

Functioning of two virtual higher education
institutions in Mexico.
Different institutional logics, different results

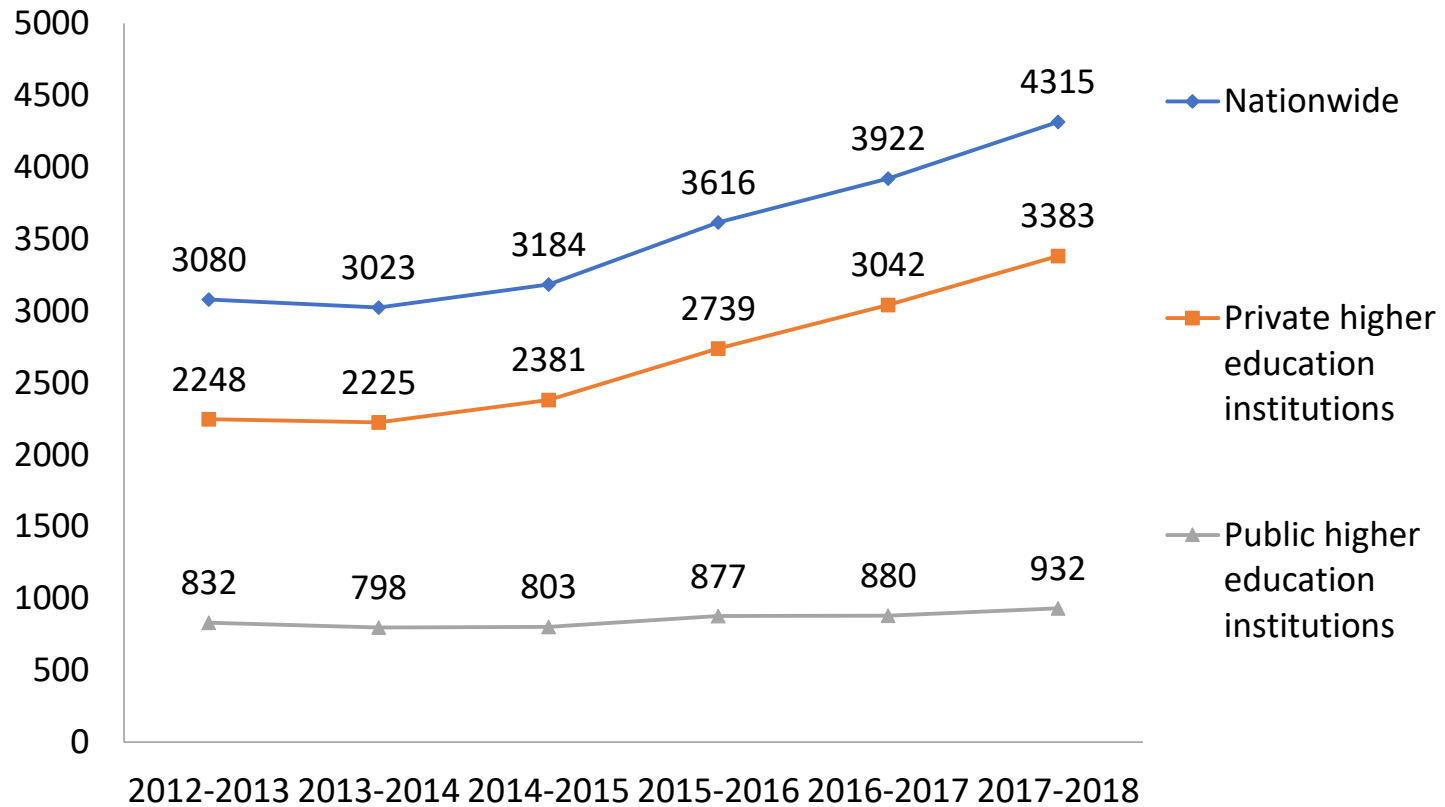
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Growth of virtual educational programs



Introduction

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



REGULATORY FRAMEWORKS:

**AMBIGUITY
DECOUPLING
DISCONTINUITY**



**COMPETITION IN THE
UNIVERSITY MARKET**

**NEED TO EXPAND
EDUCATIONAL COVERAGE**

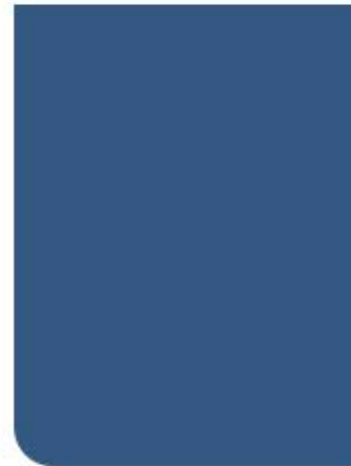
Context elements

Porpouse

Illustrate the differences in institutional behaviors that led to the success and failure of two virtual universities:



Public institution



Private institution

Analytical framework

Logics of
institutional
functioning
(Clark, 1983)



Market logic
(Brunner, 2006, 2007)
(Lindblom, 2001)



Public bureaucracy logic
(Aguilar, 1992)
(Olsen, 2005)

	SUV-UAEH	CV-UNITEC
Type of financing	Public	Private
Year of creation	2008, antecedent 2002	2012
Reasons of creation	Personal proyect	Enrollment acquisition strategy
Institutional dependence with face-to-face modality	Highly dependent	Lower dependent
Programs and enrollment 2012-2013	3 programs 251 students	9 programs 1,418 students
Programs and enrrollment 2017-2018	5 programs 417 students	46 programs 20,224 students

Cases

OBSERVABLE	SUV-UAEH	CV-UNITEC
Target market segmentation	Poorly defined segmentation	Segmentation based on socio-demographic elements: workers, parents
Marketing strategies	Mechanism of local reach and with traditional means	Mechanisms of national scope and with sophisticated technological media
Admission and selection	Restricted enrollment: selection process and minimum average	Unrestricted enrollment
Degree options	Limited in degree Postgraduate terminal project	Diverse in degree No restrictions on postgraduate

Student attraction strategies

Student maintenance strategies

OBSERVABLE	SUV-UAEH	CV-UNITEC
Scholarships and financing plans	Limited scholarships No financing plans	Abundant scholarships of various types With financing plans
Academic support	Emphasis on the quality of the educational process Accompaniment figures: teachers and tutors	Emphasis on customer service Accompaniment figures: Teachers Technical support available 24/7

OBSERVABLE

SUV-UAEH

CV-UNITEC

Curriculum design
process

Own methodology
It tooks up to 2 years

Virtualization of face-to-face
educational programs

Instructional
design process

Heterogeneous

Figures involved:
educational technology,
coordination and advisors

Homogeneous

Figures involved:
teacher

Diversification strategies of
educational offer

Conclusions

SUV-UAEH

- Constrained by logics of public bureaucracy
- Characterized by dense, disjointed and inefficient processes related to the face-to-face mode
- System failure, end of operations

CV-UNITEC

- Constrained by market logic
- Focused on resource efficiency
- Success in the growth and diversification of its programs, as well as in the growth of its enrollment

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