

Public policies and organizational actions for student retention in virtual higher education: a comparative study of two mexican cases

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•Policies to Expand Educational Coverage



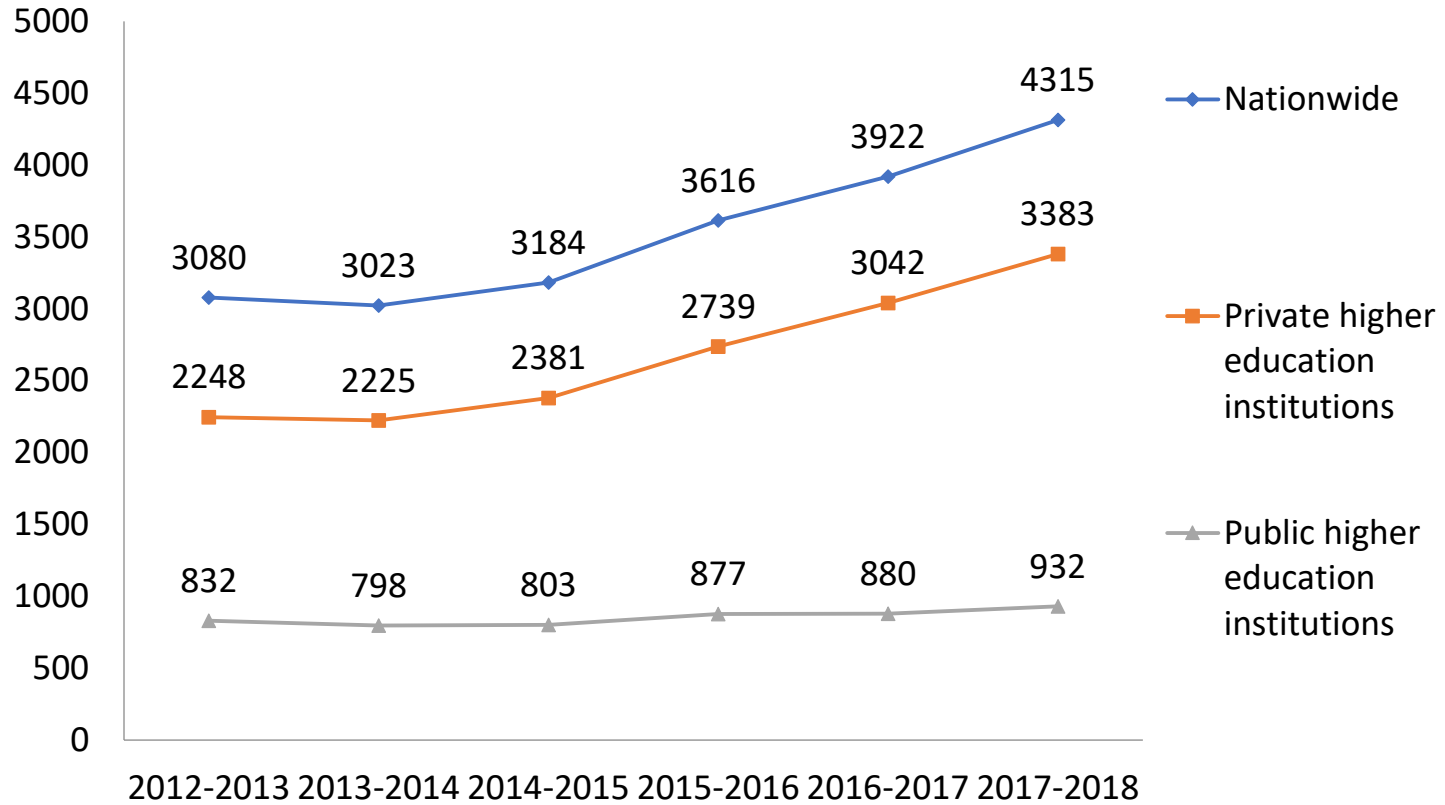
Wide Institutional Diversification



Increasing Participation Of Private Initiative

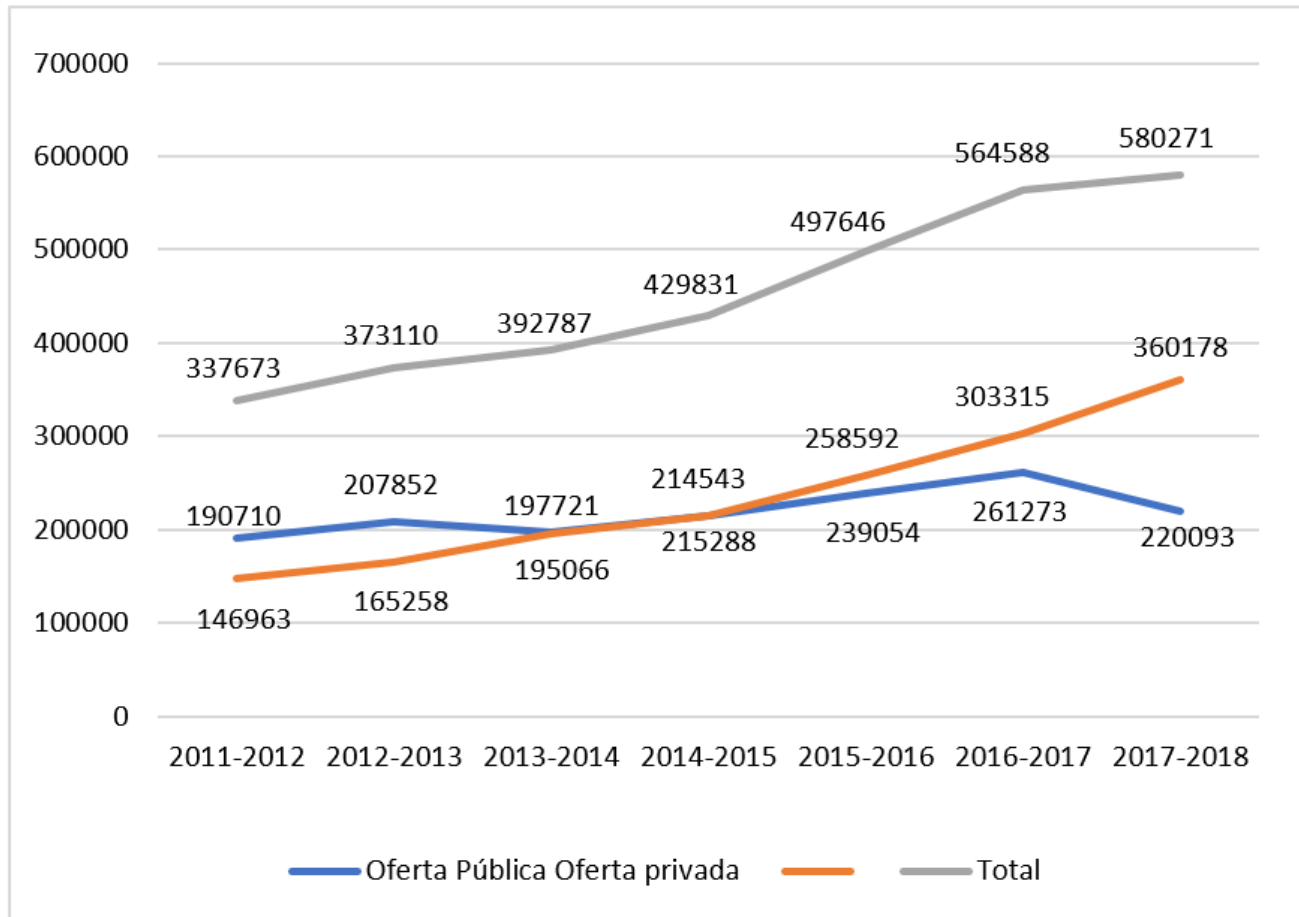
Context elements

Growth of virtual educational programs



(ANUIES, 2014, 2015, 2016, 2017, 2018, 2019)

Growth of virtual higher education enrollment in Mexico 2011-2018



(ANUIES, 2014, 2015, 2016, 2017, 2018, 2019)

Porpouse



Private institution



Public institution

Examin the the way in which public policies and the pressure of university markets affect the implementation of organizational actions for student retention in virtual education



Institutional Logics: Public bureaucracy (Aguilar, 1992)(Olsen, 2005) and **market** (Brunner, 2006, 2007)(Lindblom, 2001)



Institutional dependence (D Carchidi, 2002) (Daniel Carchidi & Peterson, 1997) (Ulrich Bernath, András Szűcs & Martine, 2009)



Student retention (Berger, Blanco, & Lyons, 2012), (Tinto, 1989)

Analytical framework

Cases



Private Financing
Lower organizational
dependence with face to face
institution



Public Financing
High organizational
dependence with face to face
institution



Constrained by market logics

- Instrumental bureaucratization
- Little impact on the operation of the organization due to the ease of staff turnover

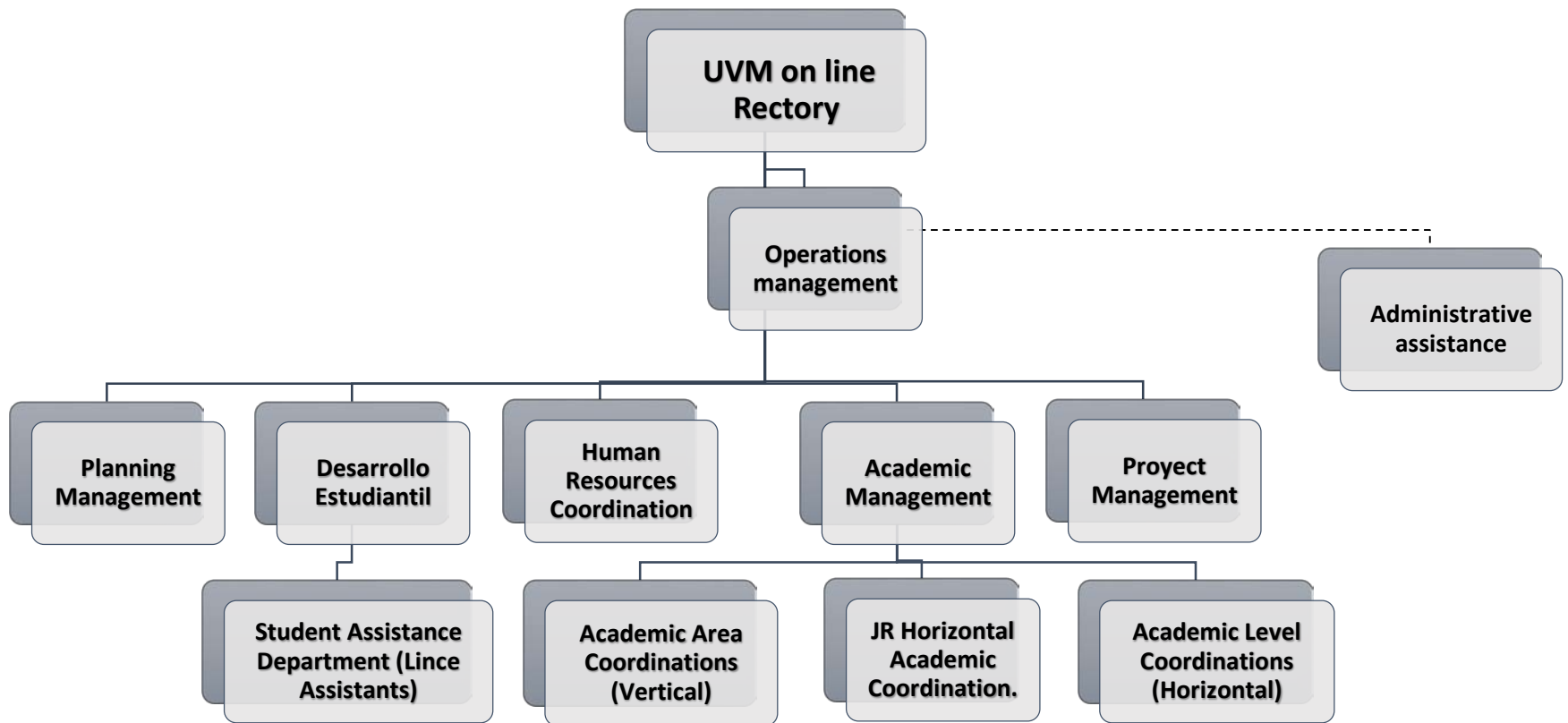
Constrained by public bureaucracy logics

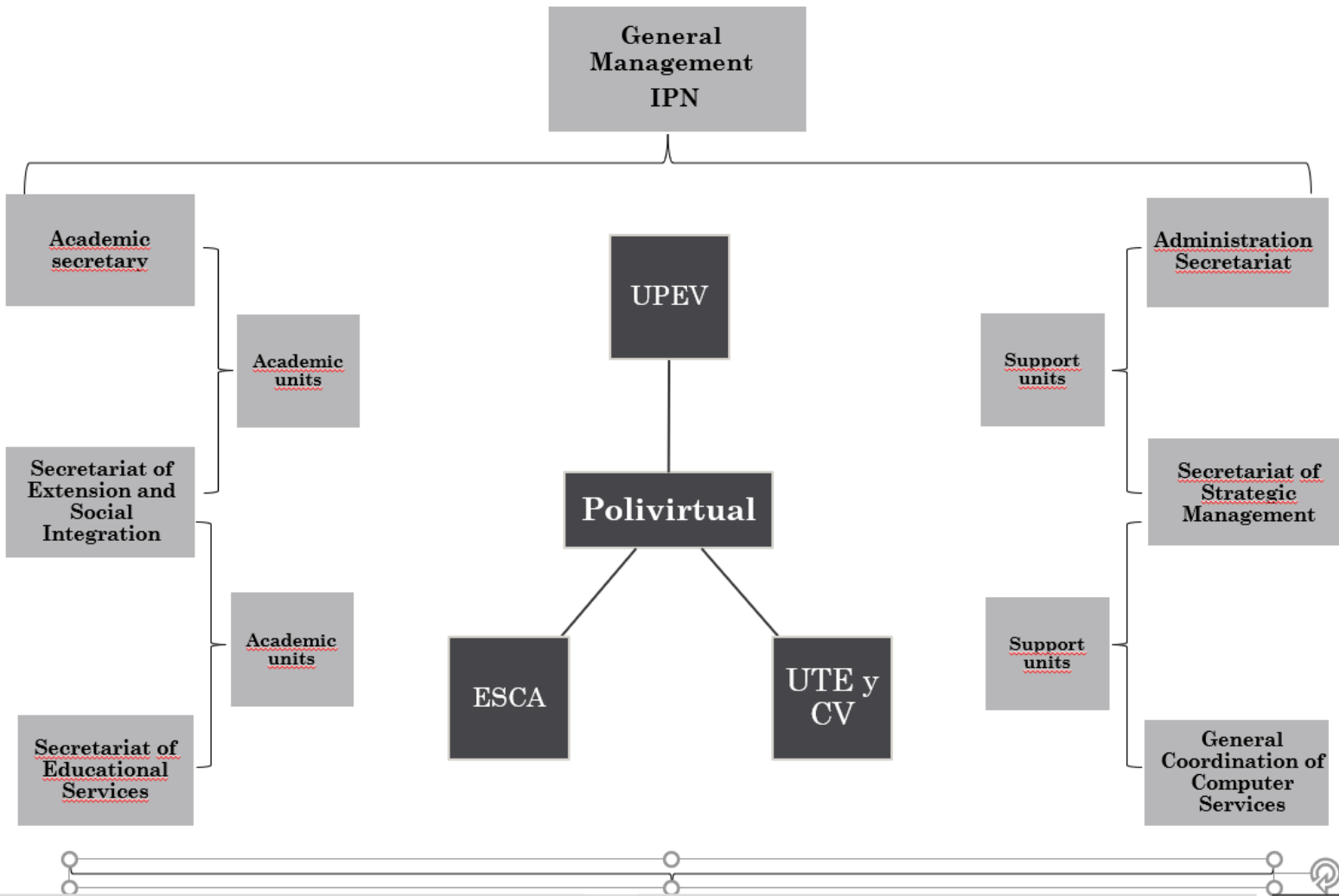
- Dense and complex bureaucratization
- High impact on the functioning of the organization due to the dependence on institutional resources and faculties



Functioning of virtual organizations of study

Organizational structure of the UVM Online





Organizational structure of the Polivirtual

Institutional attitudes towards student retention



Remedialist' Institutions: welfare and compensatory

- Low selectivity: flexible attitude about student qualifications.
- Defined student profile: working adult student that requires support.
- Instrumentation of various retention mechanisms of different types and scopes.

Survivalist' Institutions

- Strict admissions policy: two-stage selection contest, general knowledge and pro-therapeutic course.
- Indefinite student profile. The admitted student is self-motivated and assertive enough to request help when required.
- Instrumentation of one institutional retention mechanism.



University	Scope	Types	Characteristics	Estrategy
UVM on line	Institutional ("Corporate")	Permanent	Mandatory Systematics Generalized	Modification of institutional delivery times 'Retention' mechanism Pedagogical advice with full time teacher
		Transitory	Sporadic implementation Optional participation	Virtual conferences
	Disciplinar	Emerging	Attend disciplinary specificities	<i>Focal groups</i>
	Group	Emerging	At the discretion of tutor	Extension of delivery times (within the institutional deadlines: 6 weeks) Opportunity to correct deliverables with the possibility of improving grades Synchronous Group Conferences
Polivirtual	Institutional	Permanent	Mandatory Systematics Generalized	Institutional Tutoring Program (PIT)

Functioning of virtual organizations of study

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