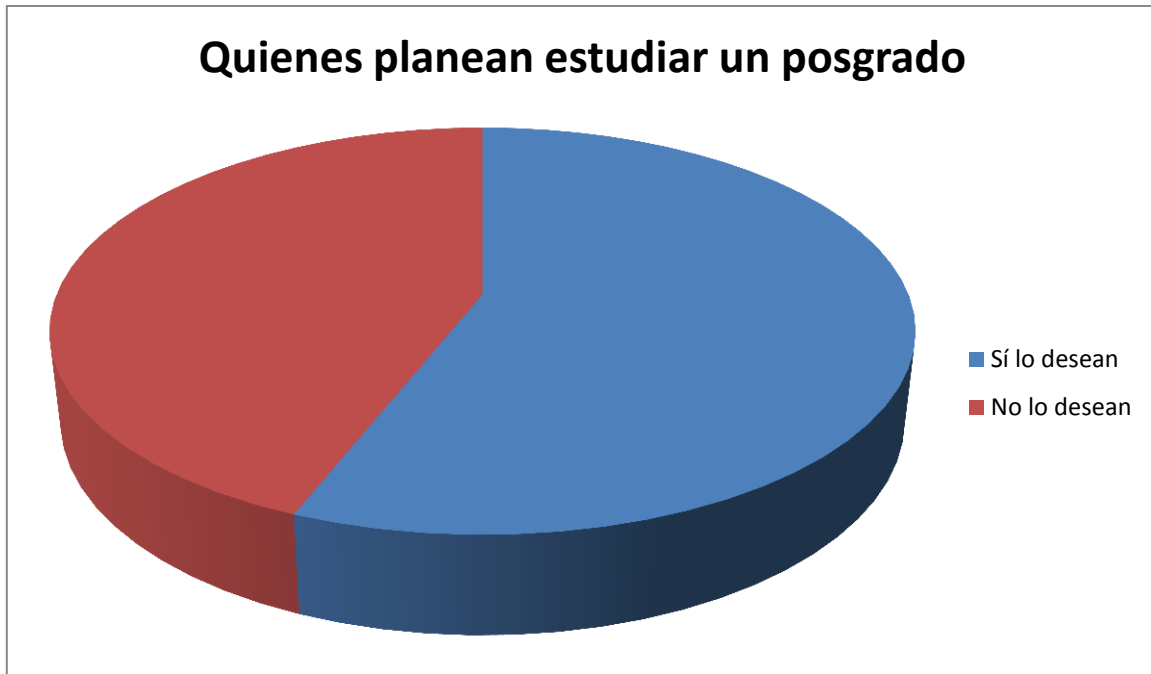
A feature that attracts the attention of this group of graduates is the enormous influence that by the phenomenon of migration of Mexican workers to the United States. As shown in the graph below, a little more than a third of proportion has gone to work in the neighboring country, he is currently there, or their parents are working or have worked there. For example, the data showed that two are graduates to finish the race got married and went to live in the United States, which is a brain drain as the country paid for their academic training from entry level to the top; probably not come to perform in the American workplace, but college costs have already been incurred. In the third case, the student's parent worked several seasons there. In the fourth case, the student would work there on vacation and was staying there with his brothers. In the fifth case, the student went to work there once withdrew from the race. In the sixth case, the student said that he has served working in restaurants. She lives there for two years, ie, a year after he graduated from the race. The seventh grader says his father has gone to work on multiple occasions to the United States in the area of construction. The eighth claims to have worked there several times: in a print shop, a dry cleaner and a restaurant. The ninth has worked in several restaurants. And the tenth gone to work during the holidays and lived with his father, who lives in the neighboring country for just over 20 years ago.



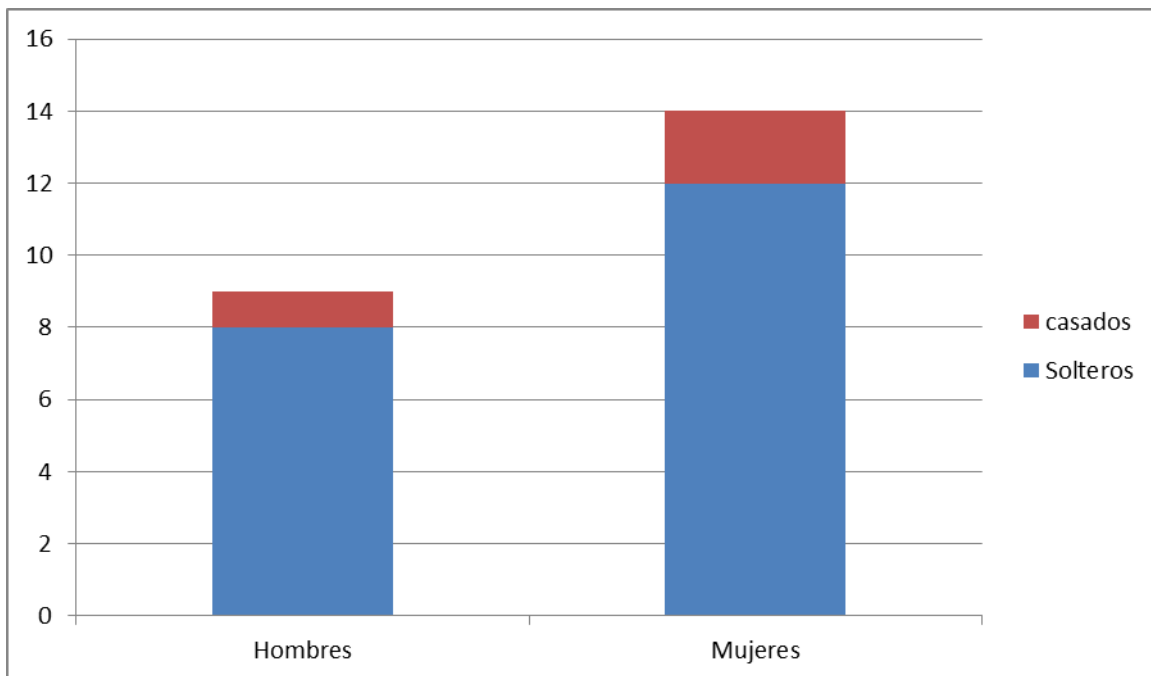
The vast majority of students applied to enter the international business career as their first choice. Another of his college options were: medicine, architecture and law.



The proportion of graduates who plan to graduate school in the future and those who have ruled is very similar. Among those who wish to continue their studies, the vast majority are inclined to export-related, business and management programs.

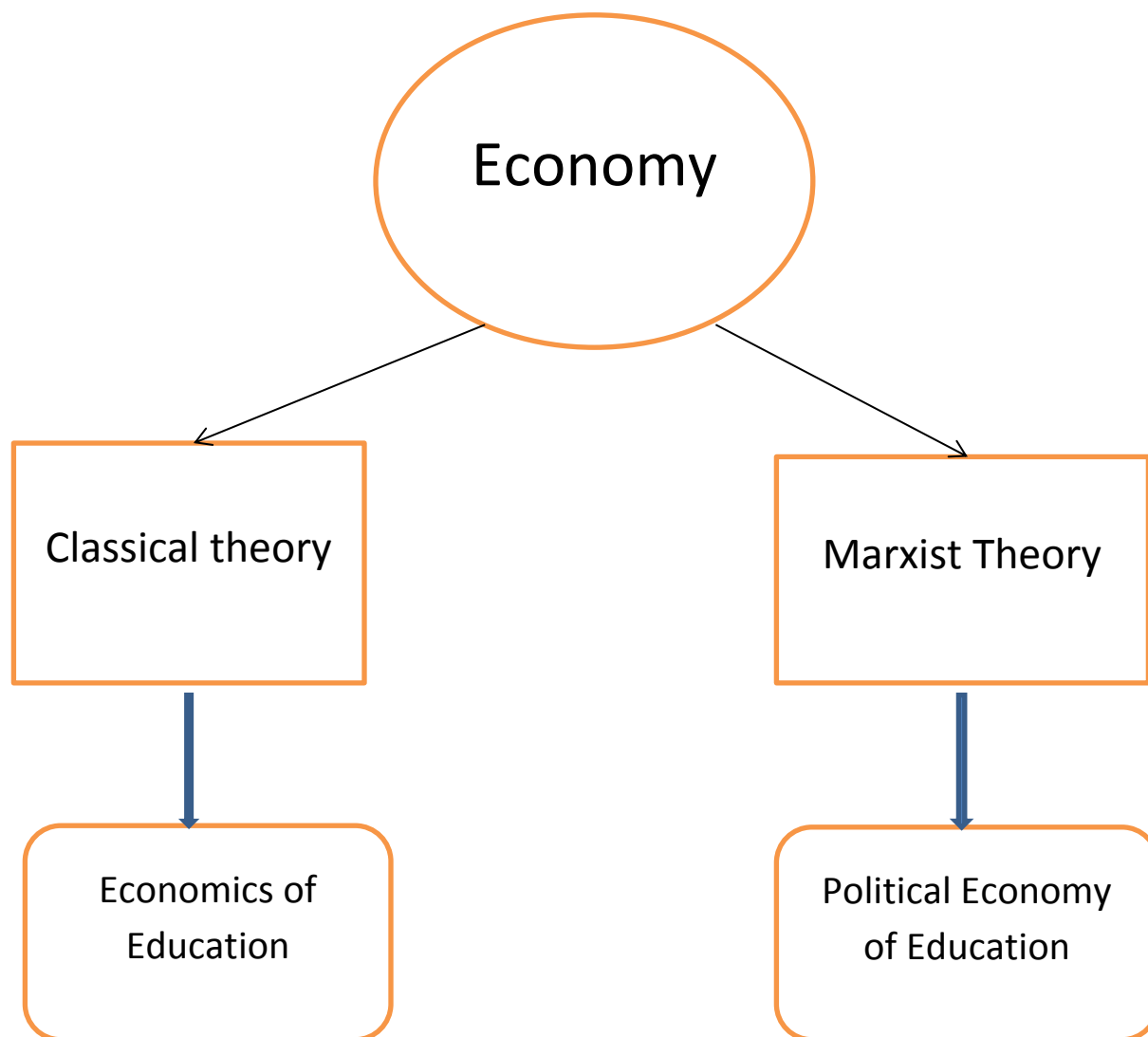


The predominant civil status in both genders is single, meaning they are more likely to enroll in a graduate and are less pressured to enter the labor market because they continue to receive financial support from his family.



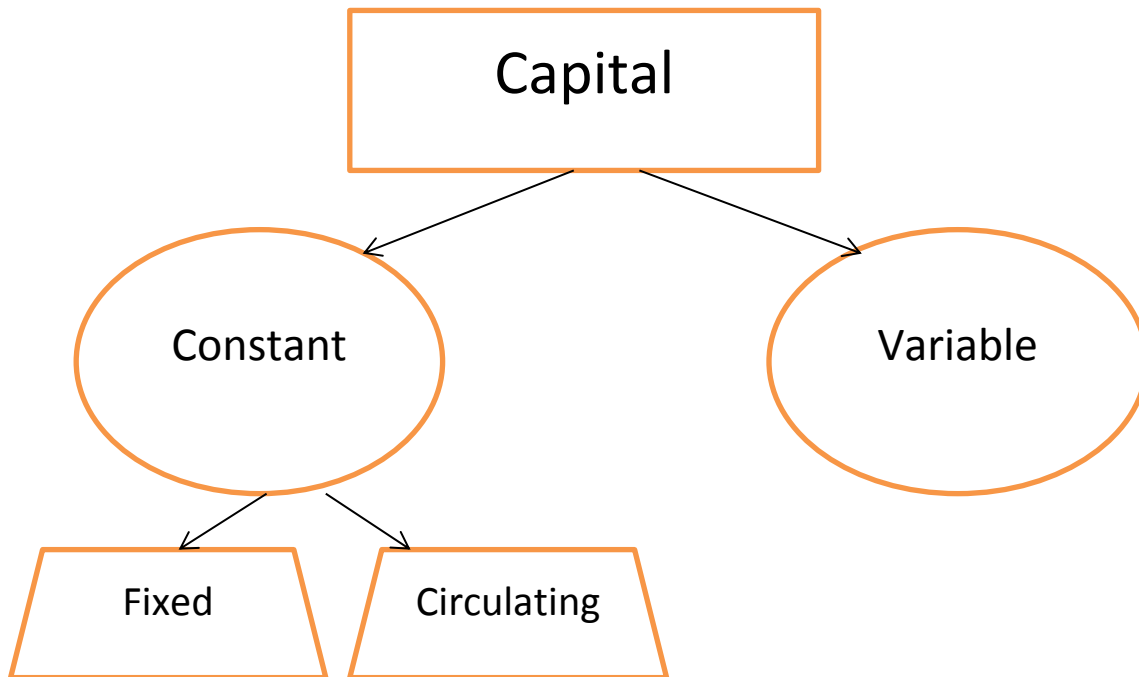
Theories

There are two schools of thought for half a century that claim to be the owners of the truth about the meaning of higher education in production. The origin of both is in the economy and that reference to the labor market and influence very noticeably in education studies. Since the economy was recognized as a science in *An Inquiry into the Nature and Causes of the Wealth of Nations*, Adam Smith, the followers of Karl Marx would have disputed ownership of the certificate of science. Each of these two aspects has generated its own vision of what education means as providing skilled labor for different areas of the labor market. As has been known to classical economics of Adam Smith and the political economy of Marx, has been called "economics of education" to the stream that is based on the statements of Smith (Leyva and Cardenas, 2002, pp. 79-80), and "political economy of education" that is nourished by the Marxist tendency. In this paper they are to present the results against the two currents of thought to determine which one can best explain the reality of the labor market. However, it is necessary to clarify that with respect to the Marxist theory we used a shed that has moved away from orthodox thinking.



The main author of the theory of human capital was Theodore W. Schultz, Nobel Prize in Education. For his work, *Investment in Human Capital* (1961), is recognized in the field of Economics of Education. Its main statements are based on the following concepts: according to classical economics there are three types of goods: money as a medium of general exchange, work as capable of creating unique merchandise goods, and all those that have been produced to satisfy the buyer. To invest in the production of goods you can buy factories, machines, electrical installations (fixed capital), supplies, vehicles (working capital), and labor (variable capital); In short: objects that are used to produce goods are

constant capital (fixed plus circulating), and the people who are transforming the variable capital. The work is divided into two: the simple, which is developing ordinary employees, and qualified, which is mainly exercised by the graduates of the university. The simple work produces goods, and also qualified goods, ideas. Depending on whether there are differences of jobs, wage differences.



Proponents of the theory say Schultz to pay for an education is not a consumer but an investment (Rojas et al, 2000, p. 116.) Machines are given maintenance (paint, oil, oiled) and ordinary workers are fed, that is, both are speaking consumer; however, qualified workers are invested for long. The goods are depreciated, while knowledge of the university is held in prolonged. In short, the investment allocated to education is measurable and to recover calculations must be made between the total amount of the investment at the university and that the income gap between ordinary workers with qualified; of that difference can be calculated Internal Rate of Return (IRR), which is to obtain a percentage of total invested regarding recoveries. For example, if a total of one million pesos in university education and the salary of an ordinary worker is 100 000 per year and a qualified 250 000 workers was reversed, then 150 000 resulting from the difference They represent 15% of the invested million. The internal rate of return estimated

at 15% means that in just over six years is to recover all the investment in higher education and to the seventh year shall be possible to obtain real gains from the difference in salaries. According to detailed studies that have been conducted in countries with different levels of development, the internal rate of return between 6 and 15% per year (De la Rica, 1999, p. 271). In countries like Mexico, where public universities where the tuition is symbolic there, the human capital theory establishes as the monthly salary that students no longer get by completely devoted to the study (Leyva and Cardenas, 2002 p. 80).

The main criticisms that have been made to the human capital theory are, first, it does not consider at all the social origin of skilled workers when it is exposed to diffuse so that those advantages in this area compared to other workers They have a strong school and later job success. Representatives of cultural capital theory based on this main research. Another criticism is that the university is not dedicated exclusively to providing companies qualified personnel; the university life is culture in its broadest sense and in this activity goes far beyond the simple role player work skills. Moreover, access to university remains to this day a means of social mobility, it is likely that the credentials are not sufficient to get a good job, however, the graduate be the educational level is higher prestige (Aronson, 2007 , pp. 10-21).

Another critical aspect of no less magnitude than previous ones, is that the logic of capitalism tends to decrease proportionally the amount of skilled labor with respect to investment in machinery and sophisticated tools. In technical terms, it is investing more in the portion of constant capital (in particular with regard to the fixed and the machines that are increasingly sophisticated tools) that the variable capital consists of the workers. When the general population is accessing higher levels of education as the labor market tends to hire fewer skilled workers, the possibility of an internal rate of return is diluted.

The theory of cultural capital was coined by the French sociologist Pierre Bourdieu, who was influenced in some way in his youth by Marxist ideology, some of which took their concepts and their distances because the modified adapting them to a school of thought which today day enjoys wide recognition in the intellectual milieu. In his early years at the academy he wrote some of his research results in *Reproduction* (Bourdieu and Passeron, 1981), which showed that social relationships were meant to be repeated and the main

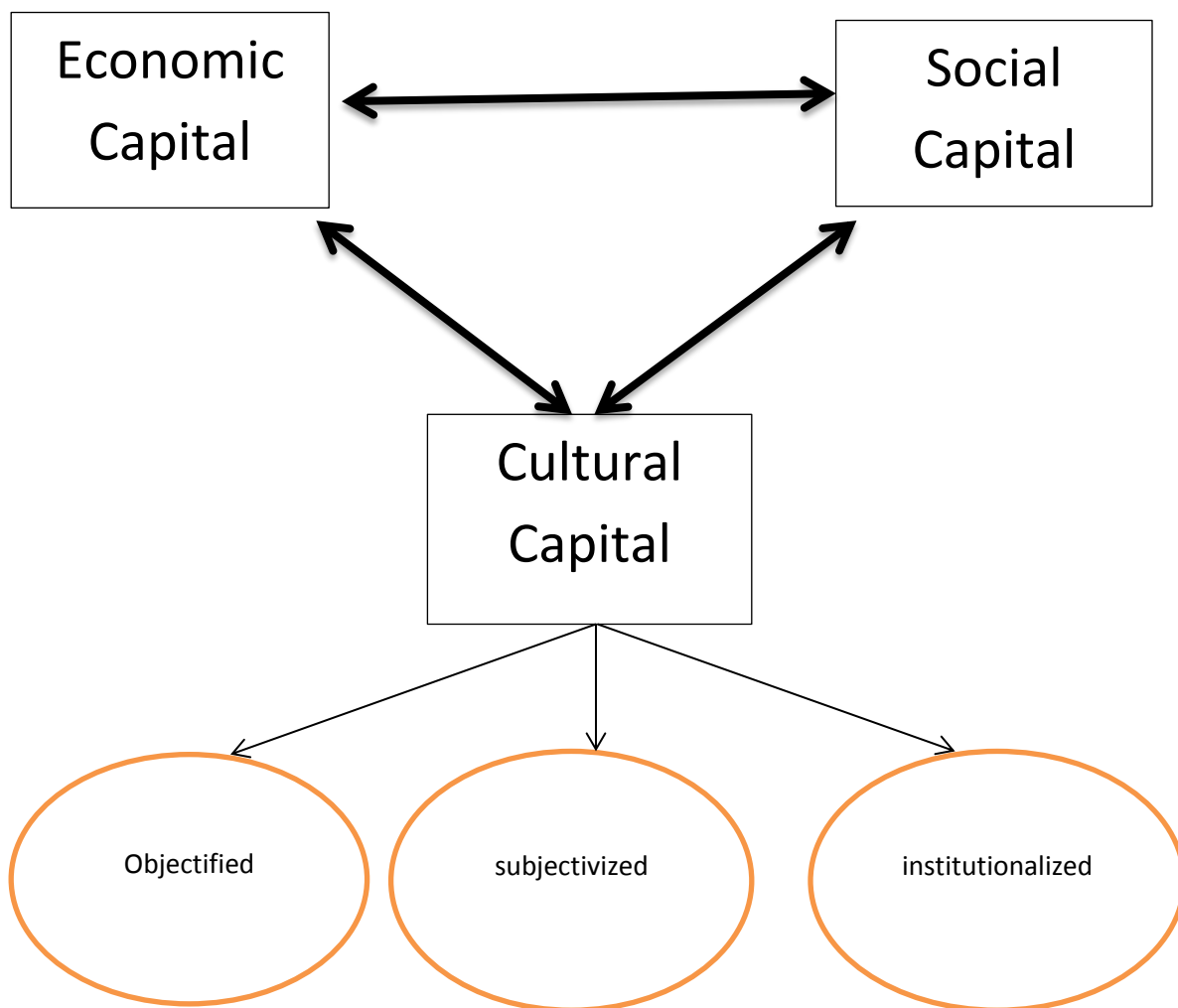
actors were to play quasi immovable roles, ie, it had It has been strongly influenced by orthodox Marxism; however, soon changed course and theoretical legacy became extremely prolific. The Marxist heritage provides that the economic power is omnipotent, that the owners of the means of production determine the political and cultural activities. Therefore, universities are part of a gear way that anything which tends to seek to reproduce the prevailing capitalist practices is made. Bourdieu coined new terms and conducted various analyzes. The concept for which he is renowned in academia is "cultural capital". The term is innovative and exit of classical logic in that capital means something that is measured in pesos. But a cultural capital is not measurable, at least not in the traditional way.

Bourdieu argues that students enrolled at universities are strongly influenced by their family history, that the children of people who have accumulated considerable cultural capital are to be successful in their school grades and in the workplace. The cultural capital can rub shoulders with the economic capital, but the novelty of optics states that Bourdieu is that in many cases a family can treasure a lot of economic capital while its cultural capital is poor; Similarly, a family can have treasured a lot of cultural capital, although this does not represent anything in economic capital.

In his presentation into three parts to cultural capital, namely objectified, which can be seen by the accumulation and use of books, newspapers, journals, historical documents, cultural videos, and other art objects of this kind; the subjectivized, which involves the appropriation of information and knowledge that can provide objectified capital and institutionalized, which takes form in the badging, ie counting titles, certificates and diplomas (Vizcarra, 2002, p. 62).

Overall, there are three general types of capital that may or may not coincide: economic, social and cultural. As their names suggest, the economic capital is formed from the wealth that can be touched and counted. The company can not touch, requires professional experience and is seen in relationships that individuals develop in their immediate means and are able to expand; eg clubs for children of the upper classes, special fields where these departen and use to differentiate themselves from other groups (private parties, religious

gatherings, gyms, etc.). The cultural capital is different from social because while the latter is based on building networks, that is constituted by the knowledge (Marrero, 2006, p. 3).



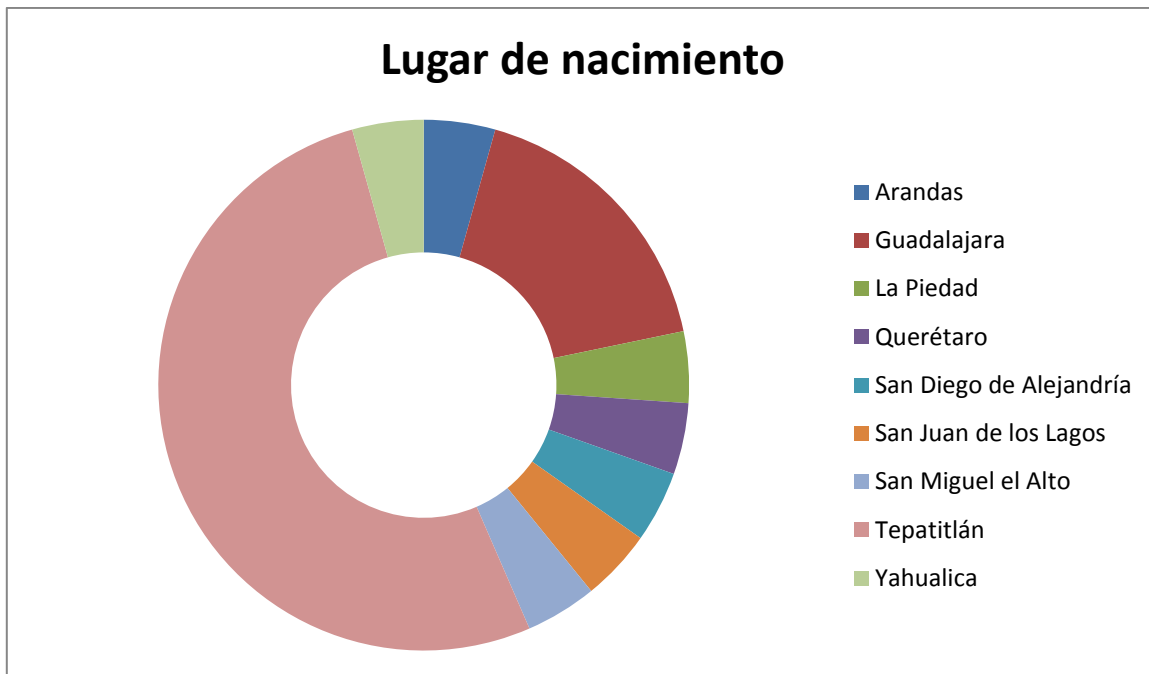
Graduates

Students who obtained the highest school evaluations

The group that received the highest grades in the subjects is represented by six students themselves who were consequently the best rated in high school and in the test for admission to the university. According to the theory of cultural capital, they should have belonged to a family group with cultural advantages over other students who scored lower assessments. However, when analyzing the particular cases found that one of these students

is the daughter of an artisan producer of brick in a low-income region, is married, she lives in a rented house; He is 29, higher than the average age of his generation; She has two brothers, but she has had access to higher level education and college she was paid. The second student know the work environment in which his father works, but we know that two of her three siblings are enrolled in college, that both his father and his mother studied high school and they supported her financially until the end Race. The third student comes from a traditional family with deep religious convictions, till the end of their training chose to enroll in the seminary to become a priest. Moreover, throughout the race always he showed a positive attitude, for example, when proposing additional literature if certain topics are studied, or when the library was to continue studying after their retreating comrades. He entered college with a higher than average for their age group because he had gone to work in the United States, where three of his four brothers. When he returned, although she was struck by pursuing a career in law, international business chose motivated by his visits to the neighboring country. The fourth student is originally from the city of Guadalajara (the state capital), but changed his place of residence to Tepatitlán (half the city) to study, has four brothers of which only one has had access to vocational training, their parents only they studied primary school and she paid for her studies. The fifth student is originally from a small region of Los Altos, where Tepatitlán ranks as university campus population. He has two brothers and both were enrolled college, his parents studied only the basic level of education and held financially when she studied the race. The sixth student, the average age of his colleagues, has five brothers, three of whom are studying at university. His father is a merchant in small and studied high school, like his wife, mother of the graduate. Their support during his student life was the responsibility of their parents.

If your school success is related to employment, it appears that everyone has promoted socially. Despite coming from poor families they have managed to position in the labor market, mainly for having completed a university degree. The human capital theory posits that training stands as the medium of choice to ascend socially. In this regard, the results do not confirm the trends of the theory of cultural capital on a clear correlation between the accumulation of knowledge familiar with school and job success. The particular results of the six students who obtained the highest academic assessments in relation to occupational success, are:



The first daughter of a mason worker who still exerts the profession, obtained immediately after graduation his first and only job on the recommendation of a friend. He considers that their university education helped him enter the labor market, but does not think there was definitive that fact, ie, think that if I had not studied still could develop the same activities currently performed; however, states that are now easier, especially when you work in finance, purchasing and invoicing. 's Employer is small and is dedicated to the marketing of grains in your area. The second graduate working in a municipal administration in the area of accounting in the Treasury, amounted in his professional position and its second gainful employment. Contracted at the end of their training, their first work experience was developed in a family company that was engaged in the sale of construction materials. The third graduate is the daughter of a brick producer went to work as a migrant to the United States and has worked in the same field of construction. She works in a business selling industrial gases, the same job he got from before enter the university. There he met who would later become her husband; now they work together and both contribute to the family income.

Fourth graduate activities, the seminarian, is limited to matters relating to the Catholic religion. The fifth graduate had been performing in trade underwear, but then engaged in a

poultry industry which proliferate in the region: the second largest nationwide. Later I had the opportunity to work in a civil partnership which offered psychological help, but their activities did not match their university education were reduced as open records, interviewing people and determine the profile of clients to guide them to the appropriate professional. To sustain his university studies he was employed in two jobs. He is currently in his fourth, which was recommended by a friend who works in the US work experience. You feel frustrated because the activities carried out in the real estate company are reduced to make photocopies, answering phones and filing documents. It has not been in this job and are looking for a different opportunity. The last of the people who make up the group of university graduates with top grades, got his first and so far only experience in an institution of higher education in the area of attachment. He has not received any promotion, but considered that the knowledge acquired at the university have been useful because he learned to cater to users and manage administrative processes.

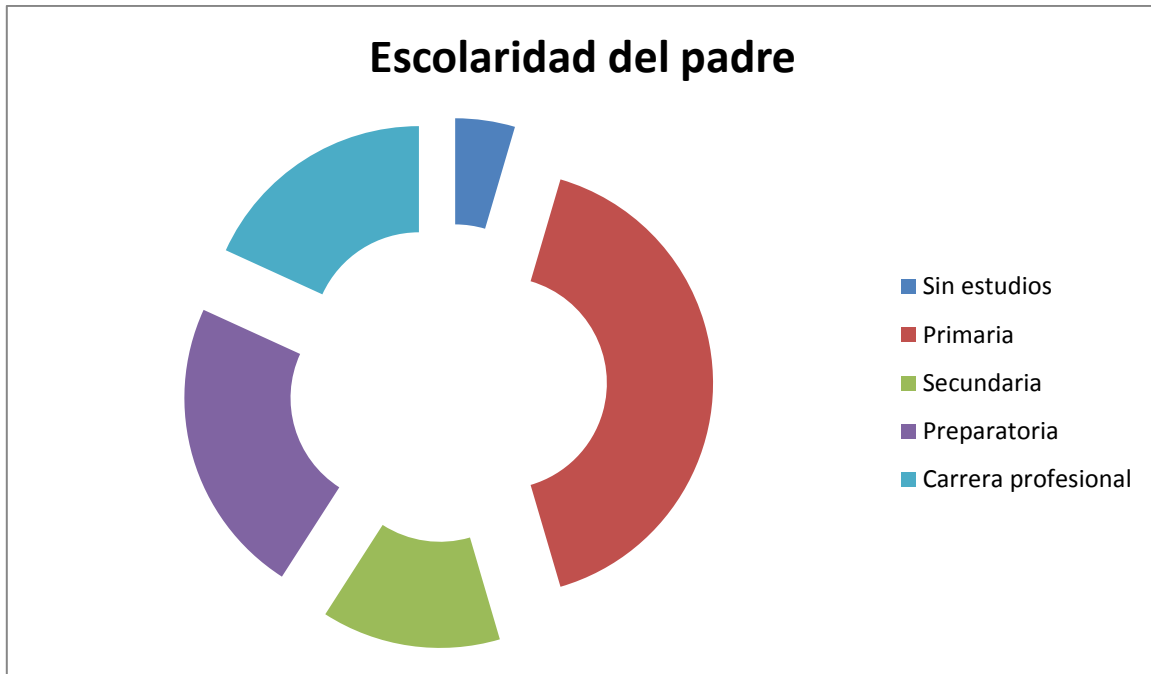
Students who come from a family atmosphere with high cultural capital

Four graduates, three women and a man, make up the group of those who come from a cultural environment with better conditions than the average. According to the theory of cultural capital, they should be the same as obtained the best evaluations throughout the race and in the entrance examination; but not, as can be seen in the chart below.

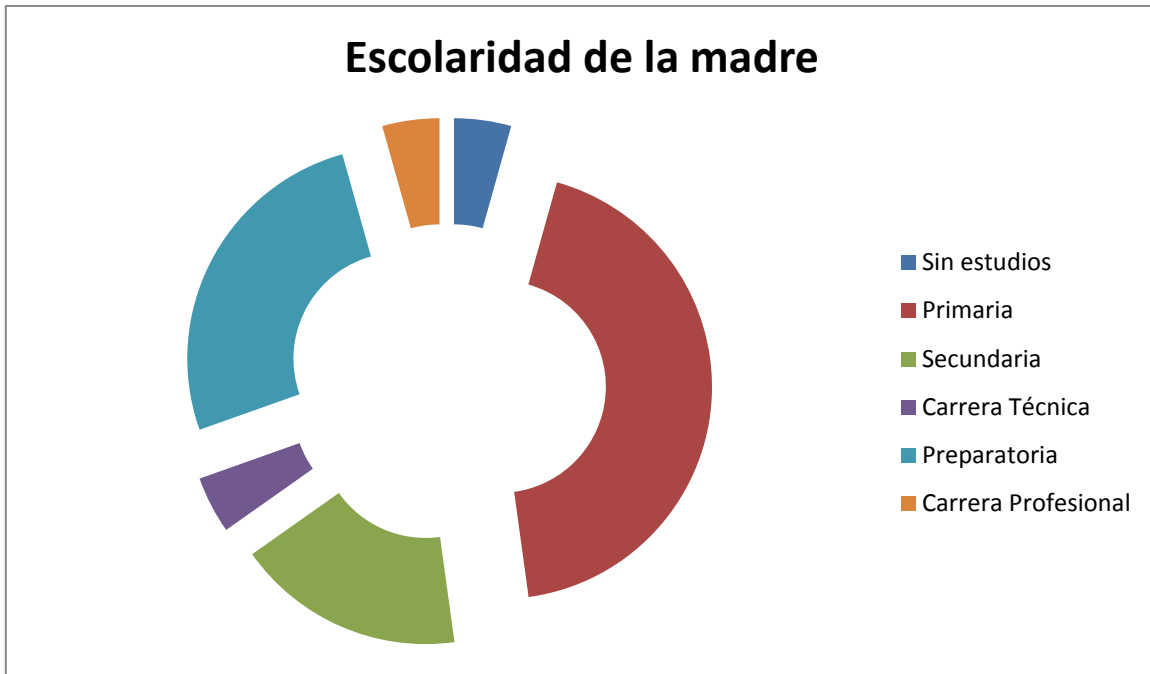


However, with respect to job success a high concordance with the theory of cultural capital can be seen; Paradoxically there is no direct influence on school evaluation, but at work. The grade is the most important in terms of family influence to raise the cultural capital category. This layer comes from children of professionals who have good financial standing; the parents' education is greater than that of mothers. The first member of this group is the daughter of a farmer who has continued its activity for a long time, living in an average city and has held two jobs, first to a company in the construction area for five months and, Moreover, which is currently performing in a year and a half, an importer of grains, where she is responsible for the area of logistics, that is, his work coincides absolutely with their training.

The second graduate hails from the headquarters of the university town, his family consists of four brothers, all professionals. She had planned to study law or journalism. After high school chose international business because it drew attention to learn languages and to participate in negotiations to export goods; He is now interested in pursuing a degree in customs legislation, but the choices you know are far from his hometown. His father has paid him all his studies, he assigned a vehicle to be transported and employed him in the family business. Foreign language did not represent any problem for her; even he lent his social service as an English teacher in a rural community near Tepatitlán. Two months after graduation he earned his second job, where he currently serves as manager of quality management systems in an agricultural enterprise that has earned international certifications. She is happy with her achievements because they are related to the training he received in college. He got that job through the recommendation of a friend; He sent his request and called him. He has managed to ascend twice the workforce despite the short time that it has been playing, and says that it was because his bosses found in it a prepared person. It also states that the university gave him the opportunity to have a broader perspective than that of ordinary workers. In addition to their bosses it is important that employees have attended college: all of his colleagues in the administrative area have professional title. Meanwhile, she is responsible for coordinating all the requirements of the stables in terms of dairy cattle to monitor the transport of pipes, and manage the quality of customer service. The company is big and its facilities are located in three different municipalities in the region and in several towns in the neighboring state of Guanajuato.

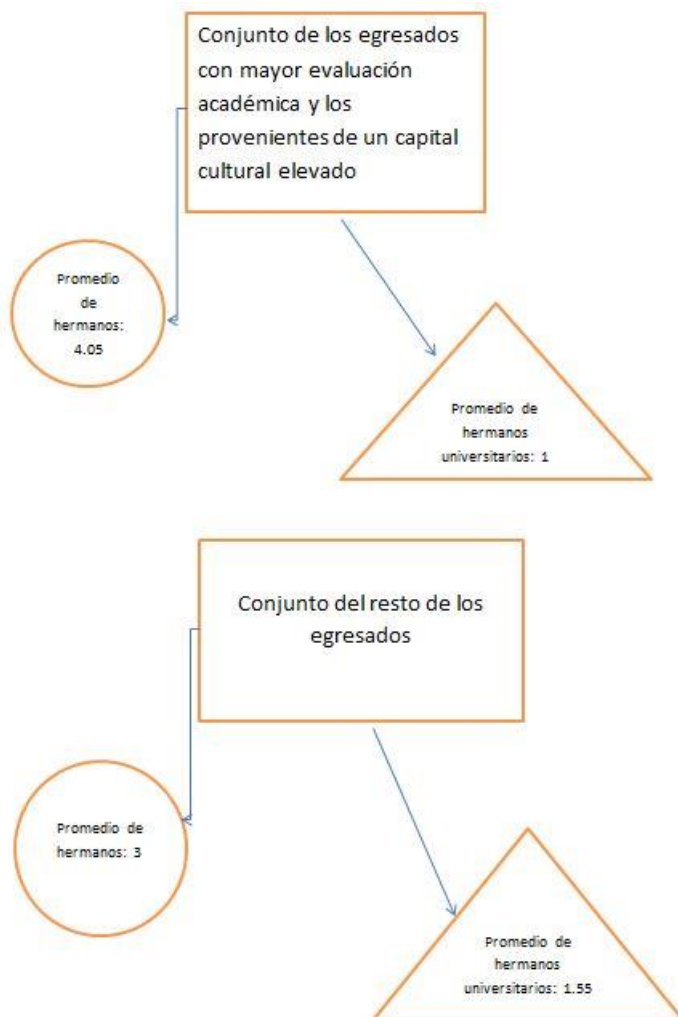


The third graduate is the daughter of a doctor who is assistant in the local Red Cross. His mother is entitled educator, his three brothers are professionals. Her parents supported her financially in all grade levels but on his own he was employed in a restaurant while studying high school to improve their income. At the conclusion of his studies, he played his second job in an importer of fabrics in the neighboring town of Zapotlanejo for only three months since the partners had conflicts and closed. His third job was in a factory Tepatlán quilt which was responsible for the store, also for three months. The following work served as a cashier at a local bank, also briefly; your past and present employment is in large tequila factory, which serves as the head of exports. He says the college have served because now being implemented.



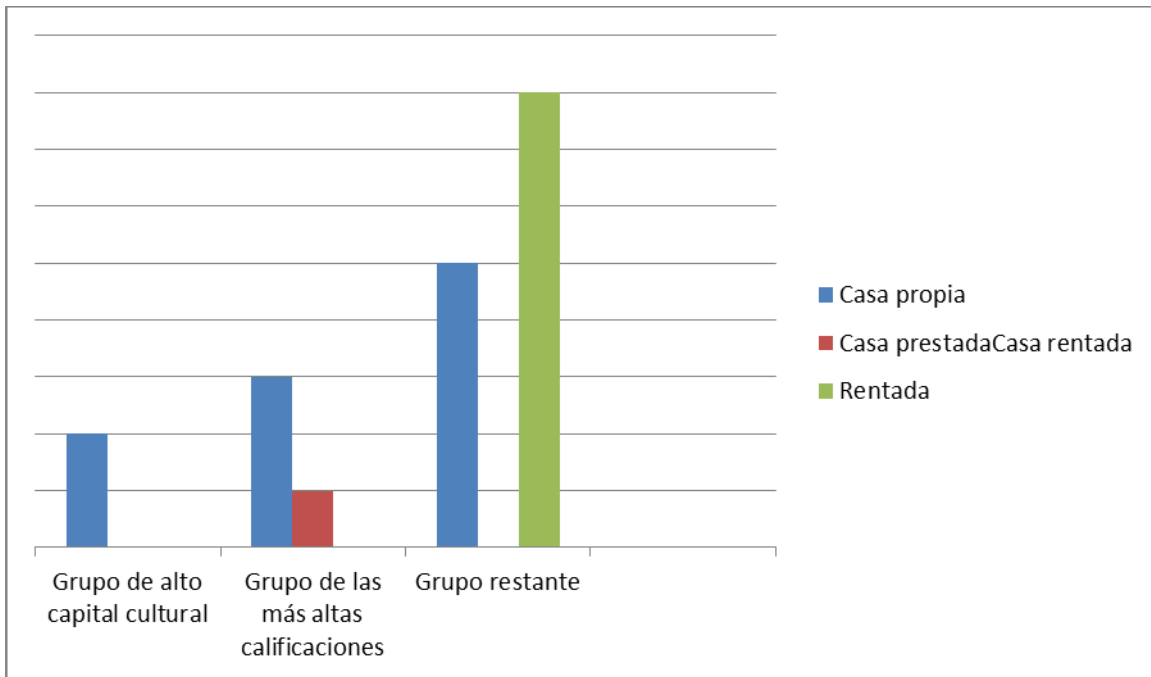
The last of the members of this group with considerable cultural capital is a 24 year old native of Queretaro. His only brother is completing high school and plan to enroll in college. She lives in a house that he acquired and is finishing paying. His father is a graduate in business administration and his mother concluded the baccalaureate; her father is a national account manager and was in charge of that area for a decade, and before worked fifteen years in other departments but always as boss. A year after graduation, I got a job by his father in an international company; but before he had worked in a company owned by his father. His first job in the company where he works today was as auditor and as of last month of 2014 was promoted to the purchasing department where its main activity to verify that the suppliers send quality products, for which it has to travel abroad and other cities of the republic where businesses who buy are located. The company, very large, is an international firm dedicated to the construction of airplanes, helicopters, motorcycles and special teams. The graduate says Tepatitlán as host city of the race, does not have enough features to employ real exporters. He had been working procedures in other cities and even in the state of Aguascalientes, but since I did not get good results came to his father and returned to work in his native Queretaro. Foreign language has been learning on their trips through practice, because what was offered at the university was very basic.

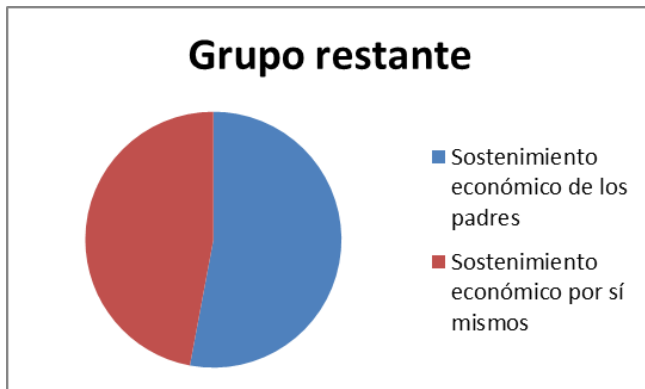
In analyzing some areas in particular and given to the first two groups: those who obtained the highest academic assessments and those from a more favorable cultural environment, you can see who are also brothers who have less access to the educational level. In this case, the cultural capital theory states that the results should be reversed.



Another feature to highlight and where itself a correlation is observed with the theory of Pierre Bourdieu, is that groups of graduates who obtained the highest school evaluations and who come from a family with higher cultural capital, have better infrastructure if you take into account the ownership of the house where they live. The higher cultural capital

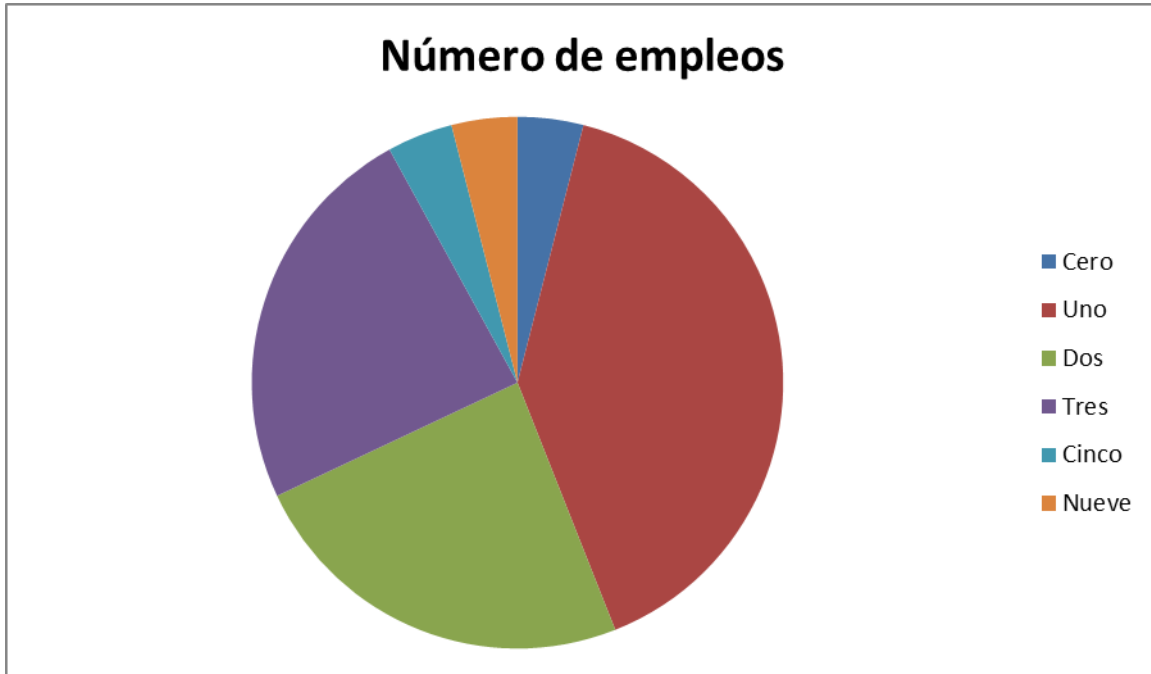
live in their own home as their only option; the higher school assessment between own and borrowed; and the remaining group living mostly in rented houses.





Students come from an unfavorable social, and coincidence or mismatch of their education with employment

Of all students surveyed, we see that the great majority have obtained one, two or three jobs, and exceptionally some have had more than four jobs. In this section the results with the rest of graduates are analyzed and subdivided into three parts.



Match those

This group consists of three subjects. The first, whose father studied as a maximum level high school and high school her mother has three brothers of which two are college. It was financially supported by their parents during their university education, he has only had a job since his exit from the race, where he serves as head of area in section of economic affairs of a municipal administration, conducting related local activities as They are concerning exports of domestic products. The second is from a town of Los Altos de Jalisco, his parents studied up to high school level and two brothers are professionals; He has managed to obtain in their home town two working positions that relate to their professional training. In his current job he is working in an international company where he works related to their studies in international business activities. The last graduate is from another municipality of Los Altos de Jalisco and earned high evaluations during their training; He obtained to date his only job, ten months after having graduated from the race, dedicated to foreign trade. It has not promoted because it is in the "top"; "No longer up". Its activity is focused on exports, imports, logistics, procurement, insurance, customs procedures documents, ie, all to which he was trained in college.

Those without coincidence

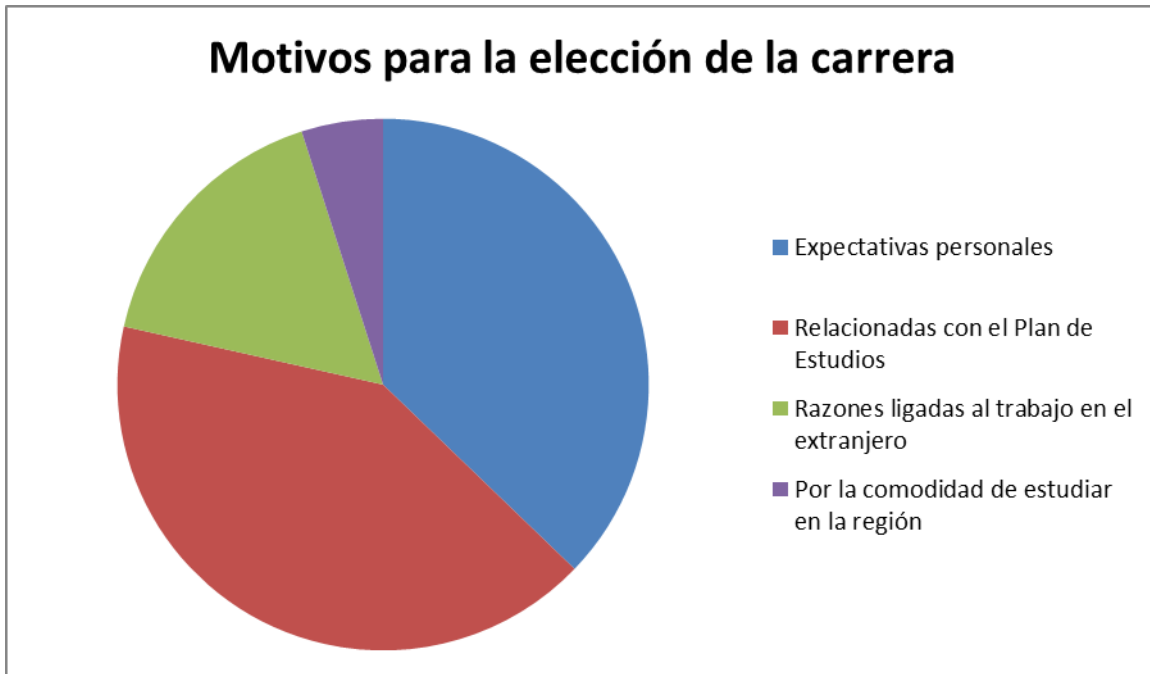
The total of this group is made up of nine graduates, they represent 30% of all respondents (at first it was noted that subtracting the number of people who were not located or refused to give information, the total of respondents was 30). This information is highly relevant in any follow-up study graduates as it gives idea that many graduates did not favor them have completed a university degree to face the labor market. The old argument about whether the university is not qualified to market demands or if the labor market is insufficient for the number of graduates offered by universities, workers still valid. In particular, the cases of those who make up this group are: the first graduate has obtained employment in Mexico since his graduation, went to work in Oklahoma half year invited by friends from his hometown because that's where it has built social networks; the second has worked in restaurants in the United States during school holidays, and plans to be used in a government institution that will open offices in a few months; the third works in an insurance company and previously had worked in the purchasing department of another company, none related to their university education; the fourth works in an area of a government agency to secretarial level; the fifth has worked as an English teacher and then went to America where he has been employed in different areas; the sixth is an elementary school teacher; the seventh was in charge of collections in a furniture store and is currently working in a family business of agro-industrial area; the eighth accounting plays in a midsize business and that has been their only job; and ninth although it has agreed to three job positions have not been related to their university education: a company of dental health in a family business, and a packing US.

This group consists of the last four students interviewed. The first one was used in the field, then went to work in the United States in a printing press, he returned and served in pastry in a family business, a trading company subsequently national capital in the city of Leon in Guanajuato, then on a bench in Tepatlán then a car company and finally in employment holds up today and obtained directly, without recommendations, as manager of an international company in the area of electronics that is dedicated to the import. That has played in training workers, in marketing, public relations, customer relations and negotiation with other companies; the second was devoted to sales personally and merchant

small, then went to work in the United States during the holidays, something I used to do since I was in elementary school because there lies one of his uncles, who leaned on a trade. Now, in your last job is dedicated to export a foreign company located in the region, taking over a part of marketing, logistics, sales and organization of international fairs. The third graduate started as an employee at an agency parcel, then he served as manager in a store veterinary and currently is manager of a bank where he exercises his management skills, organizational development and public relations; and last graduate started as a clerk in a big business that is engaged in both regional and international sale of candy, there he implemented his university knowledge; however, I had to leave and was hired by an insurance company which has spent four months working and do not use the knowledge acquired.

University education

For what were the main reasons why students applied to enter the career of International Business, the responses were concentrated in four major categories, emphasizing primarily related to the type of university education, that is, his plan studies; second and very close to the previous ratio, the personal expectations; then the reasons linked to what could be occupationally developed abroad, and finally, the convenience of being able to access this type of university education in their own region.



As a result of the interviews with the group of graduates and to meet one of the main objectives sought in studies of graduate follow, we present below the opinions expressed about the training they received at university . Responses were grouped into five areas, the most recurrent, which are described below. Overall approving their opinions regarding the professional services received and evaluated the vast majority of 7 to 9.5 on a scale of 10.

Should have more practice than theory

Graduates consider that the subject group that most affect their training were positively Customs Law and International Trade, and if considered appropriate cuestionárseles remove some obsolete materials to be told that none should be eliminated, they all have a sense and generally continuity. They felt that the curriculum is appropriate in general, however believe there should be more practical and not be one hundred percent theory.

They emphasized the aspect concerning the curriculum map, they said it should be considered foreign language as fundamental, and even that most of the materials should be exposed in English so that students really understood and practiced, especially the nodal subjects in Business international and Logistics and all relating to customs activity. They noted that in such cases were teachers who did not have sufficient training in the area and

that influenced his training in general as graduates in international business. Although they differed in their opinions, there were those who claimed that a very high percentage of teachers, 40% did not have the proper training according to the required profile.

Teachers "filler"

Some graduates felt that academics are contracted to cover the requirements and not to provide a quality education. "Sometimes we put teachers to fill places, but did not know their stuff. We were a bit behind compared to other groups and other students. Of the teachers, 30% were fillers. The truth in my generation that touched us a lot: teachers did not know what was the matter."

"The problems we face in our training was that some teachers in advanced semesters flat did not know their stuff. There were some who had never taught the course and said that 'íbamos learn together'. And others are not presented as it should be. "

"During my training, some of the problems I found was in the subjects they taught us, some of them were only to cover paperwork, like we were in an office just filling papers and for us to win us the things sooner. That I did not like. Some teachers were missing, especially one of them was missing a lot of school. "

The successes and lessons of major importance

"Customs was OK, Finance and Marketing also, maybe it took a little longer because as it was just a semester already. I think we should have had a continuity."

"The most important were Customs and International Trade Law, consider around them should focus on the educational program. Overall, the training was good, but it took an internship in the area of Business for more information serve as the basis to implement in the workplace. "

"In my titling all was fine, in a timely manner. Overall I rate the administration of those years was very good from the student part since I was involved in sports and for truth itself we were very supportive. In any detail that we had with some teachers we were receiving support, and complaints about a teacher always gave us effective solutions. "

"The most important subjects were Legislation, Globalization and logistics, and all that part where you start to specialize in the race. I do not think any need to remove the curriculum, but that add more options where one can choose between more and opt for more profiles. Perhaps it would be good to add some related to Customs and Export-Import. I rate my academic training with a 9. I was fine, but to get to 10 think they missed more options regarding trained teachers, a flat because not served and those other because as you already should go to the outside."

"Customs Law professor helped a lot because he was engaged in that activity and told us with practical examples, with situations that he had lived. Many subjects directly related to international business were not covered by trained teachers. "

"From curriculum, to me the most important matters were International Trade, Logistics, International Finance, Marketing and more. There are others that should be eliminated, as are social; I think they are fine, but misguided. For example, sociology became interesting to me but from the point of view of business did not contribute much; It is good to know about cultures, how societies are organized and how people interact, but that's from the epistemological point of view, as in the case of businesses, the truth is of little use to us in the race. "

"We need specialized business software, a type of simulators. Customs Law was very important. It was of great interest to us have taken the subject of International Logistics, although it was somewhat complicated. "

The case of the foreign language

In this case a significant number of comments were submitted, however, there were mixed views, some claimed that they had no real chance to learn, and others said that the students were responsible for not advancing to prefer to avoid the subject because "no It was a subject that would provide loans. " For example:

"The case of English class was very basic, was only ahí"vete to a place I do not remember the name (language laboratory), but it was where we made practical. The truth, the English classes I never helped me, I learned until I was out when I was sent to travel to other

countries where they spoke the language, so I was practicing forces also watching movies or listening to music. I think that knowing English, I do not say 100% but a basic training is essential for getting a good job. However, the matter should not be taught as traditional, but a more didactic way in which the student is interested so that can make the best way. "

"As my training in English it was bad, but that's my fault because I did have the opportunity to study; preferred address a task that yes give me credit. We had the opportunity to pursue Filex. "

Absence of teachers and flexible schedules

This version appears less frequently in the opinions offered by students; however, it is one of the seven most frequently mentioned: "We had teachers missing classes and although they were well trained, sometimes were not needed in our career; were accountants, administrators. Actually there were few trained in International Business and many repeated many kinds. We face such problems. Also, sometimes we were just one class and that all other hours because teachers were not. I am of Tepa and went to my house, but the downside was for those who came from outside, for them itself was a can. I as a student, together with my group, I tried to do something to solve these problems; once we join and ordered the return of a missing professor lot. The process did the councilor, who got a request to the rectory, the signed and yes we all changed. "

"Missing the teachers a lot. I think that teachers do not put the dedication it takes, sometimes arriving late, often missing and affected more to us than we were outside. Sometimes we had a class in the morning and one in the afternoon, so we had to stay all day. I already left but it would be nice to have fixed times for those who continue studying. "

"Some teachers did not even know what kind would give, had not the slightest idea. We had the case of teachers who told us: '¿Sabes what? We will learn together'. They gave us the issues and said 'each week someone will exhibit a different issue because I know nothing of this. ' In a way they were honest, but not prepared and that was his responsibility. In fact, formed in International Business only we had one, but his knowledge

was only theoretical because it never did practice. We had a degree that was not licensed in International Business, but was very good and we never asked for and allocated."

Conclusions

One of the essential tools of the modern university is conducting follow-up studies graduates to understand the impact it has on its surroundings through the employability of their students as well as their weaknesses. By tracking graduates can correct the course and seek new alternatives links with society. This study represents the first of fourteen university courses to be assessed by means of the opinions of students, who often forget the institutions once they have completed their studies. Degree in International Business has its own characteristics: a comparative analysis proposed in subsequent studies based on the results of monitoring graduates of other races.

The first results to be presented is the failure rate. It is common to see high attrition in the public universities, although that is not the case of international business career, which presented 78% of terminal efficiency. The number of students who have already obtained their degree is also high, and corresponds to 70%. Both indexes for the group began in the school calendar "2008 A", without considering the advanced students were incorporated in the course of the race by reason of having failed subjects; that is, it has been considered the initial group "uncontaminated" as marking the canons of the National Association of Universities and Institutions of Higher Education (ANUIES).

This study was conducted by interviewing all graduates. It is important to emphasize that the vast majority of studies of this kind are practiced in relation to a small sample. The method used was the open interview; there was an overall survey of closed multiple choice questions. open interview was preferred for insight into the contributions of the respondents. In most cases insider closed lose by offering options. It is also preferred that students explain the particular characteristics of the occupation of their parents, for example, to determine whether that factor, along with others, may have benefited or hindered the passage of their children for college and subsequent inclusion in the Labour Market. A similar situation occurred with the data provided in the method by which they obtained their jobs, if they reached it and if matched their university education. Not to

mention the academic or administrative difficulties experienced throughout their training. Undoubtedly, close the possibilities of response to preconceived options limit the scope of the investigation and its results.

All the graduates currently working or, at least, as has developed in the workplace; however, it is fair to clarify that this is not the result only of university education as a near half proportion of graduates already had work before the end of the race, and even some previously admitted. This feature indicates that it is a group of young enthusiasts who come from a social environment that does not correspond to the highest levels. It reaffirms the old idea that university education is a means of social mobility. The El Alto company has been favored with the presence of the University of Guadalajara and met some of his public responsibilities.

The region of Los Altos de Jalisco is characterized for over a century by the expulsion of workers to the United States, and this is reflected in the results of our research unintended. In the field of social sciences it is called Serendipity to a phenomenon that is finding a very important result in an investigation although this was not the initial goal. In our case, we had not proposed investigate the influence of migrant labor in the graduates of international business career, however, to take stock of the results found that more than a third of the total amount is for students who have gone to work in the US for long periods or in their holiday periods, while others migrated as finished their studies or because they are children of migrants from any of the following three categories: living there, going back and forth (in academic terms , these are called circular migrants), or were, they returned and settled in Mexico.

On the other hand, there is an efficient vocational guidance since the vast majority of graduates requested this race with great determination. Currently, more than half show interest to enroll in a graduate in the same area of training and singles remains largely because of his young age. This makes us infer that are more likely to enroll in a graduate achieve if they were married and have more responsibilities.

There are two main theories for the analysis of the results of research whose object of study are as follow graduates. Both are antagonistic and originated in the tradition of the

economy once it acquired the status of science. While one says that education is a means par excellence for social mobility, the other asserts that society is already fragmented and higher education covers the requirement to maintain a society divided into classes and that before becoming a vehicle for social mobility their role is to reproduce inequalities. The first theory based on classical economics of Adam Smith, said that the work done by university graduates are qualified and therefore must obtain a return substantially higher than ordinary workers. For him, enroll in college means investing in their education, but once they join the labor market and earn high wages begin to recover the invested financial resources.

The other stream from political economy, states that there are different forms of capital, and that one in particular, the cultural capital, is defining the success or failure of students in the upper level and also in the labor market. The cultural capital is not measurable in a similar way to financial capital, and it is necessary to draw on intellectual resources to define and calculate the cultural capital of parents of graduates to verify whether or not this aspect influenced in university training members of the family.

When comparing the results of the interviews to graduates with the theories described above, we find that none of these can offer complete understanding. It is also seen that in some respects is verified and disapproves other. That is, to separate the group of students that scored the highest marks during the race and when compared to families who hold palpably better cultural capital do not match; ie Bourdieu's theory is inadequate to explain this particular point, and instead of human capital does give results, in particular its statement that higher education offers prestige and social mobility to those who are tougher and obtain the best school results. The group of students has a high cultural capital both scored low throughout the race and in the entrance examination; ie invalidates the assumptions of the theory of cultural capital again. On the other hand, if there according to their professional success; however, the theory states that family influence is defining in the two fields: the university and the labor market. To obtain a partial result the theoretical assumptions are invalidated.

Another aspect is whether there is agreement between the knowledge acquired and applied in the labor market. In particular, the above two groups: those best evaluated during their

school career and from an appropriate cultural environment to determine their employment and educational success, do show a high correlation between their work activities and their university education. The remaining group, ie those who did not obtain the highest nor from families with higher cultural capital assessments, we have divided into three groups according to the possible correlation between training and employment. The first, which we did find a high coincidence, is composed of three members; the second, which we observed no relationship between the two aspects described, as are 9 individuals, themselves representing a close to a third of all proportion. And a third group is composed of four graduates who have worked in two or more spaces and including in some cases their knowledge were favorable to apply them in their work, and in some other cases no.

Finally, with regard to vocational training most academics agree that you have received services that meet their needs and expectations by covering them were enrolled in this educational option. Four major categories in which they can bring together the kind of expectations that had formed when they applied a space, only one is not for the universe of acceptable rational: the case of entering the international business career because it was near the student residence and offered comfort.

Deficiencies in professional result of their training, are limited to four in general. At first they considered that he needed more practice in some subjects because his work refers largely to customs processes and a considerable number of subjects concentrated on theory. In the second development they noted in some subjects that certain teachers were hired "filler" to cover formalities, and that they confessed they had no experience in the matter. The third deficiency was related to inadequate learning a foreign language; the language lab did not cover the required expectations since it was largely self-access, and did not offer college credit, students subtracting importance. And fourth, the students said teacher absenteeism is sometimes encouraged because the schedules were flexible, that is, they were not subsequent. However, the most important point was the lack of ethics on the part of some teachers to leave for no reason.

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