



Average admission and academic performance in students of a public university in Alto Amazonas

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Abstract

The research was developed to determine the relationship between the entrance average and academic performance in students of the National Autonomous University of Alto Amazonas (UNAAA), Yurimaguas 2018 and 2019. For the study, the entrance average and grades obtained from the first, second and third cycle of studies of UNAAA students were considered variables. A sample of 93 students of both sexes, enrolled in the Accounting Studies Program, was involved. The results show that the level of average entry-level in students of the accounting program in the first, second and third cycles of the UNAAA, Yurimaguas, years 2018 and 2019, were located in deficient 50.5. The level of academic performance was 82.8% regular. There is no relationship between good income level and academic performance level, $\chi^2 = 0.20$ ($p > 0.05$). There is a relationship between the average poor income and the level of academic performance, $\chi^2 = 0.024$ ($p < 0.05$). In conclusion, there is a "very low positive" correlation between the average income ($R = 0.189$; $p = 0.070$) and academic performance, which is statistically not significant ($p > 0.05$).

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KeyWords: Grade point average, academic performance, higher education, accounting.

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Introduction

Academic performance is a multidimensional expression of the goals and achievements established by the educational activities, it is considered a qualification that is acquired through the study of a program of studies, which leads to considering the student's attention when applying for university entrance exams, a worldwide trend, due to this it can have a positive or negative effect on an individual, however, it is important to establish that there is no coherence between the qualification achieved at the entrance with the one that will be maintained for the academic achievement of the program, where it is evident that students who entered with the best qualification often have an average or low performance in the progress of the subjects of the program of study. Some authors, such as Bedregal-Alpaca et al. (2020), state that the academic achievement of a student does not depend only on the grades obtained but also on the academic behavior, that is, the performance and progress rates through the subjects of their peers, so the techniques and methods used will allow teachers to identify students who are at academic risk.

For the above reasons, the National Autonomous University of Alto Amazonas (UNAAA), through the Executive Admissions Committee - CEA, has established an objective multiple-choice admissions test sufficiently structured to include knowledge questions to improve the selection of students for university life but does not monitor the academic performance of its students. The purpose of the study was to test the relationship between average student income and academic performance at UNAAA, Yurimaguas 2018 and 2019, to establish whether the admissions strategy meets its intent, as well as the coherencies, internal and external factors, and to develop measures to make significant changes in the admission and performance of students in accounting programs.

The research was convenient because it evaluates the entrance qualification of the students of the accounting program and its follow-up with the academic performance to establish the relationship between the variables, being this a fundamental indicator in the decision-making

process. Socially, the research approves establishing the benefit of the training for students with low economic resources, establishing if the students maintain a regular or good qualification within the university after their entrance or if it is influenced by internal or external elements for the taking of corrective measures. The research in practice made it possible to establish whether the entrance exam is an ideal strategy to select the best students for the different educational programs and thus relieve higher education. Also for the research to provide new knowledge regarding the study variables and their relationship in terms of their dimensions. Finally, it has methodological usefulness since its technique and instruments can be used by other related studies or because they can be used as tools in the monitoring and evaluation area of the University.

General objective: To determine the relationship between the entrance average and academic performance in students of the accounting program of the I, II and III of the UNAAA, Yurimaguas 2018 and 2019. Specific objectives: 2.2.1. To identify the level of average admission in students of the accounting program I, II, and III of UNAAA, Yurimaguas 2018 and 2019; 2.2.2. To identify the level of academic performance in students of the accounting program I, II, and III of UNAAA, Yurimaguas 2018 and 2019; 2.2.3. Determine the relationship between good entry average and academic performance in students of the I, II and III cycle of the accounting program of the UNAAA, Yurimaguas 2018 and 2019; 2.2.4. Determine the relationship between poor entry average and academic performance in students of the I, II and III cycle of the accounting program of the UNAAA, Yurimaguas 2018 and 2019.

The study is supported internationally by different researchers such as: Vilalta et al. (2020), the techniques used were descriptive statistics to extract useful and relevant references from the educational data as an input or result of the professional training processes. The analyses of the background group suggest permissible relationships between the elements influencing the study, allowing to understand the rises and falls in academic efficiency. Statistical computing techniques and software packages are used to



process educational data. The result obtained shows the correlation between the level of admission of students to the first year and academic achievement.

For Llanos et al. (2018), the research focuses on the realities of the School of Business Administration, which graduated 249 students between 2009 and 2016. The data matrix consists of nine explanatory variables, with academic performance as the dependent variable, measured by course average. The contrast methods used were three: contingency tables, ordinary least square multiple regressions, and ANOVA. The findings revealed the factors that had the greatest impact on the course grade point average, the most prominent being: entrance preference and age, high school grades, technological business education branch and PSU (university selection test), calculus and language. In conclusion, through the estimation model, three typologies of admission aspects can be referred to, which allows a good analysis of the average grades obtained by the graduates throughout their careers.

According to Quetzalli et al. (2022), the research focuses on the accreditation of higher education educational programs by international entities, the problem identified is that the evaluation is carried out from the administrative sphere, which implies that it does not include the participation and perception of university students. The study sought to create a learning community where the culture of evaluation is strengthened. The methodology was a case study. The research rescued the theoretical references of learning communities and the culture of evaluation referred to the context and specific situations of the bachelor's degree in educational sciences, allowing the proposal to be structured in 4 stages: diagnosis, planning, implementation and evaluation with student participation, which allows the identification of strengths and areas for continuous improvement.

For Ramírez et al. (2020), studying any of the professional careers does not prove that graduates get jobs, adding that the downturn in the economy has had a significant impact on the admission levels of recent graduates from various universities. The study was retrospective,

descriptive and correlational with a non-experimental cross-sectional design. The study universe is 248 and the sample population is 129 graduates. The measurement of academic performance was carried out through the evaluations averaged and recorded in the conclusive records of Sigaweb UNASAM. This hypothesis was statistically confirmed by Pearson's correlation. Results: A positive correlation was demonstrated between academic performance and admission to the administrative career. Conclusions: With a confidence level of 95 %, there is a direct relationship between academic performance and average income.

Escobar & Sanchez (2019). Cohort study, seeks to diagnose the relationship between skill attainment levels, socioeconomic levels, high school grades, college choice tests, college studies, origin, self-esteem and study manners, which correlate with the academic performance achieved, to pay attention to preferences. The result of the traditional categorical incorporation metrics do not support that the achievement corresponds to the base cycle of the career. On the other hand, in the training process, bioethics standards, protocols and mapping are used to regulate the demonstrative stage of students according to their performance as they contribute to the diagnostic competence.

Cruzado et al. (2022). A systematic review study of basic descriptive type, sought to know the quality of higher education according to the Latin American and Peruvian reality. They found that the sources focus on evaluation systems and practices to improve educational quality and on the challenges of environments such as covid-19, which favored online education to maintain the quality of the service offered and in search of equality.

De la Fuente-Mella et al. (2021). Econometric study to establish the number of semesters spent by students in the accounting and auditing professions at the Pontificia Universidad Católica de Valparaíso (Chile) to complete a university degree. It also seeks to identify the factors that determine this duration, and whether or not they are related to academic performance. The results obtained reveal how these two types of variables affect the duration of university studies. As for



the variables related to academic performance, the grades averaged in the subjects of mathematics and finance had the greatest impact on the careers of accountants and auditors. Likewise, age, type of institution previously attended and gender of the students are recognized as effective predictors of graduate academic performance.

The average admission, the analysis of problems in the system of selection and admission of university applicants is a problem that necessarily combines technical norms, social policy and personal influence. This makes it a field that is intimately related to individuals and social actors, understanding the aforementioned as university entities, the world of work and society itself, since they have an impact on these areas (Donoso & Hawes, 2002). To demonstrate the quality of higher education, the selection of students should be based on factors that affect academic performance and have an impact on student resignation, especially during the transition from student life to university life. Universities should admit only those who have a legitimate and genuine interest in knowledge as a necessary element of social progress (Beltrán, 1998).

Since the beginning of the century, with globalization and its impact, the economy and its growth, and the information and communications revolution, higher education has faced unprecedented challenges. These specific variants have led institutions to be committed to improving the quality of education provided, reconsidering the selection mechanism for applicants to ensure that graduates have competitive quality training to occupy the reduced space provided by the labor market (Cortés & Palomar 2008, p. 200).

Quality higher education is ensured with a good selection in the admission of students, which should be based on factors that affect academic performance and lead to student dropout, especially during the transition from school to university life. Universities should admit as students only those who have a legitimate and genuine interest in knowledge, an essential component for the development of society (Flores, 2012, p. 211). The purpose of the

selection process is to collect data from a group of candidates concerning a specific area, such as their skills or knowledge, through the assignment of a score. A sample of such a process is the admissions to universities, colleges, etc., in which a variety of tools are used to determine the participants and the career or university to which they apply. Therefore, the adequate design of the selection tools is paramount, because, if they are insufficient, they could cause significant damage to the applicants, since they will eventually fail in their academic life.

First of all, under traditional admissions testing, the scores of all applicants are compared to the same criteria; however, the test coverage may be biased toward certain boards, for example, if they use culturally identifiable knowledge or experiences or specific groups that are not accessible or have specific judgments that are not found in the intellectual or affective communication of the testing groups and candidates. Therefore, evaluation based solely on test scores does not lend a fair balance of an applicant's true merits. Hence, it can be said that the admissions process that only considers test scores, while it may be relatively objective, is not fair. Higher educational institutions are visibly anxious to improve quality and should define appropriate tools in the student selection process, taking into account various criteria, as mentioned above, academically, politically, socially, economically, culturally, etc.

An entrance test, which is a type of written test objectively comprised of an elaborate questionnaire of questions (varying depending on the university), is generally divided into both the sciences and the humanities, which include a reasoning part and an intellectual part. Under this method of admission, applicants who achieve a vacancy on the composite transcript based on their scores are admitted to the University. Chadwick determines academic performance as the manifestation of the abilities and psychological particularities of a learner to develop and update himself during the teaching process, allowing him to reach a certain level of functioning and academic performance during a course or cycle, and in the conclusive qualifier (in a very recurrent quantitative way) the level



apprehended by the evaluator (Chadwick, 1979).

This is an issue that transcends ages and stages, becoming one of the primary concerns of those who bet on quality education, it is considered a factor of great importance capable of establishing whether or not an institution achieves its educational goals (Rodriguez et al., 2004). Ramallo & Sigal (2010) propose a genealogy to distinguish the different strengths or requirements of the university selection system, showing how easy it is for applicants to join the university environment. Secondary education in Peru does not have a national entrance exam to measure effectiveness. What the selection process entails for universities is to select outstanding candidates until the number of definitive vacancies is reached. However, they do not consider a minimum passing score and therefore cannot guarantee an adequate selection of applicants. The degree of selectivity of university admissions is measured by the ratio of applicants to those admitted. Significantly extensive selectivity was found in the public university, as opposed to the private university, increasing rates, reaching zero or paradoxically negative levels in some institutions. Certain establishments admit school grades and, in rare cases, special skills or vocational tests in their selection methods. Private universities offer models in their selection systems that take into account previous school performance (Sota et al., 2006).

Extensive research on the predictive efficacy of the various classification methods and their relationship to academic performance in college has shown positive correlations, which makes them highly predictive of future academic performance (Carrión, 2002). Research conducted by Poussaint at Harvard shows that the results of the entrance exam can indicate success in basic cycle teaching, but not clinical performance (Poussaint, 1999). The training and qualification of human capital are fundamental for the development of a country. From this point of view, the importance of the role played by universities is reflected in the responsibility they have in the education of professionals, together with each higher educational institution, whether it is a pedagogical or technological institute.

Universities and governments are increasingly interested in academic performance, especially in attrition, as shown by national policies to evaluate university quality. Conjecturally in Peru, in 2014 a new university law was published, in addition to that the National Superintendence of Higher Education, SUNEDU for its acronym, was created, and a mandatory license was established and able to be renewed by each university entity, replacing the operating permit stipulated in the previous legal framework. Subsequently, the Quality Assurance Policy for University Higher Education was adopted, which states that the compulsory license is established as one of the fundamental pillars used by the quality system (SUNEDU, 2014).

Higher educational currents are forcing them to devise methods capable of improving the quality of their education and the continuous evaluation of their work, to achieve better academic performance and perseverance before students complete their professional studies. It can cause significant harm to applicants as they will sooner or later fail academically. The training and qualification of human capital are fundamental for the development of a country. For this reason, the role played by universities is fundamental, since it is they, together with institutions specialized in higher education, such as technical and educational institutions, that are responsible for training professionals. To begin with, according to traditional admission tests, the scores of all applicants are compared with the same criteria; however, the test compendium could be adversely influenced by particular groups, such as, if certain culturally identifiable skills or practices are used or specific groups are not accessible or have characteristic judgments that are not found in the intellectual or affective communication of the groups of testers and candidates.

Therefore, evaluation based solely on test scores does not provide a fair test of an applicant's true merit. Consequently, it is conceded to say that the admissions process only considers test scores, even though it may be congruently objective, which is not fair. Academic performance refers to the average grade a student obtains in the subjects in which he or she takes the exam,



independent of the type of test. Its metric consists of the sum of grades achieved divided by the number of grades. The authors maintain their assertion that student or scholarly achievement is the quality of knowledge confirmed in a field or subject in comparison with criteria such as age or educational level, where in general the grade indicates predilection, constancy to study and greater or lesser capacity of a student in the various courses (Treviño-Lozano, 2003, pp. 29-30).

Methodology

The typology of the study is basic; the correlation of the average income with the academic performance of the students of the National Autonomous University of Alto Amazonas will be determined. The design of the study is non-experimental since the variables are not manipulated on purpose. It is based on the observation of phenomena that occur in a natural context and then analyzed accordingly. In this type of study, subjects are not exposed to any condition or stimulus. That is, the subjects were observed in their natural environment, according to the focus of the study. It is descriptive because information related to the academic performance of students at the National Autonomous University of Alto Amazonas 2021 will be collected.

Research variable 1: Average income and research variable 2: academic performance. The methodological design is of basic descriptive typology, of correlational level. It is of non-experimental design, cross-sectional because it does not manipulate the variables or the research subjects and the data collection will be carried out in an established period. It adopts a quantitative approach because it collects and examines data on variables and experiences the peculiarities of quantifiable phenomena.

The sample design: the population sample is composed of 93 students of the first, second and third cycle accounting careers of the UNAAA (Source: Academic Records of the UNAAA). The sample was a non-probabilistic census, so it will take the entire population sample of the research consisting of the 93 students of the accounting

program of the I, II and III cycle, the sample will be taken at the intention of the researcher in each stratum, from the year of admission of the students.

The data collection techniques come from the academic records area of the UNAAA. The data collection technique employed was a bibliographic analysis of digital data records from the University's Academic Information System. Data were collected concerning the chosen students through sampling procedures. The statistical techniques to be employed, being a quantitative study, will be descriptive statistics and inferential statistics to show the relationship between variables.

In ethical and regulatory aspects: the research is based on the principle of autonomy because the subjects of the research will be treated as autonomous beings and the information to be obtained will be confidential and will be used only for the elaboration of the study. On the other hand, the guidelines provided by the UNAAA were taken into account, for the research to be authentic. Non-maleficence will also be applied, generating the principle of greater benefit and less harm to the study subjects. The right to act in the face of relevant conditions that it considers such as recognizing or suing the researchers.

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Results and discussion

Table 1. Level of average student enrollment

Level	Parameter	N°	%
Good	16 - 20	29	31.2 %
Regular	11 - 15	17	18.3 %
Deficient	0 - 10	47	50.5 %
Total		93	100 %

Table 1 shows the average entry-level in students of the first, second and third cycle accounting program at UNAAA, Yurimaguas, years 2018 and 2019; it is observed that most of the entrants were placed in the Poor merit order group 50.5 % (47), followed by the Good merit order 31.2 % (29) and Regular 18.3 % (17).



Table 2. Academic performance level of students.

Level	Interval	N°	%
Good	16 – 20	1	1.1 %
Regular	11 – 15	77	82.8 %
Deficient	0 – 10	15	16.1 %
Total		93	100 %

Table 2 shows the academic achievement levels of accounting students of first, second and third cycle of UNAAA, Yurimaguas 2018 - 2019; it is observed that most of them are located in the regular level 82.8 % (77) with a tendency to deficient 16.1 % (15). Only 1.1% (1) student reached the Good level.

Table 3. Relationship between good grade point average and academic performance

			Academic performance level			Total
			Good	Deficient	Regular	
Average at entry good vs. not good	Good	Count	0	2	27	29
		% of total	0.0%	2.2%	29.0%	31.2%
	Not good	Count	1	13	50	64
		% of total	1.1%	14.0%	53.8%	68.8%
Total		Count	1	15	77	93
		% of total	1.1%	16.1%	82.8%	100.0%

Table 3 shows the relationship between good income levels and academic performance levels

of first, second and third cycle accounting students of UNAAA, Yurimaguas 2018 - 2019.

Table 4. Chi-square for the variables average good income and academic achievement

Chi-square tests			
	Value	Df	Asymptotic significance (bilateral)
Pearson's Chi-square	3.221 ^a	2	.200
Likelihood ratio	3.875	2	.144
N of valid cases	93		

a. The expected count of 3 cells (50.0%) is less than 5. The minimum expected count is .31.

Table 4 shows the chi-square statistical test,

where there is no $\chi^2 = 0.20$ ($p > 0.05$).

Table 5. Relationship between poor GPA and academic achievement.

			Level of academic achievement			Total
			Good	Deficient	Regular	
Average at entry deficient vs. not deficient	Deficient	Count	1	12	34	47
		% del total	1.1%	12.9%	36.6%	50.5%
	Not deficient	Count	0	3	43	46
		% of total	0.0%	3.2%	46.2%	49.5%
Total		Count	1	15	77	93
		% of total	1.1%	16.1%	82.8%	100.0%

In Table 5 we can observe the correlation between the poor entrance average and academic achievement in students of the accounting

program in first, second and third cycle of the UNAAA, Yurimaguas 2018 - 2019.

Table 6. Chi-square on the variables of poor average income and academic performance

Chi-square tests			
	Value	Df	Asymptotic significance (bilateral)
Pearson's Chi-square	7.442 ^a	2	.024
Likelihood ratio	8.212	2	.016
N of valid cases	93		

a. 2 cells (33.3%) counted less than 5. The minimum expected count is .49.



Table 6 shows that there is a chi2 correlation = 0.024 (p < 0.05) between the variables average poor income and academic performance.

Normality test, Ho: The sample information comes from a normal distribution; Ha: The sample information does not come from a normal distribution.

The decision rule, accept the null hypothesis (Ho) if the p-value > 0.05; reject the null hypothesis (Ho) if the p-value < 0.05. And, it was accepted Ha Kolmogorov Smirnov test was used, since 93 students participated in the research, with this test we will define if the data collected are of a normal distribution or not, and the method to be used in the hypothesis test will be determined.

Table 7. Normality test

	Kolmogorov-Smirnov ^a		
	Statistician	gl	Sig.
Average income	.268	93	.000
Academic performance	.262	93	.000

Table 8. Spearman's Correlation Test between GPA at entry and academic achievement

Correlations				
			Average income	Academic performance
Spearman's Rho	Average income	Correlation coefficient	1.000	.189
		Sig. (bilateral)	.	.070
		N	93	93
	Academic performance	Correlation coefficient	.189	1.000
		Sig. (bilateral)	.070	.
		N	93	93

*. The correlation is significant at the 0.05 level (bilateral).

Table 8 shows a "very low positive correlation" between average income (R = 0.189; p = 0.070) and academic performance, which is statistically insignificant (p > 0.05).

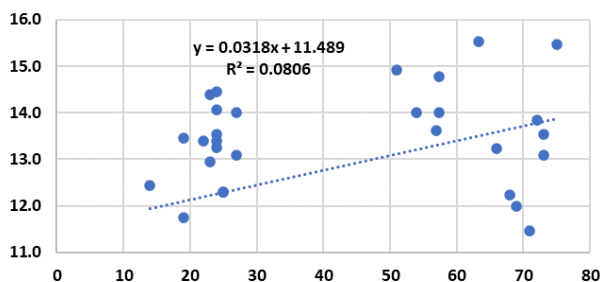


Figure 1: Coefficient of determination between the average at entry and academic achievement of UNAAA students in the accounting academic program, 2018 - 2019.

Table 7 evidences that since the value of sig. = 0.000 for the first variable and 0.000 for the second variable < 0.05, the Ho is rejected, which indicates that the sample does not come from a normal distribution, therefore, the Spearman Correlation Coefficient was applied.

Hypothesis test, Ho: There is no correlation between the entrance average and the academic achievement of the students of the first, second and third cycle of the accounting program of the UNAAA, Yurimaguas 2018 - 2019; Hi: There is a relationship between the entrance average and the academic achievement of the students of first, second and third cycle of the accounting program of the UNAAA, Yurimaguas 2018 - 2019.

Level of significance, at 95% confidence level, the theoretical significance level to consider is $\alpha = 0.05$, decision rule, if p-value > 0.05, the null hypothesis (Ho) is admitted. If p-value < 0.05, the null hypothesis (Ho) is rejected. And, the research hypothesis (Hi) is supported.

Figure 1 shows that there is a coefficient of determination of 0.0806 explaining that 8.06 % of academic achievement, is moderately influenced by grade point average at entry into the accounting academic program, 2018 - 2019.

Conclusions

There is a "very low positive" correlation between the entrance average (R = 0.189; p = 0.070) with academic performance, which is statistically not significant (p > 0.05). The level of average entry-level in students of the accounting program in the first, second and third cycle of the UNAAA, Yurimaguas, years 2018 and 2019, were located in deficient 50.5 %, followed by good 31.2 % and regular 18.3 %. The level of academic achievement in students of the accounting



program of the first, second and third cycle of the UNAAA, Yurimaguas 2018 - 2019, is located in regular 82.8 % with a tendency to deficient 16.1 %. Only 1.1% of the students reached a good level.

There is no relationship between good income level and the level of academic achievement in students of the accounting program in the first, second and third cycle of the UNAAA, Yurimaguas 2018 - 2019, $\chi^2 = 0.20$ ($p > 0.05$). There is a correlation between the average poor income and the level of academic achievement in students of the accounting program in the first, second and third cycle of the UNAAA, Yurimaguas 2018 - 2019, $\chi^2 = 0.024$ ($p < 0.05$).

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