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QUALITY IN HIGHER EDUCATION. CASE STUDY: SCHOOL OF BUSINESS ADMINISTRATION, VERACRUZ

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Abstract: In Mexico, the education system covers everything from basic to highly specialized needs, with a wide variety of programs throughout the country; it also offers educational programs for both public and private institutions. According to the Center for Public Policy Research, spending on education in 2024 accounted for 11.2% of total net spending; if distributed equally across the three basic educational levels, each level would receive approximately 3.73%, but this is not the case. In addition, over the past 10 years, the education budget has remained unchanged, with adult education, higher education, and basic education being the affected sectors (IMCO, 2023). This study will focus on Institutions of Higher Education, highlighting success stories related to satisfactory graduation rates, high performance standards, continuous improvement, accreditations, and academic support for students. Consequently, the objective of this study is to analyze the factors contributing to success in higher education institutions to support the administrative and academic structures and procedures of those institutions seeking to achieve their goals. To this end, statistical data from the records of an institution that holds the necessary accreditations and recognitions to operate as a public educational institution offering bachelor's degrees, specialized programs, and master's degrees—the latter recognized within the quality standards of the National Postgraduate System—will be studied.

Keywords: tutoring, graduation rates, and accreditations.

INTRODUCTION

Higher education institutions (HEIs) are a group of organizations dedicated to education, research, and the dissemination of culture and knowledge, with the aim of providing the nation with professionals who can address the needs of a country characterized by a middle-income level, high inequality, and an informal employment rate of 56%, according to the National Institute of Statistics and Geography () (2023). On the other hand, in the case of Mexico, accrediting bodies consist of civil associations, public or private institutions, and government agencies and entities that form assemblies and specialized bodies recognized and supervised by authorities, to evaluate and grant recognition and approval to higher education institutions (, IES), which in turn are responsible for verifying, through a set of criteria—such as indicators and standards of relevance and suitability—the educational programs, including both advanced technical and higher education programs, as regulated by the General Reference Framework (MGR). This is done in accordance with institutional practices that demonstrate results of value and excellence; accrediting bodies are constantly striving for excellence, and the results represent the collective effort of the university community to be accountable to society, with outcomes that are pertinent, relevant, and have a social impact. Part of this accreditation system is the Council for the Accreditation of Higher Education Civil Association (COPAES), which grants recognition to accrediting bodies, such as: the Mexican Accreditation Agency (EMA), the Accreditation Council for Administrative, Accounting, and Related Sciences (CACECA), and the National Association of Accounting and Administration Faculties and Schools (ANFECA), among others. Accreditation is the formal and public recognition received by an academic program;

it allows society to be guided and informed about quality programs and the institutions that offer them (National Autonomous University of Mexico, 2023) . Hence the importance of undergraduate programs being accredited, given the security and certainty they provide to the student population regarding their learning.

Based on the above, this study is structured with a rationale and objectives in the first part, which outline the research goals; it provides the developmental context, including the background and research framework. Why is it important to understand the background? The background is crucial for understanding the evolution of higher education institutions (HEIs), which evolve in response to social demand, changing times, and the availability of resources. The methodological approach includes a literature review as well as the collection of information through surveys administered at a college, with the focus of the study being the elements underlying classroom settings, teaching-learning processes, and educational programs, yielding results from universities, technical colleges, or teacher training colleges—for example, achievements perceived by students, employers, and society at large. Subsequently, the analysis of the information is presented in the discussion section, leading to the conclusions.

Justification

The needs of an educational institution at any level are many, ranging from infrastructure requirements to trained and experienced teachers, as well as equipment; likewise, academic support for students during their time in school is a necessity, given the dropout rates that exist in various schools, due to a variety of reasons that could be the subject of another study.

On the other hand, there are institutions that have addressed their needs over time, and

this constitutes the value of their experience. Higher education institutions that have managed to overcome obstacles go on to share with their peers the most effective methods and strategies for addressing these needs and achieving educational quality. Hence, this study seeks to define the strategies a public university has implemented to overcome obstacles and achieve educational quality that enhances the employability of its graduates and builds trust among employers; the university under consideration is the University of Veracruz, given the feasibility of accessing information.

Objective

General. To analyze the factors influencing the academic success of higher education institutions in Mexico, for the benefit of students and society at large, to contribute to the definition of strategies aimed at improving knowledge management.

Specific. The steps to be taken to achieve the objective are, first, to identify the elements students need to successfully complete their degree; second, to analyze whether students are familiar with their educational program; and third, to determine whether graduates are aware of the certifications and accreditations held by the educational programs at the University of Veracruz.

DEVELOPMENT

Changes in educational institutions have occurred over the decades; however, one constant has been the pursuit of educational quality and continuous improvement.

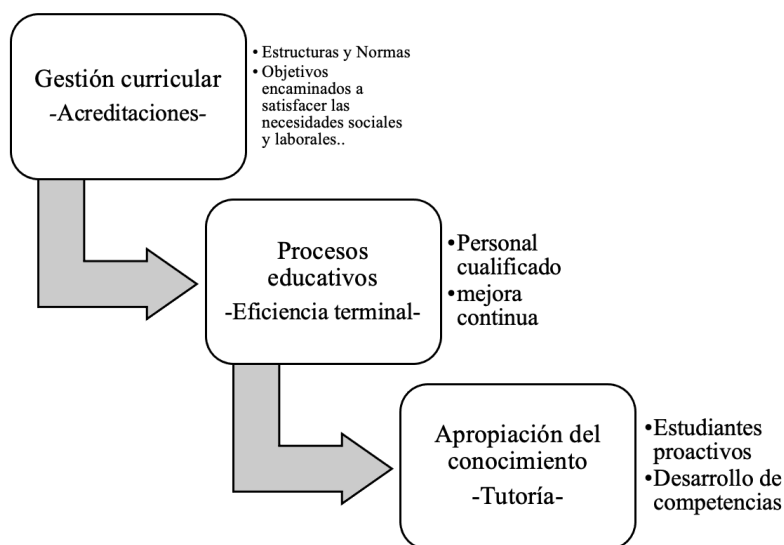
The concept of quality in education is dynamic; it adapts to time, people, models, and ideologies. There are many definitions of educational quality; some focus on educational pro-

cesses, others on programs, or, like Carr & Kemmis (2023), center their definition of quality on the student:

The quality of teaching is conceived as the process of continuously optimizing the teacher's activity, which promotes and develops the student's formative learning. However, teaching is valued both for the effects it has on students' learning outcomes and styles (skills, content as-

simulation, attitudes, critical thinking, existential commitment, etc.) and for the excellence of the act of teaching itself (didactic interaction) and the contextual framework within which we situate teaching as a socio-critical activity (Carr & Kemmis, 2023).

De Bono (1993) argues that total quality is progressive improvement, even when there has been no failure; this can be translated into the concept of continuous improvement.



Note: Figure 1 is a diagram that seeks to identify the most relevant components of educational quality for higher education, beginning with the organizational structure of a higher education institution, which has statutes, rules, and regulations, as well as infrastructure and resources that enable it to establish agreements with peer institutions and promote mobility and internationalization within its community; all of which contribute to indicators for external evaluation and the attainment of accreditations from various qualified bodies; as a result, graduates from these institutions are well-received in the labor market.

Higher education institutions define their educational programs and processes, where qualified academic staff must be evaluated internally each academic term to identify potential areas for improvement. This is reflected in the rate at which students complete their studies; that is, in the absence of dropouts, the graduation rate is satisfactory. Finally, tutoring involves accompanying students to support their cognitive and emotional development. These three factors—accreditations, graduation rates, and tutoring—constitute the core of this work.

Figure 1. Basic components of educational quality.

Design: original

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has focused on meaningful education that fosters in students a personal interest in developing cognitive, emotional, and social skills; in its rhetoric, it builds quality education upon inclusive environments, relevant curricula, and qualified teachers (Quality Learning, n.d.). It reiterates the importance of internal and external evaluation of each educational institution, including pass, dropout, and failure rates, as well as the use of standardized tests such as the Programme for International Student Assessment (PISA) for basic education.

For Tobón (2013), educational quality involves addressing the challenges of the knowledge society that pertain to the actual transformation of curriculum management processes and seeks to avoid pretense; on this basis, educational quality must transform the learner.

In summary, educational quality in undergraduate studies can be explained in the following Figure 1. Basic components of educational quality.

There are other organizations that measure quality, such as América Economía or Quacquarelli Symonds; these measure research performance and the perception of the global community. Hence, the factors addressed are: a) the accredited programs of each institution, b) graduation rates, and c) the support provided to students during their time at educational institutions with the assistance of tutors; These factors contain variables that will shape the educational quality of a higher education institution. Since this study addresses these factors, it is pertinent to note that the origin of the word “factor” comes from the Latin “*factor*,” meaning “one who does,” which in turn derives from the verb “*facere*,” meaning “to do,” and its meaning has been preserved to this day. On that basis, the Cambridge Dictionary (2025) defines a factor

as a fact or situation that influences the outcome of something. Expanding on this definition, a factor contributes to a specific outcome, and in this case, the factors are accreditations, tutoring, and graduation rates, which influence the quality of an educational institution.

Based on accreditations, the higher education institutions (HEIs) that have consistently ranked at the top of the list of the best universities and institutes in Mexico for several years are: the National Autonomous University of Mexico (UNAM), the Monterrey Institute of Technology and Higher Education (ITESM), the National Polytechnic Institute (IPN), and the Autonomous Technological Institute of Mexico (ITAM). The ranking evaluates factors such as academic prestige, high-quality scientific output, and mobility and internationalization—which refers to the number of students, faculty, and researchers who attend other universities in different cities and countries with the aim of conducting joint research and broadening students’ professional horizons.

The categories evaluated range from reputation among employers, graduate program offerings, publications, accredited programs, and faculty evaluation. Table 1 shows information related to enrollment and the educational programs offered by these universities. Table 1 includes the Universidad Veracruzana (UV) due to the volume of its educational programs, both undergraduate and graduate. This figure accounts for the different delivery modes of the programs, namely: in-person, open, online, and blended.

Background

For the purposes of this study and due to the feasibility of obtaining information, UV was taken as the benchmark for measuring variables, as it incorporates components to be evaluated

University/ Institute/College	Period	Undergraduate Programs	Undergraduate Enrollment	Graduate enrollment	Graduate programs
UNAM	2025–2026	133	232,106	33,851	84
ITESM	2025–2026	61	54,762	6,992	59
IPN	2025–2026	55	131,503	6,633	59
ITAM	2025–2026	16	5,500	800	14
UV	2025–2026	218	90,042	6,000	154

Note. Table 1 shows that UNAM ranks first in both undergraduate and graduate enrollment; IPN ranks second in undergraduate enrollment, and ITESM ranks second in graduate enrollment. However, ITAM is known for its specialized curriculum, specifically designed for dual-degree programs. Finally, UV has been included due to the geographic distribution of its campuses, as it has five campuses located throughout the state of Veracruz-Llave.

Table 1 *Top Universities of 2026*

Source: (UNAM in Numbers, 2025) (Mexico, 2025)

such as tutoring, information regarding graduation rates, and accreditations; furthermore, due to its geographical location, the Intercultural University (UVI) was established.

UV has a student body of just over 90,000 for the 2025–2026 academic year, spread across its five campuses: Coatzacoalcos, Poza Rica, Orizaba-Córdoba, Veracruz-Boca del Río, and Xalapa, where the central offices and the Rector’s Office are located. It also includes the Intercultural University (UVI), established in 2005 with the objective of serving the state’s rural and indigenous populations. The UVI has campuses in Ixhuatlán de Madero, Espinal, Tequila, and Huazuntlán, offering educational programs focused on intercultural management and sustainable development (Ramos G, 2024) . On the other hand, the state of Veracruz has a population of 8,062,579—according to the latest census—of which 38% is rural and approximately 9 out of every 100 people are indigenous, hence the usefulness of creating the UVI (INEGI, 2020) .

In the city of Veracruz, the UV has faculties, institutes, laboratories, training grounds, a

ranch-school, and libraries; in other words, it has the necessary infrastructure to serve its student body.

At the UV, the educational model is based on the development of competencies. In this regard, Alles (2011) writes that competencies are personality traits, manifested as behaviors, that lead to successful performance in a job. Each job may have different characteristics in different companies and/or markets. On the other hand, Oliván (2018) notes that competencies involve a combination of knowledge, skills, attitudes, and values that will enable a person to confidently tackle problem-solving or intervene in a matter within a specific academic, professional, or social context. The skills strategies of the Organization for Economic Cooperation and Development (OECD) provide a foundation upon which governments can begin to develop better policies regarding skills, employment, growth, and improved living conditions. Based on the above, it can be said that competencies are the set of conditions or characteristics that integrate an individual’s skills, attitudes, and values in order to create conditions that allow for the de-

velopment of actions aimed at applying them in the workplace efficiently and effectively.

However, the education sector is responsible for influencing variables associated with the generation of human capital, where it is necessary to have individuals who possess mental models oriented toward results, quality, continuous learning, creativity, and the management of risk and uncertainty, and who have developed basic, civic, and workplace competencies—primarily of a general nature—that allow them to use their cognitive resources to work, acquire knowledge, develop specific skills and abilities, and navigate diverse fields and activities under ethical principles (Ruiz de Vargas, 2005). In higher education institutions, there is the role of the tutor, who is typically a faculty member from the same institution and serves as the student's point of contact in the classroom throughout the duration of their academic studies.

A) Tutoring

The first factor addressed is academic advising, as it involves a tutor—appointed upon the student's admission to the university—providing ongoing support throughout the student's academic career. At UV, there are four types of advising; the first is academic tutoring, where the tutor—who is assigned from the start of the program—monitors the student's progress, interviews them at least three times during the academic term, meaning three sessions that can be in-person or virtual, with the aim of understanding the courses they are taking, the internships they are completing, and any academic needs or potential issues they may have. The second type of tutoring involves tutorial instruction and refers to supplementary training courses. These are tailored to address any content-related questions the student may have and are held alongside their regular classes, scheduled during their free time. They cover specific

topics or units within the disciplines the student is currently studying. The third type of tutoring aims to foster an appreciation for the arts, such as dance, theater, singing, and/or instrumental performance. Each semester, students can enroll in this course to develop a taste for the arts, where they are accompanied by university artists. Finally, research tutoring allows students to collaborate with a researcher on their projects, enabling them to learn how to conduct research (AFEL, 2025) and potentially develop an interest in the field.

The importance of tutoring lies in the knowledge that the teacher-tutor has of the student's academic and personal situation in their university life. This is achieved through sessions held each semester to identify areas for improvement and thus prevent any issues that might affect the completion of their studies.

Tutoring was one of the variables evaluated through the survey; these sessions involve the individual support that a professor-tutor provides to students with the aim of fostering the development of self-learning and self-management skills, as well as identifying potential problems that could lead to the student's withdrawal. The professor-tutor provides academic support in a trusting environment within the institution itself.

The data was collected from the School of Business Administration due to the variety of academic programs (APs) offered there and the volume of students. Only one school has more students—the School of Engineering—but this school is divided into four engineering schools, each with its own directors and administrative processes.

B) On Graduation Rates

Graduation rates are another factor addressed in this research and are related to the

dropout rate of educational programs; for this factor, faculty documents recording dropout rates by EP and cohort were studied.

For the purposes of this study, statistics from two educational programs in the School of Business Administration were considered: one is International Logistics and Customs (LINA), and the other is Business Administration. The first is an educational program created in 2017, consisting of 333 credits. It initially offered 50 spots, and due to demand from both students and businesses, enrollment increased to 100 in-person spots and 100 online spots. At the time of writing this paper, the following information is available, as shown in Table 2. Dropout rate by cohort for the LINA and Administration educational programs.

In the Business Administration program, the average dropout rate over the 5 years was 18.19%; in this regard, first-semester students comment during tutoring sessions that they come from high schools with a humanities focus and are unaware that in the economic-administrative field, more than half of the disciplines involve reasoning; hence their surprise that, starting in the first semester, the curriculum covers financial mathematics, accounting, economics, and statistics, among other subjects.

Another educational program is the Bachelor's Degree in Tourism Administration (LAT); in this case, the data for recent years is unclear, which is why only three years are shown in Table 3. Definitive withdrawals by cohort for the LAT educational program.

It is worth noting that the pandemic began in 2019, and the documentation for this educational program in subsequent years is uncertain.

For the other two educational programs, there are no statistical reports yet, as they were recently established. These programs have repla-

ced the Bachelor's Degree in Computer and Administrative Systems.

Graduation rates in higher education represent the new professionals who are formally entering the workforce and who have responded favorably to the investment the federal government has made in them; they are the generations that justify the educational expenditure, improve Mexico's competitiveness on the global stage, and are the fulfilled promise of a society awaiting solutions to its problems. The average completion rate at higher education institutions is 39%, according to the National Association of Universities and Higher Education Institutions (ANUIES).

On the other hand, and in contrast, low completion rates imply sunk social costs that affect individuals, families, and the country's economy.

The average dropout rate and, by difference, the completion rate of educational programs were taken from Tables 2 and 3, as shown in the following Table 4: Completion Rates of Educational Programs.

C) Program Accreditation

The third factor addressed in this study concerns the accreditation of educational programs as one of the components with the greatest impact on society, as it ensures quality and the continuous redesign of programs to meet labor market demand and thereby enhance employability. The accreditation of educational programs (EPs) is relevant because:

- it meets precise quality indicators and standards,
- they are subject to continuous review and evaluation, and what is measured is open to improvement; therefore,

PE	International Logistics and Customs			Administration		
	Enrolled	Permanent Withdrawals	Dropout Rate (%)	Enrolled	Permanent withdrawals	Dropout rate (%)
2017	50	9	16.00	178	56	31.46
2018	50	4	8.00	190	31	16.31
2019	50	0	0.00	183	34	18.58
2020	50	1	2.00	187	24	12.83
2021	50	2	4.00	170	20	11.76

Note: The reasons students gave for withdrawing are varied, including personal and financial reasons, change of address, and academic performance (Universidad Veracruzana, 2024) . For the LINA program in the first year, the primary reason was academic performance, as students were unfamiliar with the UV system and/or the level of difficulty of their studies. (. The average dropout rate was 6.2% over those 5 years. For Business Administration, the average enrollment over 5 years was 181 students and the average number of dropouts was 33, resulting in an average dropout rate of 18.19%.

Table 2 Dropout rate by cohort for the LINA and Administration educational programs

Source: Faculty of Administration Archives.

Cohort	Enrolled	Permanent withdrawals	Dropout rate (%)
2017	128	8	6.25
2018	127	9	7.08
2019	128	5	3.90

Note: The cohort date is December 2020. The reasons students give for dropping out are mostly personal (Universidad Veracruzana, 2024). The average enrollment over three years was 127 students, and the average number of dropouts was 7 students. No gender differences were observed in any of the programs. The average dropout rate for those three years at LAT is 5.74%.

Table 3: Definitive withdrawals by cohort for the LAT educational program

Source: Faculty of Administration Archives.

Generational cohort	Average dropout rate (%)	Graduation rate (%)
LINA	6.02	93.98
Administration	18.19	81.81
LAT	5.74	94.26

Note: The graduation rates for the LINA and LAT programs are lower than the indicators reported by the National Education System (Key Figures, 2024) , as the average dropout rate reflected in this report is 7.65%.

Table 4 Graduation rates of educational programs in LAT, Administration, and LAT by generational cohort

Source: Faculty of Administration archives. Prepared by: Author

re, they are in a state of continuous improvement,

- it formalizes their commitment to educational excellence,
- they currently have access to government funding,
- due to their agreements, students can benefit from academic mobility,
- they have a place in the competitive labor market (Committee for the Evaluation of Pedagogy and Education Programs, 2022).

The quality criteria relate to social relevance and a comprehensive evaluation. The first refers to the influence that the educational program has on society—whether in the business, educational, commercial, or other sectors—where the relevance of its graduates is reflected, ensuring innovation, knowledge, and ethics, among other factors. The second evaluates the inputs, processes, and outcomes of educational programs so that everything contributes to a comprehensive education (CACEI, 2024).

The accreditation process is voluntary and temporary; that is, the institution decides whether to apply for evaluation, and once the evaluation is conducted and the outcome is positive, the accreditation remains valid for a specific number of years, after which it expires. Depending on the type of accreditation, this validity period ranges from three to five years. HEIs undergo a process, and the benefits of accreditation include the trust that students and employers place in the institution granting the degree.

These sections discussed the importance of mentoring, as well as graduation rates and the accreditation of educational programs.

Methodology

This research is applied in accordance with its purpose: explanatory, documentary, and non-experimental. The data collection instruments were: the design and administration of a student satisfaction survey, a literature review, and interviews conducted with staff.

The documentary study consisted of information found in the statistical records of the Faculty of Administration, whose history dates back forty-seven years; this information has been included in this document.

Interviews were conducted with staff—including technical staff, faculty, tutors, and administration—who provided information related to the institution's context. Additionally, the comprehensive student satisfaction survey for the Faculty of Administration at the University of Veracruz, Veracruz region, contains 24 items and was administered *on-site*.

Of the five regions, the survey was administered in Veracruz at the School of Business Administration due to the number of students and the volume of enrollment; in the region, it is surpassed only by the School of Engineering, although that school is divided into four additional engineering programs. The student population of the Faculty of Administration is 1,737 with a probability of occurrence of 0.8; this is the mathematical measure indicating the likelihood of a specific event occurring, ranging from 0 to 1, where 0 means the event will never occur and 1 means it will occur with certainty. (FISTERRA, 2004)

Data.

N [size of the population] = 1,737
students in the School of Business Administration

p [probability of occurrence] = 0.5

Confidence level (alpha) $1 - \alpha/2$
 $z(1-\alpha/2)$

For a 90% confidence level
0.05 1.64

For a 95% confidence level
0.025 1.96

For a 97% confidence level
0.015 2.17

For a 99% confidence level
0.005 2.58

The survey was divided into sections. The first section requested general information about the student, such as age, gender, cohort, and educational program. The results from the first section were as follows: the age of the majority of students (51.5%) ranges from 18 to 20 years old, followed by 37% aged 21 to 23. This allowed us to assess the students' level of maturity.

75% of the students who responded were women; this same percentage corresponded to the Business Administration program, and 20.5% to the LAT program, with fewer responses from the other educational programs.

The next set of questions concerned the support they receive during tutoring sessions. In this section, 43.9% had 3 tutoring sessions, 20.5% had 2 sessions, 18.2% had a single session, and 13.6% had more than 3 sessions.

In response to the question regarding whether they feel supported by their tutor in choosing their courses—in the case of the UV, these are referred to as educational experiences—that is, whether the tutor supported them in planning their next semester, the results are shown in Figure 3 below.

Regarding the question about students' perceptions of the facilitators—teachers—in terms of their knowledge and experience in de-

livering content, the results are shown in Image 4 below.

Regarding whether the teacher provides the curriculum, 69% agree and 18.6% strongly agree, meaning that 87.6% can rely on their educational program. 7% were indifferent, and there was one student who strongly disagreed.

The question regarding whether their teachers cover the curriculum is shown in the following image.

In question 11 regarding whether teachers address students in a polite and respectful manner, 50% agreed, 34.8% strongly agreed—totaling 84.8%—while 12.1% were indifferent.

Regarding the question about punctuality, 10.6% of students strongly agreed, and 48.5% agreed, totaling 59.1% who believe teachers are punctual; 23.5% were indifferent, and 17.4% strongly disagreed—this is an area requiring attention.

In question 13, regarding whether teachers are authority figures who inspire respect, the responses were: 22% strongly agree, 57.6% agree, and 16.7% are indifferent; however, it should be emphasized that 79.6% agree that teachers inspire respect—this result, plus the 16.7%, adds up to nearly 100%.

Regarding the question about whether students know what the course they are going to take is about and its social context, the responses are shown in Figure 6 below.

A relevant question is whether students know that their college's educational programs are accredited; the responses were that 74% do know and are interested, 12.1% are indifferent, and 3% disagree, although this question could only be evaluated in terms of whether students are informed or not.

Regarding whether students feel safe on campus, 91.7% reported feeling safe, given the

Confidence Level	d [maximum estimation error]									
	10.0%	9.0%	8.0%	7.0%	6.0%	5.0%	4.0%	3.0%	2.0%	1.0%
90%	65	79	99	127	169	233	338	522	854	1,380
95%	91	111	138	176	231	315	446	661	1,008	1,471
97%	110	134	166	211	275	370	517	746	1,092	1,514
99%	152	184	226	284	365	481	651	896	1,225	1,573

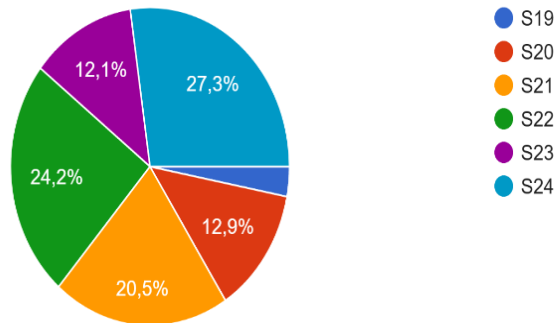
Note: The sample size for this study is 138 students; however, a pilot test was conducted with 6 students.

Table 5 Sample Size Matrix for a population of 1,737 with a p-value of 0.5

Source: (Hernandez, 2014)

3° ¿A que generación perteneces ?

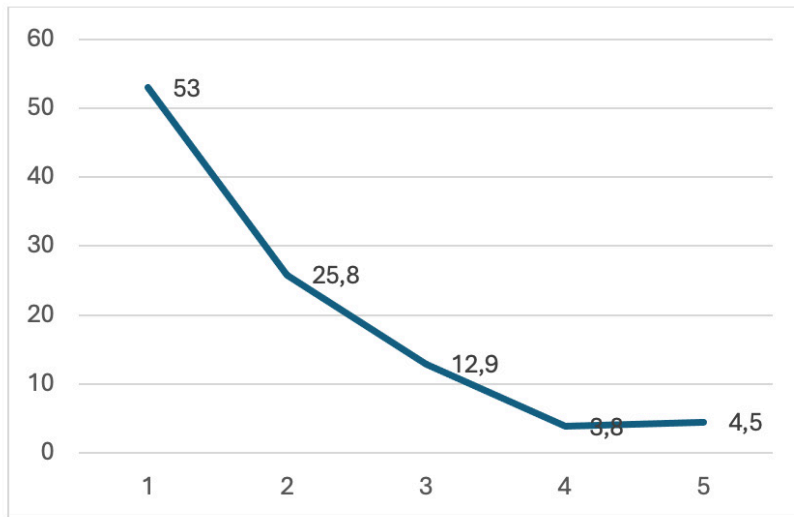
132 respuestas



Note: Educational programs are not distinguished here, although it was already evident that they are from the Business Administration program; however, since most respondents have already been enrolled in the program for at least four semesters, this implies that they are already familiar with the credit system, tutoring, and know about the accreditations.

Image 2 Question: Which generation do you belong to?

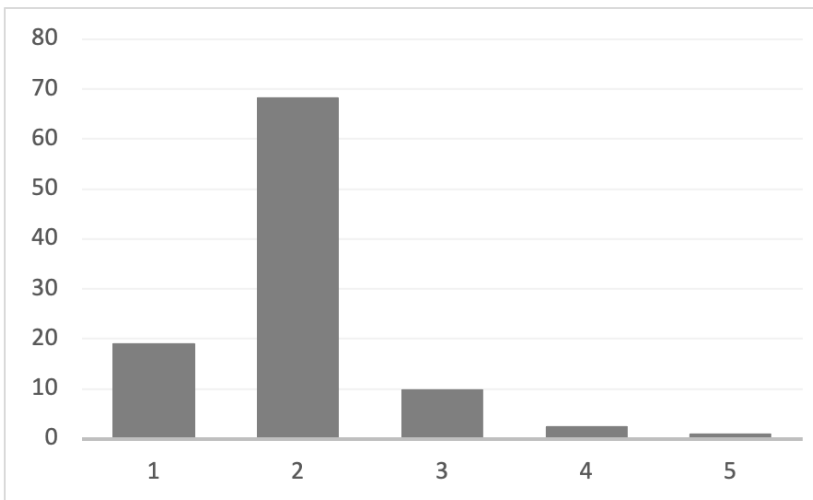
Note: Original survey.



Note: The results show a downward trend, ranging from “strongly agree” (53%) to “strongly disagree” (4.5%); the combined total of “strongly agree” and “agree” is 78.8%. This percentage is acceptable given that, although tutoring sessions are marked as mandatory, students do not attend for various reasons.

Figure 3 Do you feel supported by your tutor?

Note: Original survey



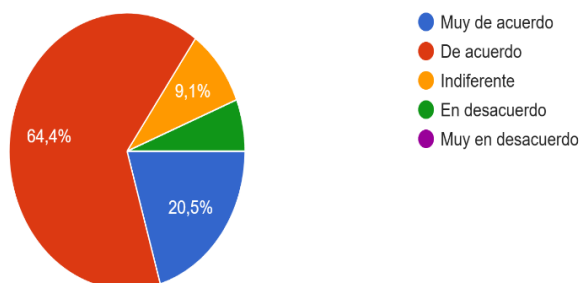
Note. First, 18.9% strongly agree, followed by 68.2% who agree; the sum of both is 87.1%, meaning that most students agree that their facilitators are competent since they have the knowledge and experience to teach their classes even though they are not educators. Only 0.8% strongly disagreed, which in this case amounts to one student.

Figure 4: Knowledge and experience of my facilitators.

Note: Original survey

10° Mis maestros abarcan el programa educativo de las clases que imparten de forma completa

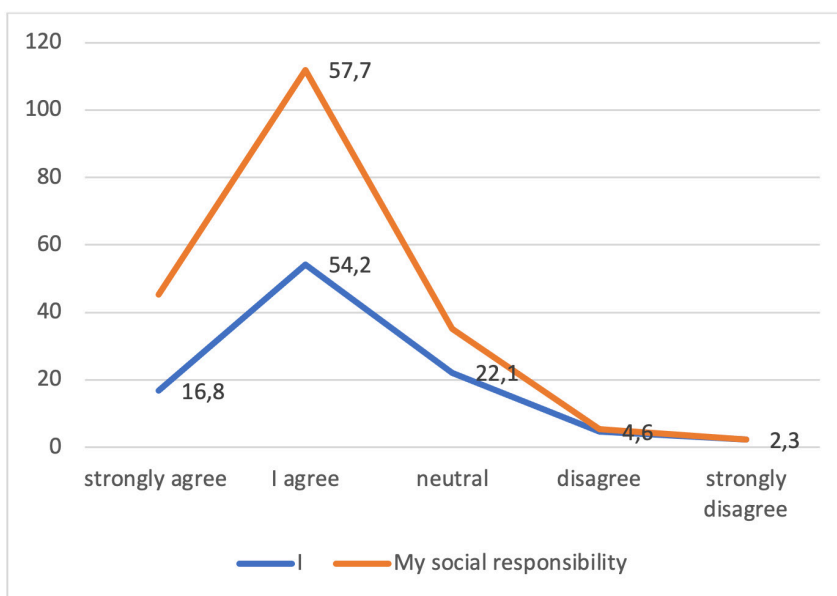
132 respuestas



Note: This figure shows that 64.4% agree and 20.5% strongly agree, totaling 84.9% who believe that teachers cover the entire educational curriculum; 9.1% of the responses are neutral, and there are no “strongly disagree” responses.

Image 5: *My teachers cover the entire curriculum.*

Note: Original survey



Note: This image shows the results of two responses; the first relates to whether students are familiar with their educational programs and what they will learn, and the second line shows their social commitment to gender equality.

Figure 6: *Knowledge and My Social Responsibility.*

Note: Original survey

presence of security cameras inside and outside the school and private security guards whom they trust, as most are adult women.

Regarding whether there are recreational areas on campus, the following image shows the results.

Regarding whether the faculty has the necessary technology to carry out teaching and learning processes and whether students have access to resources, the results are shown in Table 6 below, which presents the figures as numbers rather than percentages.

The last two questions focused on the overall cleanliness of the school; here, there was a difference from the previous results, as shown in Figure 8.

The surveys reveal several key points which, when translated into strategies, suggest a path forward for higher education institutions that have not yet achieved excellence to rethink their objectives, goals, and actions. It must be emphasized that a recognized HEI, with accredited programs and graduates possessing a competitive academic level, is the best recipe for a healthy economy because it supports problem-solving, raises the level of competition in the labor market, and generates wealth.

DISCUSSION

The HEI used as an example to address the objective has quantitative indicators and data, such as enrollment and undergraduate and graduate programs; however, it could be enriched with other indicators and tangible improvements, such as publications and the immediate job placement of its graduates, which could be the subject of a future study.

A comprehensive overview was provided through the methodological approach, which focused on literature review and surveys; how-

ever, potential limitations—such as certain biases in data collection—remain unaddressed, which could add greater depth to the interpretation of results.

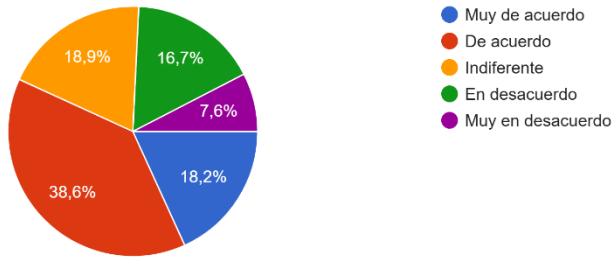
A broad overview of the situation of HEIs in Mexico was provided, but it could benefit from a more detailed comparison among institutions ranked highly in global rankings, as well as the development of bivariate statistics to analyze the information and reach more robust conclusions. This would facilitate the identification of best practices and place the Universidad Veracruzana within a broader competitive context. Likewise, a greater diversity of sources could be included to strengthen the conclusions.

CONCLUSIONS

Although several specific comments were noted during the discussion, this section will attempt to summarize the strategies that have worked well for the School of Administration, Veracruz region.

1. The work carried out to obtain accreditations is methodical; it involves meeting and fulfilling the indicators required by the accrediting bodies. This is arduous work that takes years and requires the collaboration of everyone—not only the administration but also faculty, administrative and support staff, and students.
2. Regarding graduation rates, it can be concluded that higher graduation rates lead to better utilization of financial and human resources, which in turn have a positive impact on society. Graduation rates are based on low or zero dropout rates, and this rate can only be reduced by providing personalized attention to students throughout their time in the classroom.

20° En la Facultad de Administración puedo estar cómodo y puedo divertirme en las zonas de descanso y recreativas, porque están bien distribuidas y satisfacen las necesidades de todos los estudiantes.
132 respuestas



Note: This image shows that 56.8% of students agree that they can feel comfortable and have fun in the recreational areas; 24.3% disagree, and 18.9% are indifferent. It should be noted that the recreational areas are for playing; there are outdoor benches, which in Veracruz is uncomfortable due to the heat that persists almost year-round, and when it's not hot, there's a cold wind. There are no break rooms.

Image 7: *About my recreational areas.*

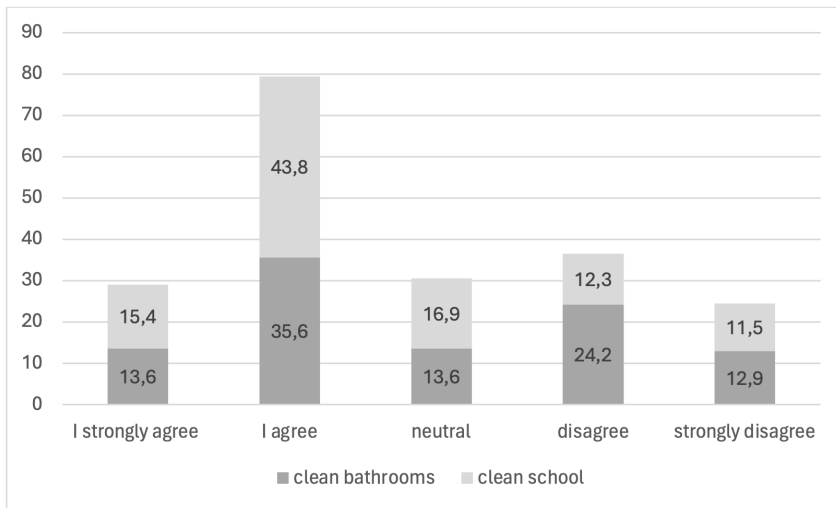
Note: Original survey

Variable	Question 21	Question 22
Strongly agree	35	47
Agree	65	73
Indifferent	14	8
Disagree	13	3
Strongly disagree	5	1
Total	132	132

Note: This table shows the results in actual numbers, where more than half agree that they have what they need and access to it. In Veracruz, it is important that all classrooms have air conditioning, good lighting, safe staircases, unlimited access to drinking water, and free internet and library services.

Table 6: *Technology and Access.*

Note: Original survey



Note: This image indicates that cleanliness is an area of opportunity for the Faculty because there is some disagreement on this point.

Figure 8: Overall cleanliness.

Note: Original survey

- The survey results yielded positive numbers, with the exception of the one related to cleanliness, which is an area for improvement; it was very evident that one student responded to the entire survey with “strongly disagree.”
- It can be concluded that the School of Business Administration has the programs, infrastructure, and facilitators necessary to support other higher education institutions on their path to excellence.

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