A Framework for Strategic Planning Concerning Online Education at Chapman University

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Executive Summary

Introduction

In the fall of 2021, Chapman University returned to fully in-person classes after approximately eighteen months of remote learning due to the COVID-19 pandemic. During this same semester, Chapman sold Brandman University, their online education subsidiary, to the University of Massachusetts. Following the return to the classroom and sale of Brandman, the time is right for Chapman to conduct strategic planning on how and to what extent it will incorporate online learning in its academic programs moving forward.

Current Status

Chapman University does not currently include online education in its strategic plan. For the academic year 2021-2022, Chapman will offer a total of 37 online graduate courses and 20 online undergraduate courses (fully online or hybrid). These classes represent a fraction of the total courses the University will offer in person. There are no hybrid or fully online degrees or programs at the undergraduate or graduate levels. While the School of Pharmacy has proposed two hybrid degrees (a Master of Science in Patient Safety and a Master of Science in Regulatory Affairs), it continues to await final approval and accreditation, and no students have been admitted.

Problem of Practice and Research Questions

Following a period during the COVID-19 pandemic when Chapman University was forced to deliver its education remotely, coupled with the sale of Brandman University, its at-

scale online entity, Chapman enters a de facto online era for higher education without a plan or a framework for online learning. The following questions arise:

1. To what extent is there a need and interest in offering online instruction?
2. For what purpose and to what scale should online instruction be offered?
3. What degrees and programs should be considered?
4. How would such offerings integrate with the mission and culture of Chapman?
5. How should Chapman decide if, how to, and to what extent it should include online education moving forward?

Process

Upon an extensive literature review, we adopted a conceptual framework developed by King et al. (2000). Their Policy Analysis Framework (PAF) served as a foundational structure for us to design a mixed methods research approach. We conducted 27 interviews with Chapman leadership and faculty. We also crafted and launched three surveys: one for faculty/administration, one for graduate students, and one for undergraduate students, whereby we collected 1,037 responses in total. Additionally, we traveled to Chapman's main campus in Orange, California, and the Rinker Health Science campus in Irvine, California for two days of research and meetings with leadership and faculty. We conducted 22 in-person student interviews. After gathering the information, we then conducted triangulated analyses using qualitative and quantitative methods to analyze the data, make findings, extend and customize the PAF framework for strategic planning concerning online education at Chapman, and offer recommendations.

Findings

Based on our qualitative and quantitative research, we developed the following five findings:

1. There is substantial interest in Chapman University offering more online courses, but not to the extent that it creates isolation, exhaustion, or causes students to question whether they are receiving a resident educational experience.

2. Faculty and students believe that Chapman should offer more online education for the purposes of providing more flexibility/convenience and accessibility to its students and faculty, and, if feasible, to provide education at a lower cost.
3. Faculty and students prefer hybrid versus fully online degrees/programs. Our research, however, was not conclusive regarding which specific degrees or programs Chapman should offer online.
4. The planning process of online education will require processes that capture the complexities of including Chapman's mission and culture.
5. The majority of faculty supports including online graduate education in Chapman's strategic plan.

The Extended Framework

Following our research, we extended the PAF's original categories into a longer version specific to Chapman. Our largest addition was a Strategy & Sensemaking category, representing the initial and most important step in starting a strategic discussion. Before making any decisions about online education, decision-makers at Chapman must first understand how the University is utilizing online education and where it wants to go. That is to say that the purpose undergirding any development and implementation of online education must be made explicit. In addition, we revised the conceptual architecture of the seven PAF categories, modernizing and customizing the framework for Chapman's strategic planning around online education. While the updated framework retains the basic skeleton of the PAF, its flesh and blood now come from Chapman University's DNA.

Recommendations

Though our familiarity with Chapman may be limited, our year-long research and redeveloped framework brought us to the following recommendations:

1. Modernize Chapman into a hybrid campus.
2. Offer select online hybrid graduate programs.
3. Expand research of online education.

Conclusion

  We conclude that Chapman University would be best served to include online education in its strategic planning. We have provided a customized framework in this paper for Chapman to use as it considers how to move forward with online education.

Background & Introduction

With the onset of the COVID-19 pandemic, like most universities across the United States, Chapman University closed its doors and moved its undergraduate and graduate students to remote learning. The school did so in a matter of days, not knowing for how long. The rapid and effective transition demonstrated Chapman's agility and resilience. As the pandemic persisted, the University continued to assess its programs and adapt. In concert with the Centers for Disease Control and Prevention guidelines, Chapman chose to offer several core courses fully online and to offer others under what it termed "HyFlex"—a hybrid model where some students were online, and some were physically in the classroom. Starting with the fall 2021 semester, Chapman returned to in-person instruction with added safety requirements such as indoor masks, social distancing, and daily health questionnaires.

Feedback collected from surveys in the fall of 2021 indicated that students, faculty, and administrators were relieved to return to campus. Students and faculty stated that they did not enjoy the experience of transitioning to a fully online modality, and they especially did not like the University's HyFlex model. The perception among respondents was that fully online learning was isolating. Further, several of the administrators and faculty members indicated that HyFlex made it difficult for the remote students to feel like a part of the classroom while distracting the in-person students as well.

But there is a distinct difference between remote education implemented in an emergency and forced on students involuntarily, and online education implemented intentionally and offered as a choice to take advantage of its many positive attributes. Gallagher and Palmer (2020) stated that during the sudden shift to remote learning in the spring of 2020, online courses were "simple 'remote learning' via live Zoom classes, a method little evolved from video conferencing from

the late-1990s" (para. 6). On the other hand, intentional and well-designed online learning programs have proven to be valuable (Kilburn, 2022).

Independent of the pandemic, online education has for years been experiencing massive growth in the United States and worldwide, with little end in sight. Coursera, an online provider started by two Stanford professors, now has over 87 million online students (Coursera, n.d.) and edX has 35 million users (edX, n.d.). Furthermore, Arizona State University is planning to launch a free online program to enroll 100 million students across the world, including students in places such as Senegal, Egypt, and Vietnam (Belkin, 2022).

Globalization connects universities, industries, communities, regions within countries, rural areas to urban areas, and people worldwide. The most significant potential for online education is in undeveloped and underdeveloped countries, such as Nigeria and Indonesia (Black et al., 2019).

In 2010, over 60% of higher education institutions within the United States stated that online education was "critical" to their long-term strategic plan (Allen & Seaman, 2016). Non-profit online universities have experienced significant growth in recent years. For instance, in 2018, Western Governors University had 121,437 students, Southern New Hampshire University had 96,912 students, and the University of Phoenix had 94,472 students (Boggs et al., 2021). Even universities with large resident programs have now entered the online education market with programs that enroll thousands of students, including public and private institutions such as Georgia Tech, John Hopkins University, University of Southern California, The George Washington University, University of Illinois, University of Florida, Harvard University, University of Massachusetts, and the University of Iowa (Boggs et al., 2021). Overall, between 2012 and 2018, enrollment for post-secondary online courses grew to 6.9 million students in the

United States, representing a 29% increase in enrollment (National Center for Education Statistics [NCES], 2021), and the percentage of students taking all their college classes online grew 24% to 3.3 million students during that same period. By 2023, the online education market could surpass $65 billion globally (Panigrahi et al., 2018). Simply put, it is a market that universities can ill afford to ignore. A leading expert in online education stated that institutions that do not offer online graduate education will be forced out of the market by those that do (J. Katzman, personal communication, April 3, 2021).

For Chapman University, deciding whether and how to move forward with online education is a complicated issue with some institutional history attached. Chapman once owned a subsidiary, Brandman University, which was primarily an online institution serving working adults. The origins of Brandman University date back to 1958, when Chapman University—then called Chapman College—opened an adult learning program, holding classes for servicemembers and their dependents on Marine Corps Air Station El Toro near Irvine, California (Chapman University, n.d.-a). With the encouragement of the military, Chapman College grew its adult learner programs, naming the initiative the Chapman College Residence Education Center and locating the centers on or near Air Force bases and Marine Corps stations. Eventually, the Residence Education programs were incorporated as a separate entity into the Chapman University system, becoming Chapman University College in 2008 and finally renamed as Brandman University in 2009 (Chapman University, n.d.-a).

Fully accredited by the Western Association of Schools and Colleges (WASC), Brandman offered in-person courses at 25 physical campuses located across California and Washington. Most of its offerings were online bachelor's degrees, master's degrees, and

certificate programs, enrolled by more than 22,000 students hailing from California, Washington,

and throughout the United States and international locations (Brahm, n.d.).

On September 2, 2021, Chapman University President Daniele Struppa

announced that the University had sold Brandman to the University of Massachusetts, which,

upon acquiring the institution, would rebrand it as the University of Massachusetts Global

(UMass Global). President Struppa was quoted as stating: "Finalizing the relationship allows

both institutions – Chapman and UMass – to truly focus on their core strengths, which for

Chapman is continuing our meteoric rise as a research institution" (Arp, 2021, para. 6).

> Further explaining the rationale for the decision, President Struppa stated,
>
> the time is right for Brandman's next step. We built and elevated it as an institution, establishing 25 campuses in California and Washington, including six on military bases. Now there's a need to scale up even more. It's an excellent partnership for Brandman and for UMass as UMass Global prepares to meet the growing needs of adult learners. (Arp, 2021, para. 4)

What the long-term implications from selling Brandman will mean for the future of online

education at Chapman is a question that the University administrative leadership and faculty will

need to answer. But developing an online education program at scale, on the heels of selling

Brandman, brings to mind the words of Julius Caesar as he took his army over the Rubicon

River—"alea iacta est"—the die is cast.

However, the sale of Brandman may or may not signal a point of no return. Brandman

became a truly separate operation over the years, with little to no cross-fertilization of students,

faculty, and programs with Chapman. From this perspective, Chapman did not lose its own

students in the process, and those that remain have yet to be properly assessed for online

education. Chapman University offers at least some online options (both fully online and HyFlex

courses) for its students. During the 2021 to 2022 academic year, Chapman had 37 online graduate courses and 20 online undergraduate courses.

Our Capstone project took Chapman's complicated online education question to heart. We provide a framework for Chapman to use when conducting its strategic planning. Specifically, this project seeks to help Chapman decide if and how to use the online modality of learning, as well as whether and to what extent it should include online education as a meaningful part of its academic programs. Chapman's current strategic plan does not mention online education.

Now is the time for Chapman to capture the lessons learned from its recent complete immersion into remote learning. The University has a unique but relatively narrow window of opportunity to reexamine its practices still tethered to classroom learning, to assess how to potentially diversify its delivery of personalized education, and to explore new areas for research—especially in the areas of education, campus design, and learning science.

At a minimum, it behooves Chapman University to include online education in its strategic planning, as online education will remain a necessary contingency in the event of future environmental, social, political, or pandemic-related disruptions to Chapman's in-person instruction. Assessing how online education can adequately fit in Chapman's culture and long-term strategy will also strengthen Chapman as a research institution, expand and improve its delivery of personalized education, and increase its resilience and ability to react to competitive market forces effectively.

Problem of Practice and Research Questions

Following the University's fully remote education experiment from spring 2020 to summer 2021 and its subsequent sale of Brandman, Chapman now enters a de facto online era

for higher education without a plan or framework for online learning. The following questions arise:

1. To what extent is there a need and interest in offering online instruction?
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Organizational Context: Chapman University

Chapman was initially founded in 1861 as Hesperian College, in Woodland, California (Chapman University, n.d.-b). The institution opened the very day that President Lincoln was inaugurated as the nation's 16th president. Hesperian College eventually became California Christian College, located in Los Angeles, California, and then in 1934 was renamed Chapman College, honoring the school's most significant benefactor at the time, Charles C. Chapman (Chapman University, n.d.-b). In 1954, Chapman College relocated to Orange, California, and finally, in 1991, adopted its current name of Chapman University (Chapman University, n.d.-b).

In the 2021 to 2022 academic year, Chapman has just over 10,000 students in total. Approximately 7,656 are undergraduate students, and about 2,345 are graduate students (Chapman University, n.d.-c). Over 90% of the freshman undergraduate students live on campus. Chapman competes athletically in NCAA Division III. In 2021, Chapman was ranked by *U.S. News and World Reports* as the 124th best in National Universities overall (Chapman University, n.d.-c). The institution scored higher in undergraduate teaching, ranking the 37th best while ranking as the magazine's 57th "Most Innovative School" (Chapman University, n.d.-c).

Chapman offers a total of 71 graduate programs, including six doctoral programs. The breadth of graduate programs spans eleven different schools and colleges, including law, film, business, health, and engineering. The graduate programs also offer joint degrees, such as a joint

Juris Doctorate and Master of Business Administration (MBA) degree, and a joint Juris

Doctorate and Master of Fine Arts in Film and Television Producing degree (Chapman

University, n.d.-e).

A private university, Chapman prides itself on providing a personalized education that

focuses on "caring for the whole person," "instilling a strong sense of community," and

"engendering a lifelong passion for learning" (Chapman University, n.d.-b, p. 16). Chapman is a

"value-centered" school that seeks to produce students who are equipped to tackle sophisticated

and ever-changing moral and ethical issues commonly faced in today's modern and global

economy (Chapman University, n.d.-b, p. 16). Chapman's education instills values, morals, and

ethics so that its graduates can help create "a more just and humane world" (Chapman

University, n.d.-b, p. 18). Though it was once affiliated with the "Disciples of Christ" Christian

Church in the early twentieth century, today it welcomes all faiths and exhibits religious

diversity. At its Orange campus, in front of its Argyros Forum building, the university

prominently displays art featuring a bust of Albert Schweitzer to demonstrate its commitment to

humanitarian ideals (Chapman University, n.d.-d).

Literature Review

Sources

Though online education is not a new phenomenon in today's universities, it has

transformed tremendously since the early days of eLearning innovations in the 1990s (Miller &

Ives, 2020). In 2012, about 25% of U.S. post-secondary students were enrolled in distance

education courses (NCES, n.d.). By 2019, that proportion had grown to nearly 37% (NCES,

n.d.). In 2020, following the COVID-19 pandemic, an incredible 72% of students were engaged

in online education (NCES, n.d.). This growth over the last twenty years has led to a wealth of scholarship, both in and out of the academy, attempting to catch up with this organized anarchy.

To adequately approach such a contemporary research topic, our research archive relied on a wide range of secondary sources, including peer-reviewed articles, monographs, gray literature, and academic conference papers, as well as legal statutes, primary governmental sources, records from educational institutions, materials from professional associations, dissertation theses, and documents gathered directly from Chapman University itself. These sources helped frame our methods and put this project in a larger conversation for other scholars and researchers across education and the social sciences.

Decision-Making

In higher education, university-level decision-making can be particularly fraught—especially during an external crisis. Higher education leaders have historically emerged from the ranks of academia possessing only limited administrative experience (Eddy & Kirby, 2020). In a 2016 survey of 1,546 presidents, chancellors, and CEOs of degree-granting institutions in the United States, researchers at the American Council on Education (2017) found that only 25% of respondents had previously served in a role as president, and just 15% of leaders had come to their position from outside of higher education. It was little surprise that 80% of institutional leaders held PhDs or EdDs. While there may be many benefits for preferring administrative leadership to possess extensive academic experience, this concentration of perspectives also means that leaders of higher education could benefit from new decision-making frameworks to address sudden, paradigm-shifting crises—like the COVID-19 pandemic and the industry's hasty transformation to online, remote education, or eLearning.

We began by specifically searching for literature on frameworks and decision models for policymakers and education leaders to utilize when developing and operating online education. There are several analogues that came to mind, including the field of scenario processing with its long genealogy in military strategy (Schwartz, 1996) and Bolman and Deal's (2017) work on organizational reframing. This research has been adopted and used by countless organizations across industries and is useful as leaders attempt to make sense of deals with complicated management issues. But universities face unique challenges. In universities, strategic planning is frequently incremental and often presumes that exogenous factors such as socioeconomic change, public health, and technological innovation will remain relatively static (Kubler & Sayers, 2010). This, of course, has not been the case over the last decade.

These limitations to existing models helped to further define how our research project would address this decision-making challenge. We were looking for a research model that could properly support leadership decisions, ranging from developing a fully online program at scale, creating a hybrid campus model to simply leverage new patterns in online education, or assessing whether an institution should offer a few more online courses. The most relevant model came from the Policy Analysis Framework developed by King et al. (2000). This would become the model we would pursue in our research.

Policy Analysis Framework

King et al.'s (2000) "Policy Analysis Framework" (PAF) was initially derived from two previous frameworks: refining Gellman-Danley and Fetzner (1998) seven-element decision-making model while including Berge's (1998) later enhancements. King et al.'s resulting PAF organizes the decision-making process into seven discrete policy areas for institutional leaders: Academic, Governance/Administration/Fiscal, Faculty, Legal, Student Support Services,

Technical, and Cultural (King et al., 2000). Over the last two decades, each of these policy areas has produced its own robust scholarship (Hew et al., 2004; Kebritchi et al., 2017; Sun et al., 2008). Given how much has changed in education, society, and technology since the PAF was first developed, it should be of no surprise that some policy areas have changed more than others, though all areas remain relevant to the success or failure of delivering online education. With the PAF as our initial conceptual frame, we focused our literature review around the seven policy areas. The PAF is illustrated in Table 1.

Table 1

Policy Analysis Framework for Distance Education

Policy Area	**Key Issues**
Academic	Calendar, Course integrity, Transferability, Transcripts, Student/Course evaluation, Admission standards, Curriculum/Course approval, Accreditation, Class cancellations, Course/Program/Degree availability, Recruiting/Marketing
Governance/Administration/ Fiscal	Tuition rate, Technology fee, FTE's, Administration cost, State fiscal regulations, Tuition disbursement, Space, Single versus multiple board oversight, Staffing
Faculty	Compensation and workload, Development incentives, Faculty training, Congruence with existing union contracts, Class monitoring, Faculty support, Faculty evaluation
Legal	Intellectual property, Faculty, Student, and Institutional liability
Student Support Services	Advisement, Counseling, Library access, Materials delivery, Student training, Test proctoring, Videotaping, Computer accounts, Registration, Financial aid, Labs
Technical	Systems reliability, Connectivity/access, Hardware/software, Setup concerns, Infrastructure, Technical support (staffing), Scheduling, Costs
Cultural	Adoption of innovations, Acceptance of online/distance teaching, Understanding of distance education (what works at a distance), Organizational values

Note. From "Policy Frameworks for Distance Education: Implications for Decision Makers," by J. W. King, G. C. Nugent, E. B. Russell, J. Eich, and D. Lacy, 2000, *Online Journal of Distance Learning Administration*, *3*(2), (https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.601.5338&rep=rep1&type=pdf).

Below, we review each of the seven PAF categories. We review them in an order that reflects how we ultimately organized them in our modernized and extended framework.

Faculty

Research has shown that the cornerstone of any successful online education program is the faculty (Allen & Seaman, 2016). The faculty shares governance with the administration (Gerber, 2015) and is the primary product the educational institution offers to prospective students (Meyer et al., 2009). It is no wonder that student satisfaction, participation, and success are all explicitly driven by how well they interact with faculty (Butchey et al., 2018; Kim & Lundberg, 2016).

Research has shown that professors enjoy more flexibility with online teaching, and they self-report less stress than their in-person colleagues (Cameron et al., 2016). Yet perception is everything. Professors have been slow to embrace online education programs (Dhilla, 2017), and education research has been slow to catch up. Researchers have previously studied faculty satisfaction with online education, including the benefits of faculty online learning communities (FOLC) as a model for sustained teaching transformation (Dancy et al., 2019). But these studies have focused on the construction of new courses and programs. There has been very little work done to assess how faculty are affected when they must transition their existing, in-person courses to an online format during the COVID-19 pandemic (Cutri & Mena, 2020). Faculty attitudes to these changes may be emotional, including feelings about identity, insecurity, control, job security, and challenges in finding time to conduct scholarship (Cutri & Mena, 2020). Institutional decision-makers have now become more accepting of online learning than faculty, as shown by rising levels of institutional involvement (Mitchell & Geva-May, 2009).

It is understandable that faculty may be reticent to embrace online education. Most professors teach in the manner by which they were initially taught; they feel confident in this style, have taught that way for years with little change to their methods, and have achieved consistent pedagogical success this way. Relatively few professors have had the benefit of studying through an online modality. Their limited experience in online education influences their views on the legitimacy of online instruction. Some question whether there has been adequate research on the efficacy of online learning (Speck, 2000).

These entrenched attitudes are only exacerbated by external factors. Faculty have seen the recent evolution of university administrations towards online learning over the last few decades and are wary of the growing commercial digitization of higher education (Jaschik & Lederman, 2019). This commercial "unbundling" via digitization turns higher education programs into "disaggregated" pieces of content (Czerniewicz et al., 2021, Introduction section, para. 2). Some faculty worry that this process trades the proper educational goals of knowledge production, academic preparation, and societal improvement for the less legitimate goal of raising additional funds for the institution (Speck, 2000). Couple all these fears with a natural human reluctance towards change, and it follows that many faculty would meet a hasty transition to online learning with increased suspicion.

To assuage faculty concerns, administrators need to involve faculty early in the decision-making process around online education (Wickersham & McElhany, 2010). This means bringing faculty into initial discussions around delivery methods, course design and implementation, online policies, faculty development, assessments, evaluations, and resource allocations (Janus, 2020; Wickersham & McElhany, 2010). In addition, university administration should provide faculty with continued, customized training and support programs to guide them throughout

online course development and implementation (McCord, 2006). Without early faculty

involvement and sustained commitment to online education methods, these initiatives could

become an enormous waste of time and money (Wickersham & McElhany, 2010).

Culture

While faculty may be the most essential facet for planning online education, our research

indicates that institutional culture is a close second. For this project, we rely on the definition of

culture put forth by Gunawardena et al. (2003) regarding a community's shared ethos (e.g.,

beliefs, norms, practices, and values), communicated explicitly and implicitly amongst members,

that sets expectations and boundaries for acceptable behavior. Though far from adequate, one

place to record a college or university's shared ethos is in the institution's mission statement

(Tierney, 1988).

For online education to be successful, it should fit within a school's culture by

maintaining and strengthening it (Law et al., 2002). Yet this is a particular challenge, as online

students can feel isolated and miss the sense of community they had initially hoped for

(McInnerney & Roberts, 2004). The use of synchronous classes, online communities, and chat

rooms, as well as employing hybrid methods that combine both in-person and online instruction

and limiting online courses as a complement to in-person learning, rather than as a substitute for

it, all mitigate those concerns (McInnerney & Roberts, 2004).

Academic

If faculty and culture drive the institution, academic quality is the result. It is hard to

overstate just how critical this quality is for institutional success. The quality of a student's

online academic experience directly impacts any institution's reputation (Martín-Miguel et al.,

2020), accreditation process, employment rates, success of its graduates as measured by professional credentialing, and how effectively the school can serve the needs of its community.

For online programs to ultimately succeed, the academic quality must match the quality found in traditional, face-to-face instruction (Boulton, 2008; Palvia et al., 2018). To do so, schools must consider the many obvious and subtle differences between face-to-face and online education. For instance, there are small differences concerning how the instructor can exert control, differences in opportunities for discussion, differences in group dynamics, and a more robust need for feedback (Ni, 2013). To fully account for those differences, faculty require a supportive culture where they have the opportunity to not just develop but master the art of online instruction (Marek, 2009) and online course design (Driscoll et al., 2012).

Numerous research studies provide road maps for the steps institutions can take to develop highly engaging online education programs. Students tend to do well when they are initially oriented with appropriate and practical training, where self-efficacy with the learning management system (LMS) is encouraged (Kuo et al., 2013). Institutions should explore and implement new communication strategies designed to intentionally maximize student engagement (Ni, 2013). Faculty and course administrators should provide specific and clear syllabi and standardize LMS course shells to reduce student confusion when navigating course sites (Bates et al., 2016). In addition, professors must produce timely, detailed, and constructive feedback throughout the course to ensure student success (Angulo & Fernandez, 2016). In essence, the university needs to have an overall plan to mitigate the weaknesses and leverage the strengths of the online learning modality.

Governance/Administration/Fiscal

There are daunting administrative challenges to entering online education. Cost is the primary concern (Smith & Mitry, 2008), especially at research institutions where any funding allocated to online education may potentially mean less funding in other areas, such as research (Smith & Mitry, 2008). Market-share consolidation is also important: while approximately 2,500 colleges currently offer online education in the United States, the largest 100 programs boast 50% of the total online students (Gallagher & Palmer, 2020). And governmental regulations, as well as political opinions, can also be immediately relevant—especially for publicly funded universities (Priest, 2012).

Marketing and recruiting for online programs are unlike traditional efforts for resident in-person programs. For online programs, universities must employ digital marketing experts who have the specific data and experience to decide where and how these funds will be spent. From an organizational perspective, this usually means a massive increase in staffing to carry out the tasks needed to secure and enroll prospects successfully. For example, of Southern New Hampshire University's 1,700 staff employees, nearly 300 are dedicated admissions counselors, prepared to respond to new enrollment inquiries in less than five minutes (Adams, 2019). Prospective students expect fast responses from the schools during the application and acceptance process, as well as regarding financial aid and transfer credit decisions.

Furthermore, the top ten online universities in the U.S.—Western Governors University, Southern New Hampshire University, University of Phoenix, Grand Canyon University, Liberty University, University of Maryland Global Campus, Walden University, American Public University, University of Central Florida, and Ivy Tech Community College—currently hold nearly 20% of the U.S. post-secondary online market (Lederman, 2019). There are some

indications that the more money a university spends advertising its online programs, the more the university gains in market share—a positive correlation between expenditures on marketing and market share (Boggs et al., 2021). The advertising budget for Southern New Hampshire University comprises 20% of its total operating budget (Adams, 2019). Some of the largest, for-profit online universities have spent hundreds of millions of dollars on lead generation and branding (Moloney & Oakley, 2010). In 2019, nonprofit Western Governors University spent $127 million on advertising and promotions—a common amount for its peers in the largest online universities (Marcus, 2021).

Because of the substantial up-front investment generally required to develop online degrees/programs at scale, schools often elect to partner with a for-profit Online Program Management (OPM) company (Morris et al., 2020). Expenses typically include staffing for marketing and recruiting, upgrading hardware and connectivity, designing tailored online courses, producing asynchronous materials, and expanding student support services, as well as investment costs for competitive learning platforms (Cheslock et al., 2021). Each of the top ten online universities, at some point in its development, have contracted with an OPM or an external information technology provider.

How OPMs partner with schools and universities vary. OPMs provide a full-service (bundled) program—upfront investment, marketing, recruitment, the technology platform, delivery, technical support, and help with course management and design. With full-service OPMs, except for providing professors and course content, the schools essentially outsource their online degree/program to the OPM. These full-service OPMs generally demand long-term tuition-sharing contracts, which could reach 60% of gross revenues, locking in schools for long periods to ensure they recover their initial investment along with their projected returns on their

investment (Cheslock et al., 2021). As an alternative, some OPMs provide unbundled services, offering select services for the university on a fee basis, such as providing only the online platform, course management, and student technology support (Cheslock et al., 2021).

Partnering with a for-profit OPM is not without controversy (Carey, 2019; Cheslock et al., 2021; Maloney & Kim, 2019; Newton, 2021), and early decisions can have long-lasting, sometimes regrettable effects, including the program's quality, the school's inability to update asynchronous materials, diminished autonomy, and, of course, the overall tuition-sharing model that can significantly affect the bottom-line (Cheslock et al., 2021). Moreover, there can be tension between the OPM's profit priority and the university's interests in its academic programs to serve its students, even when it may mean sacrificing profit maximization (Morris et al., 2020). There may also be tension between the OPM's desire for data and the university's need for privacy. An even more serious tension can emerge as an OPM and university continue to work together—differences in their approaches to pedagogy and overall values concerning the purpose of education (Morris et al., 2020).

However, the alternative to an OPM for a university is the challenge of investing millions (if not hundreds of millions) of dollars up front to develop online degrees/programs in-house. The University of North Carolina recently announced it has decided to do just that. With "Project Kitty Hawk," the University of North Carolina is investing $97 million in building an online program to educate adult learners without using an external OPM (Smalley, 2021).

If scale is not the goal, integrating online education into current programs becomes much more feasible with modest investments. Institutions can keep most, if not all, of the management of the program in-house. And they can contract with an OPM for unbundled services, paying on a fee-for-service basis (Cheslock et al., 2021). Selingo and Clark (2021) have referred to this

approach as creating a "hybrid campus," where colleges not only expand their online education offerings but also take a more "holistic" approach to the potential uses of online technology, including offering support services online, such as career services (para. 6). "If done correctly, this approach could make institutions more student-centered, and ensure their sustainability" (Selingo & Clark, 2021, para. 6).

Technology

The technical requirements needed to create a quality full-online program are also critical considerations (Acosta et al., n.d.). Any institution must grapple with early decisions concerning the proposed degree program, how to allocate internal assets, or whether to partner with an external OPM firm or consultants (Acosta et al., n.d.).

If the school decides to create the program using internal assets, it must start by deciding which learning management system (LMS, also known as "course management system" or "e-learning platform") is best for them. The LMS usually features a set of tools for delivering, tracking, reporting on, and managing learning content, learner progress, and learner interactions (Linder et al., 2017). Institutions have options when it comes to what kind of LMS they would like to employ. They can choose from proprietary platforms such as Blackboard, open-source platforms where the code is free to use, or newer cloud-based systems that come at a lower cost and require much less infrastructure for both institutions and students to access (Dobre, 2015). Assessing the advantages and disadvantages of each platform is a must to determine the availability of customized learning options that fit their budget and circumstances (Alojaiman, 2021).

These technology-mediated online systems could enhance the quality of online learning or even provide instructors with a more nuanced understanding of student engagement than may

have previously been available through traditional instruction (Henrie et al., 2015). Rather than merely closing the gap between instructors and students, LMS and other nascent technologies such as mobile-device-focused software can potentially take advantage of this flexibility to engage students and achieve better educational outcomes.

Legal

Legal considerations abound, as well. The university must comply with state education licensing requirements, federal Title IV requirements, Title IX requirements, regional accreditation rules, state and federal employment laws, and intellectual property rights. Generally, the author owns copyrights, but there is a "work for hire" (17 USCA §§ 101, 201) exception (Copyrights, 1947/2010, 101,201 section). Historically, faculty members have been exempt from the "work for hire" exception, maintaining copyrights to their work, even when done at the university as paid employees (Laughlin, 1999). Online courses, however, present unique circumstances that beg for clear policies and agreements between the faculty and institution (Garza Mitchell, 2009).

Student Support Services

The needs of online students are different than that of in-person students, necessitating a thorough analysis of the university's ability to provide quality student support services. Typically, online students will need technology orientation with the program's front-end interface to learn how to utilize the chosen LMS for their school or program. Students may also need help navigating the school's administrative services, accessing library materials, and additional training on how to do more technical tasks, such as securely accessing data portals, sharing secure files, or working with human research subjects remotely.

Academic support is also challenging. Researchers have shown that while online students tend to perform better with individual tutoring or one-on-one mentoring, this kind of support can be cost-prohibitive, thus very difficult to provide at scale (Laws et al., 2003). To provide a supportive, well-designed experience, institutions need to transition more than just course time online. Students have requested easy online access to the writing center, academic advisors, career guidance, alumni resources, and extracurricular activities such as book clubs, student newspapers, or academic groups (LaPadula, 2003).

The most successful programs tend to view online students as customers, and online students tend to see their relationship with the administrative services through the lens of customer service (Moloney & Oakley, 2010). This means streamlining residential systems that various administrative entities across campus might own into a one-stop-shop customer service experience where online students can easily access the registrar, bursar, financial aid, and advising all together (Moloney & Oakley, 2010).

Strategic Planning & Sensemaking

In addition to the seven categories of the PAF, we added an area of Strategy & Sensemaking to our literature review.

Before university leaders plunge headlong into this highly competitive market, they must have a clear and defensible sense of organizational purpose and strategy for their online education. Successful online programs are supported by the overall mission and strategic plan of the university (Moloney & Oakley, 2010). To fit online education into the mission of the institution, leaders must define the "context" for online education in the contemporary university (Heffernan et al., 2021).

For example, if the main purpose is to establish online degree/programs (hybrid or fully online) as a significant revenue generator for the school, then the scale will need to be large relative to its residence programs. Further, the target market will be new students, typically working adults, who are not currently associated with the school/university. If, on the other hand, a school's purpose is not to create a new revenue stream, targeting new prospects at scale, but rather to enhance the quality of the education and the experience it provides to its students (and faculty) in its existing programs, then the paradigm shifts quite significantly.

This is why sensemaking, as a process, is so important for universities—especially in this post-COVID environment. Weick et al. (2005) defined sensemaking as a process that "involves turning circumstances into a situation that is comprehended explicitly in words and that serves as a springboard into action" (p. 409). Sensemaking is a retrospective process that individuals use to rationalize their past actions, drawing a line between abstract ideas to lived practice (Weick et al., 2005).

From the perspective of higher education, sensemaking offers a particular frame to understand the massive changes moving through the industry. Recent work by Selingo et al. (2021) has come to a similar conclusion, asking university leaders to engage in a sensemaking process to best approach emerging realities of a post-pandemic, hybrid campus model:

> The experience of the pandemic has offered a radical opportunity for experimentation, encouraging institutions to rethink the overall operating model. As colleges and universities plan for their post-pandemic future, they face a series of choices. They can either approach the exercise by returning to the old way of doing business, or they can select a range of hybrid approaches and reshape how their campuses operate, diversify their offerings, and differentiate themselves. (para. 10)

Sensemaking occurs after a significant change in circumstances (Weick et al., 2005). Given the recent and turbulent education environment during COVID-19, Chapman's sale of Brandman,

and the explosive growth of online education, OPMs, and hybrid campuses, sensemaking constitutes an essential category in the decision-making approach.

Strategic assets are defined as assets that the university anticipates will contribute to furthering and achieving goals that span the university (Smith & Mitry, 2008). It is important, therefore, for university presidents to consider how online education fits within the university's strategic plans (Smith & Mitry, 2008).

Project Design: Interviews, Surveys, & Analysis

Design

We used a mixed method approach for this project. We relied heavily on the qualitative methods to discover patterns as well as to gain insights and understandings of Chapman University and the rapidly changing landscape of online education.

We also used quantitative methods to provide general descriptive statistics demonstrating stakeholder perceptions, preferences, and concerns relevant to online education at Chapman, specifically amongst faculty, undergraduate, and graduate students.

Our objective was to modernize and update the PAF framework to provide the University with a tool for its strategic planning concerning online education. In the course of doing so, we not only updated and modernized the framework, but were also able to answer our five research questions. Our detailed data collection, interviews with leadership, faculty, and students, and surveys, which produced over 1000 responses, were all designed to reach findings regarding our five research questions.

Initial Data Collection

Chapman provided substantial access to the institution's administrative staff and faculty leadership, as well as access to its demographics, policies, and practices, including those

regarding Chapman's transition from face-to-face instruction to remote learning and back to in person during the COVID-19 pandemic. We also collected documents, including institution policies, handbooks, and catalogs for reference.

We held discussions with the President of Chapman's Faculty Senate and the Director of Education Technology Services. We received enrollment data for degrees and programs, staff and faculty contact information, organizational charts, information regarding technology infrastructure and capabilities, faculty development plans and materials, fees and tuition schedules, and academic support resources. We also collected data on Chapman's strategic brochure, history, and mission via the institutional website. Further, we interviewed a leader in the OPM industry.

Pre-Campus Visit Interviews

We conducted 25 semi-structured interviews with administrators and faculty members, including the Vice Provost for graduate education, four Deans, the past and current President of the Faculty Senate, tenured and non-tenured faculty members, and the Assistant Vice President for Educational Technology. The interviews were conducted and recorded over Zoom. We then used a transcription software service (Rev) to transcribe the interviews, and we loaded the transcripts into MAXQDA software, which is a software product designed to use computer assistance for qualitative and mixed methods research. Using MAXQDA, we coded all interviews according to the PAF seven policy areas. We defined the policy areas by the key issues listed in the PAF framework (see Table 1) and using our discussion above of each policy area (see Policy Analysis Framework section). In addition, we added a code for Strategy & Sensemaking.

Below in Table 2, we illustrate an overview of how we coded the 25 pre-campus interviews with administrators and faculty members. At the top of the table, running horizontally, are the policy areas. The left side of the table indicates the 25 faculty and administrators we initially interviewed, pre-campus visit, and to the right of each interviewee are the numbers of times we coded their interview under each of the eight policy areas.

Table 2

Codes and Quantities for Eight Policy Areas Using MAXQDA Software

	Strategic & Sensemaking	Student Support	Culture	Gov/Admin/Fiscal	Legal	Academic	Technology	Faculty
Interviewee 1	0	1	2	22	1	14	0	0
Interviewee 2	0	6	1	17	0	6	0	0
Interviewee 3	17	4	5	11	0	7	4	5
Interviewee 4	5	1	5	0	0	15	0	7
Interviewee 5	35	3	4	26	2	7	11	7
Interviewee 6	21	2	1	5	2	7	4	9
Interviewee 7	21	3	4	8	1	1	2	1
Interviewee 8	14	0	1	0	6	7	4	9
Interviewee 9	10	1	2	5	0	5	4	2
Interviewee 10	7	9	4	18	0	8	2	8
Interviewee 11	19	4	4	7	1	9	2	7
Interviewee 12	24	7	10	10	0	7	0	4
Interviewee 13	26	0	6	8	1	4	1	2
Interviewee 14	27	7	3	7	0	7	4	3
Interviewee 15	1	0	0	0	0	2	0	0
Interviewee 16	17	5	5	2	3	8	2	7
Interviewee 17	5	3	6	4	0	2	0	1
Interviewee 18	2	0	0	0	0	0	0	0
Interviewee 19	0	0	0	0	0	0	0	0
Interviewee 20	15	10	3	1	0	11	2	10
Interviewee 21	24	2	3	12	1	14	1	7
Interviewee 22	11	4	6	6	0	4	3	0
Interviewee 23	33	6	7	5	2	12	3	9
Interviewee 24	16	9	2	5	1	18	4	11
Interviewee 25	11	15	0	3	7	8	7	1

In addition to coding comments using the eight policy areas above, we also coded with more granularity, first using an open coding method to create sub-codes, and then, as we identified core themes within the policy categories, we moved to axial coding to continue our sub-coding process. For instance, under the policy category of Academic, we ended up with 10 sub-codes, as shown in Table 3.

Table 3

Sub-Codes of Policy Code "Academic" with Definitions and Examples, Using MAXQDA Software

Academic Sub-Codes	Definitions	Example Comments
Access to Experts/Visiting Professors	The ability to bring experts from around the world into the classroom.	Online allows you "to bring in specialists in the field that do unique things that are groundbreaking, that are at the cutting edge of their field." (Faculty member) "I had somebody from London and somebody from New York and somebody from Las Vegas come and talk to my students about their careers and advice and things like that. And they were able to do it in small groups, you know, and if we weren't online, we wouldn't be able to do something like that." (Faculty member)
Feedback	The process of a professor responding to a student's work with an intention to facilitate understanding and performance.	"So, to me, they get as much feedback on Zoom as when they're in my classroom or if they need extra help, they get it on email or through the Canvas site. So, I don't know that they need more. In fact, I felt like I gave them a lot more feedback being online." (Faculty member)
Grading Integrity	The concept that any work a student turns in for a grade must be the actual work of the student and completed by the student under the strictures set forth by the professor.	"They can barely speak [a foreign language] during their participation in class. And yet they come out with an impeccable academic paper that they obviously did not write. So, the authenticity of authorship of their work, I would say is an impediment to [online]." (Faculty member)
Modality	The mode used to deliver the learning material, including synchronous and asynchronous methods. Also, whether a course or program is delivered in fully online, hybrid, or in-person.	"Well, asynchronous delivery allows the students to potentially look at a lecture and . . . there may be the ability to have less time synchronous if you're asynchronous. I think you need the combination of the two. I don't think one works without the other side. I love having an opportunity to have students look at a video, hear me lecture about it on their own time, when they're comfortable and then coming together and having discussion. I actually think that results in a deeper level of learning." (Faculty member)

Non-Verbal, Physical, or Tactile	Learning that involves physical action, such as labs or physical activities that facilitate learning.	"The spontaneity of participation in a classroom is nothing at all similar to the spontaneity on Zoom. Because . . . it's very difficult to do a kinesthetic learning in a Zoom setting. Now I could have students stand up, which I always did until I had them do this and that, but you can't have them in a circle [or] . . . do certain activities . . . race around the classroom, run to the chalkboard, whatever." (Faculty member)
Outcomes/Assessments	The process of measuring and evaluating student learning.	"I would want to know are there comparisons on outcomes?" (Administrator)
Programs	Degrees or types of courses and their fit with online education.	"So, marriage and family therapy, I think would [be good]. In the health sciences [we] have been doing things through tele-health and . . . I think you wouldn't want to exclusively be online . . . but I think pharmacy, you can do a lot that's online except the lab parts." (Faculty member)
Quality	Value judgment on the learning methods and processes.	"My overarching concern is always quality of instruction. . . ." (Administrator)
Size of Class	The number of students in a class.	"I actually like having small groups because it's too easy to get lost in the crowd in person; it's even easier to get lost in the crowd on Zoom or remotely." (Faculty member)
Standardization & Structure	Creating a consistent and secure experience for the students, faculty, and staff.	"Like we needed to say, there's one tool for online meetings, and this is the tool. And then the students know where to go and they've got the Zoom application updated on their device. . . . And if you're cherry picking a lot of random stuff, we just can't do that." (Administrator)

Coding was an iterative and joint process. To establish interrater reliability, one of us

would code an interview, and then the other would review the coding. In rare cases where the

reviewer disagreed or had a question as to why a specific comment was coded in a particular

way, we would discuss the issue and come to an agreement. We ended up with an extensive list

of codes and sub-codes relative to the framework, which we defined and provided examples of

statements falling under each of the codes and sub-codes; see Appendix A for codes, definitions, and examples.

Campus Visit & Campus Interviews

We spent two days on Chapman University's campus during the fall 2021 semester. We visited the main campus in Orange, California, and the Rinker Health Science campus in Irvine, California. During the campus visit, we met with the University President, the Provost, the Vice Provost for the University, the Vice Provost for Graduate Education, the past and current Presidents of the Faculty Senate, the Assistant Vice President for Educational Technology, and other faculty members and administrators.

While on campus, we conducted 22 in-person random semi-structured interviews of students, asking open-ended questions on how they felt about being back on campus, what their experience was like with fully online education, and whether they would consider a fully online or hybrid graduate program. For the graduate students, we asked whether they would have considered an online graduate program if it had been offered at Chapman. Of the 22 students we interviewed, 19 were undergraduate students, and three were graduate students. Seven of the students were male, and 15 were female.

A common theme we heard from the students was a mix of conflicting emotions around online education. All but two expressed some sense of loss over the positive social aspects of campus life. Some even expressed they had felt "isolated" while fully online. On the other hand, all but four mentioned they enjoyed the flexibility and convenience that online provided. One undergraduate captured the common theme when they stated: "I really missed my friends and missed . . . meeting with my professors after class. I felt . . . isolated. But honestly, [now] . . . I do . . . miss the flexibility."

Difficulty while transitioning between education modalities was another theme that surfaced. Four expressed difficulties with the transitions—first difficulty transitioning to fully online learning and then difficulty transitioning back to fully in-person instruction. An undergraduate interviewee said: "It was . . . really hard being online and . . . it was hard changing back [to in-person]."

Of course, while there were trends in how the students felt about their online experience and the role online education should play for Chapman moving forward, each student had some individual aspect to their comments. Here is one undergraduate's unique expression on why online education at Chapman is important: *"We must change how we are living to save our planet."*

Survey Design

Using the information above, we designed three separate surveys for widespread dissemination to campus constituents: one for the faculty/administrators, one for undergraduate students, and one for graduate students. The process of creating the survey questions was iterative (Yin, 2008). We began by revisiting the initial pre-campus interviews and how we had coded those responses. We also reviewed our visit to Chapman and the interviews we conducted on campus to deepen our understanding of the University and its unique culture of personalized education. As we drafted survey questions, we continued to hone and adjust our coding, and in turn, our adjustments of the coding helped us sharpen the survey questions. Once we created draft surveys, we sent them to key individuals at Chapman, including a faculty member, the Vice Provost, and the Provost, for comments. Upon receiving their comments, we finalized the surveys.

The Provost Office at the University sent the surveys to the respective groups. Surveys were conducted using Qualtrics. The surveys asked the respondents to provide general information on their status; for example, the faculty were asked whether they were tenured or non-tenured, their length of service with Chapman University, and the college where they primarily teach. Students were asked about their area of study and year in school. All surveys asked questions designed to address the seven category areas of the PAF. One hundred eighty-two faculty/administrators, 341 graduate students, and 514 undergraduate students responded for a total of 1,037 respondents. The breakdown across class standing (undergraduate), level of degree (graduate), academic rank (faculty), and across schools and colleges (all three surveys) are provided in Table 4. Across undergraduates, the sample appeared to be heavier weighted on upperclassmen, while representation across schools/colleges was in line with data provided by Chapman on distribution of students in schools/colleges (Chapman University, n.d.-f). For graduate students, the breakdown across master's and doctoral students was generally consistent with the university's representation of its headcount numbers (Chapman University, n.d.-g).

Table 4

Demographic Characteristics of Survey Respondents

Undergraduate (n=514)	N	%
Class Standing		
Freshman	98	19.1%
Sophomore	130	25.3%
Junior	140	27.3%
Senior	145	28.3%
School/College		
Argyros School of Business & Economics	103	20.1%
Attallah College of Educational Studies	21	4.1%
College of Performing Arts	14	2.7%
Crean College of Health and Behavioral Sciences	87	17.0%
Dodge College of Film and Media Arts	86	16.8%
Fowler School of Engineering	34	6.6%
Other	17	3.3%
Schmid College of Science & Technology	41	8.0%
School of Communication	34	6.6%
School of Pharmacy	5	1.0%
Wilkinson College of Arts, Humanities & Social Sciences	71	13.8%

Graduate (n=341)	N	%
Class Standing		
Master's Student	202	59.6%
Doctoral Student	65	19.2%
Law Student	60	17.7%
Other	2	0.6%
Health Profession Student	10	2.9%
School/College		
Argyros School of Business & Economics	53	15.6%
Attallah College of Educational Studies	61	18.0%
College of Performing Arts	1	0.3%
Crean College of Health and Behavioral Sciences	56	16.5%
Dodge College of Film and Media Arts	41	12.1%
Fowler School of Law	60	17.7%
Other	5	1.5%
Schmid College of Science & Technology	13	3.8%
School of Communication	15	4.4%

	N	%
School of Pharmacy	20	5.9%
Wilkinson College of Arts, Humanities & Social Sciences	14	4.1%

Faculty (n=182)	N	%
Academic Rank		
Tenured	48	28.2%
Tenure Track	26	15.3%
Non-Tenure Track	30	17.6%
Adjunct	52	30.6%
Non-Faculty Administrator	13	7.6%
Graduate Student Instructor	1	0.6%
School/College		
Argyros School of Business & Economics	15	9.1%
Attallah College of Educational Studies	15	9.1%
College of Performing Arts	19	11.6%
Crean College of Health and Behavioral Sciences	21	12.8%
Dodge College of Film and Media Arts	18	11.0%
Fowler School of Engineering	2	1.2%
Fowler School of Law	12	7.3%
Schmid College of Science & Technology	21	12.8%
School of Communication	3	1.8%
School of Pharmacy	11	6.7%
Wilkinson College of Arts, Humanities & Social Sciences	27	16.5%

Note. From undergraduate, graduate and faculty surveys.

To incentivize a high response rate, we offered Amazon gift cards for five faculty members, five graduate students, and five undergraduate students. Respondents had to register for an optional drawing held through a separate database to protect the integrity and anonymity of the surveys. Winners were picked randomly.

Survey Results

In addition to consent and demographic questions, we asked both open-ended and closed-ended survey questions (Dillman et al., 2014). The questions were primarily closed-ended: 14 to undergraduate students, 14 to graduate students, and 16 to faculty. We asked four open-ended

questions to the undergraduate students, two to the graduate students, and one to the faculty (see Appendices F, G, and H).

Open-Ended Questions

Upon receiving the survey results, we coded the answers to each of the open-ended questions using MAXQDA. Because the data we were coding was responsive to particular questions, we did not use the framework to set our first level of coding. Instead, we used the questions specifically asked in the surveys to develop the first level of codes. We then employed an open coding system and gradually moved to an axial coding process to develop our subcodes. See Appendix B for codes, definitions, and examples.

Undergraduate & Graduate Students (Common Questions)

We asked both the undergraduate and graduate students the following two questions: 1). "What I least like about online education is…," and 2). "What I most like about online education is..." Because we asked questions with similar stems (i.e., we only interchanged least/most), we used the same codes for both groups.

For the question concerning what the undergraduate and graduate students "least like" about online education, we ended up with the following six codes: 1). No Social (Interactions); 2). Pedagogy; 3). Fatiguing; 4). Professor Issues; 5). Technical Issues; and 6). Cost (see Appendix B).

Below, we illustrate our quantitative analysis concerning what undergraduate and graduate students "least like" about online education (see Figures 1 and 2).

Figure 1

Undergraduate Students: Opinions About Online Education

Undergraduate Students: What they "Least Like"

Figure 2

Graduate Students: Opinions About Online Education

Graduate Students: What they "Least Like"
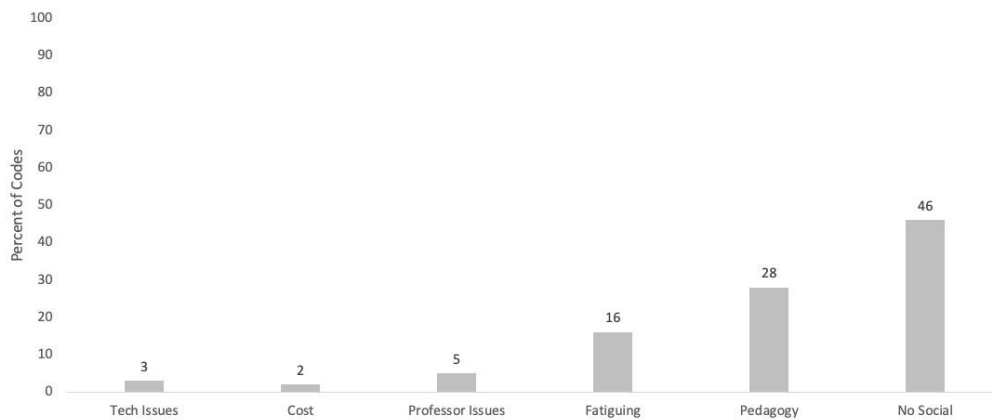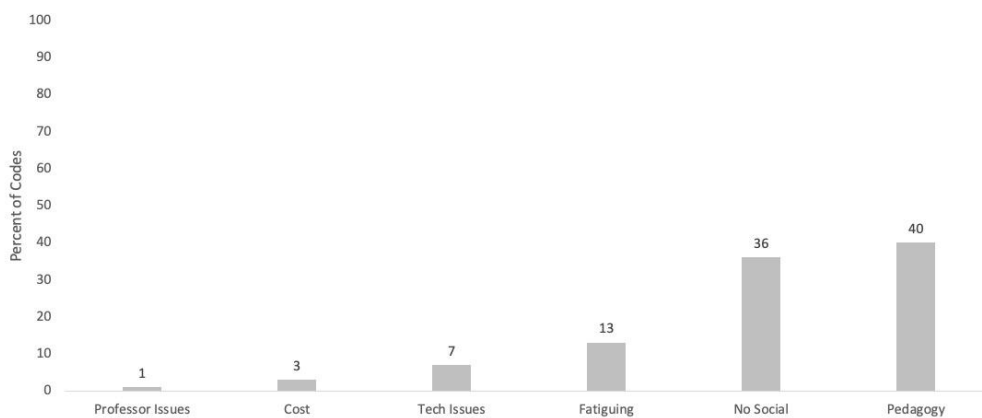
For the question concerning what the undergraduate and graduate students "most like" about online education, we ended up with the following four codes: 1). Flexibility/Convenience; 2). Saves Time/No Commute; 3). Pedagogy; and 4). Health & Safety (see Figures 3 and 4).

Figure 3

Undergraduate Students: Online Education Preferences

Undergraduate Students: What they "Like"
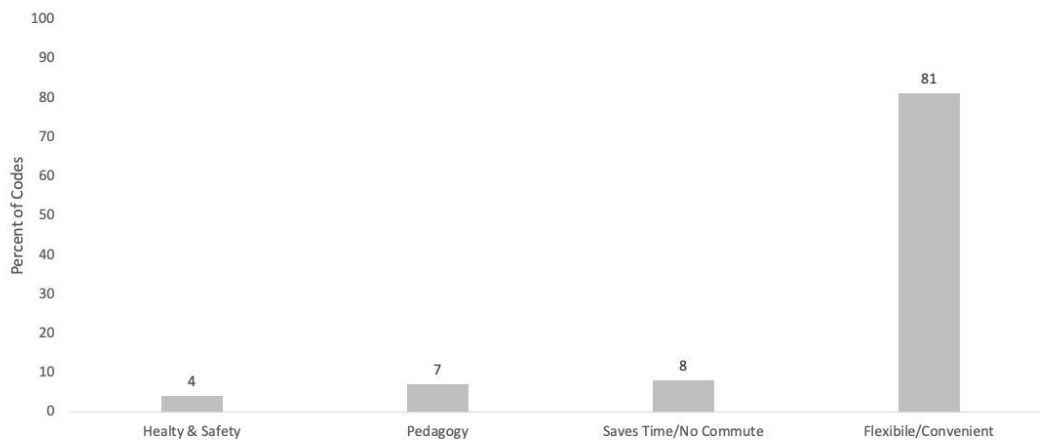
Figure 4

Graduate Students: Online Education Preferences

Graduate Students: What they "Like"
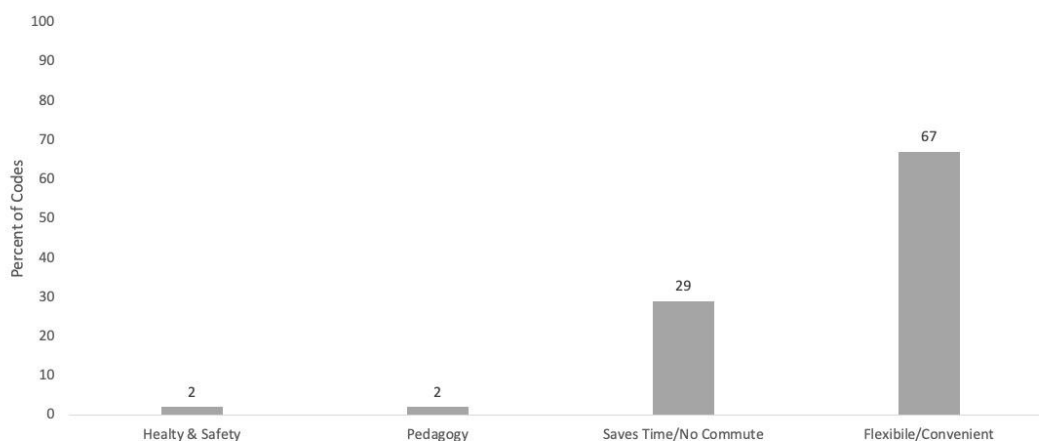
We asked the undergraduate students two open-ended questions that we did not ask the graduate students. One question asked, "How important is on-campus experience to you? What parts of the campus experience are most important to you?" The second question asked, "Why or why not would you consider an online graduate degree?"

For the question concerning their on-campus experience, we developed five codes that represent themes that were initially coded five or more times. The codes were 1). Important; 2). Neutral (on the importance); 3). Unimportant; 4). Social Connections (concerning what is important); and 5). Professors (concerning what is important). Figure 5 illustrates the results.

Figure 5

Undergraduate Students: Ratings of On-Campus Experience

Importance of On-Campus Experience
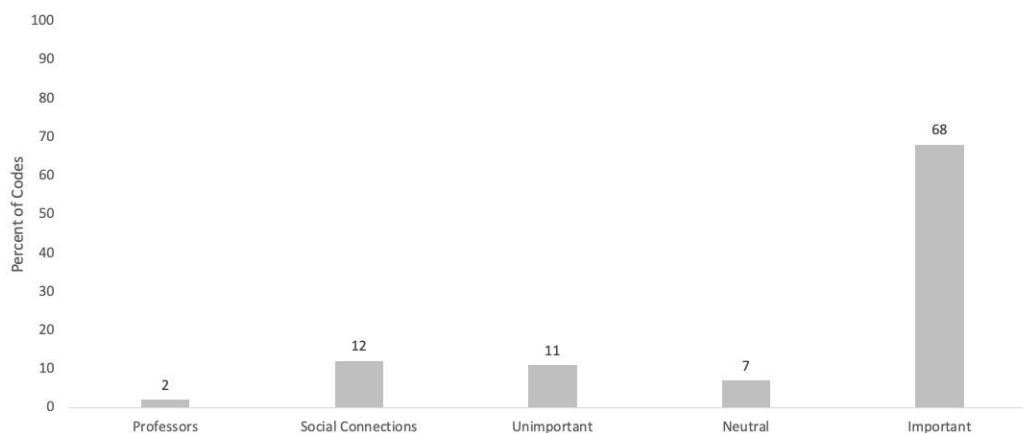
As for whether the undergraduates would or would not consider an online graduate school, and why or why not, we developed six codes from themes that emerged from the data: 1). Yes, if lower cost; 2). No, because of cost; 3). Maybe; 4). No, because the field I will pursue will require clinical work; 5). Yes, because of its flexibility/convenience; and 6). No, I prefer in-person. Using MAXQDA, we were also able to collapse the "yes," "no," and "maybe" codes together to demonstrate the differences between those categories (see Figures 6 and 7).

Figure 6

Undergraduate Students: Opinions on Online Graduate Degrees

Considering an Online Grad Degree

Figure 7

Undergraduate Students: Opinions on Online Graduate Degrees (Combined)

Considering Online Grad School: Combined
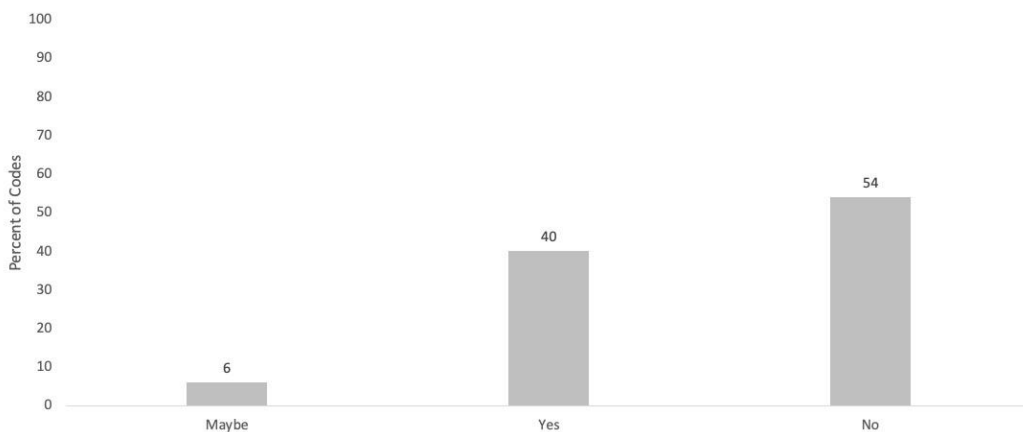
Faculty

For the faculty, we asked one open-ended question: "Which one program/degree would you recommend to your department/college/school to offer online?" The responses covered a wide ra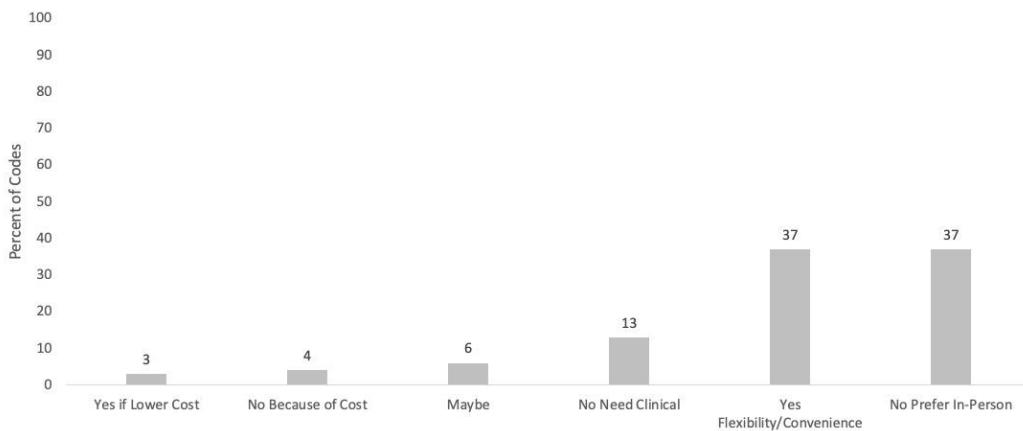nge of programs spanning all colleges, producing very little themes or patterns. The most frequent response was "None," followed by "Pharmaceutical" graduate degrees, then "Law," "MBA," and "Data Science."

Closed-Ended Questions

Except for the open-ended questions discussed above, the rest of the questions in all three surveys (i.e., the undergraduate student, graduate student, and the faculty surveys) were closed-ended questions. Some questions were asked of all three groups (undergraduate, graduate, and faculty), while others were only given to one or two. Table 5 provides a breakdown of the closed-ended questions from each survey, including which group was asked which question.

Table 5

Breakdown of Closed-Ended Questions by Respondent Group

	Undergrad	Graduate	Faculty
Overall opinion of online/in-person education			
How important is on-campus experience to you?	X		
What is your overall opinion of online education?	X	X	X
Online education is best accomplished using a combination of asynchronous and synchronous learning.			X
My confidence in Chapman University's ability to offer a high-quality online degree is high/neutral/low.	X	X	
Choose your preferred modality of online programs/degrees. {fully online/hybrid}			X
Is it reasonable to think that a hybrid or fully online degree program could maintain Chapman's experience and culture?	X	X	
Availability of online courses at Chapman			
Putting aside going online last year because of COVID-19, Chapman University offers few/the right amount/too many courses.	X	X	

Each semester, Chapman University should offer some courses online.	X	X	
Are these important reasons for Chapman to pursue online education?			
Flexibility (for students and faculty)	X	X	X
Increase access (special needs, international students, working professionals, etc.)	X	X	X
Expand diversity	X	X	X
Lower cost	X	X	X
Stay competitive with other universities	X	X	X
Grow in current and new markets	X	X	X
Prepare students for the new tele-commuting market	X	X	X
Interest in online education			
If it were available at Chapman University, I would have been interested in a hybrid graduate degree.	X	X	
If it were available at Chapman University, I would have been interested in a fully online graduate degree.	X	X	
Choose a graduate degree you would be most interested in pursuing either in a hybrid or fully online.	X	X	
Now assume that Chapman does offer a program/degree online that interests you. What would be the cost comparison?	X	X	
If available, I would be interested in an online graduate degree.	X		
Why or why not would you consider an online graduate degree?	X		
In the future, after finishing my current degree/program, if available, I would be interested in hybrid or fully online degree.		X	
If Chapman University considers developing and offering online (hybrid or fully), at what level?			X
Are these significant characteristics of Chapman University's culture?			
Competitive	X	X	
Inclusive	X	X	
Personalized Caring	X	X	
Unique Campus	X	X	
Academic/Studious	X	X	
If Chapman University offered graduate hybrid or fully online degree programs, how would it affect Chapman reputation? {lower/neutral/increase}	X	X	

If Chapman offers online degrees/programs, do the following concern you?		
Maintaining academic rigor and quality		X
Maintaining the Chapman culture and experience		X
Maintaining the Chapman brand and reputation		X
Investment in technology		X
Maintaining quality of faculty		X
Ability to assess student learning		X
Maintaining examination integrity		X
Course design		X
Faculty workload/preparation		
Chapman University does a good job in preparing faculty to teach online.		X
Online education requires faculty to provide students with more/same/less feedback.	X	X
Preparing for and teaching a course online beyond new prep/first time offered {requires less/same/more time}		X
When teaching a course online, students need more feedback than when in person.		X
There are many ways to structure online courses with multiple sections. {one professor, multiple professors, no opinion}		X

Note. From undergraduate, graduate, and faculty surveys.

We converted answers to the closed-ended questions into a numeric form. Then we analyzed the information using SPSS 28.0 software to obtain descriptive statistics for each question and explore commonalities and differences between the groups, as well as relationships between relevant variables (see Figures 8 to 17 below).

Post-Survey Interviews

We followed up with several members of Chapman's leadership, including the Vice Provost for Academic Administration and Vice Provost for Graduate Education. Further, we conducted two online interviews with the Assistant Vice President of Marketing and Digital Strategic Marketing and Communications and the Director of Graduate Admissions to obtain additional and clarifying information.

Findings & Discussions

The following findings and discussions are based on qualitative and quantitative research.

Finding #1: Interest in Online Courses (With Limitations)

There is substantial interest in Chapman University offering more online courses, but not to the extent that it creates isolation, exhaustion, or causes students to question whether they are receiving a resident educational experience.

(Relevant to Research Question #1: To what extent is there a need and interest in offering a greater amount of online instruction?)

Discussion of Finding #1

Students did not enjoy the remote experience during the most intense periods of the COVID-19 pandemic. They felt "isolated" from their peers and from their professors. Day in and day out, students were "exhausted" by exclusive online learning, while many struggled to justify the tuition and costs they were paying for their education. The following responses illustrate the general feelings of students regarding remote learning:

> [What I least like about online was] feeling isolated from my professor and peers. Not feeling engaged because I am staring at a screen all day. (Undergraduate student)

> It was pretty exhausting doing class online, and then doing the homework online. I just spent an unbelievable amount of time staring at my computer screen. (Undergraduate student)

> Paying full price tuition to sit on a computer all day and calling that an education is criminal, when put online the professors don't care and neither do the students. If I wanted to phone in my college education and do online school, I would have signed up for University of Phoenix. (Undergraduate student)

Even with this consensus about the pitfalls of fully remote instruction, many Chapman students did see advantages and potential opportunities from using online technologies—at least when done in a way that did not implicate the concerns above. Overwhelmingly, undergraduate and

graduate students desire Chapman University to offer "some" online courses each semester (81.3% undergraduates and 73% graduates), and a majority of students (undergraduate and graduate) feel Chapman University currently offers "few" online course (see Figures 8 and 9).

Figure 8

Undergraduate and Graduate Responses Regarding Desire for "Some" Online Courses
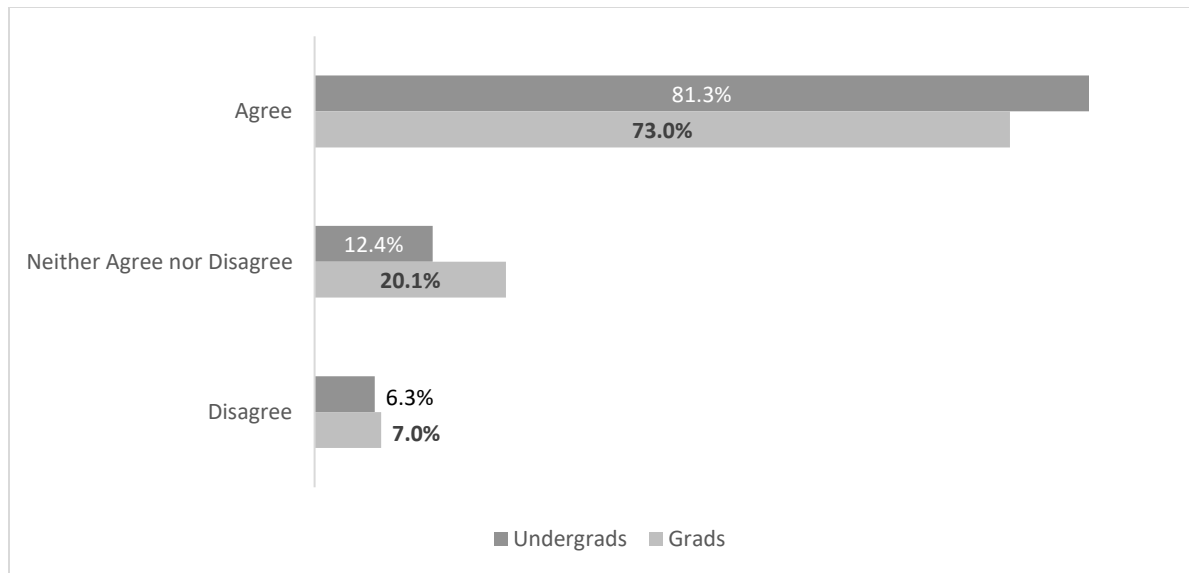
Figure 9

Undergraduate and Graduate Attitudes Regarding "Few" Online Courses
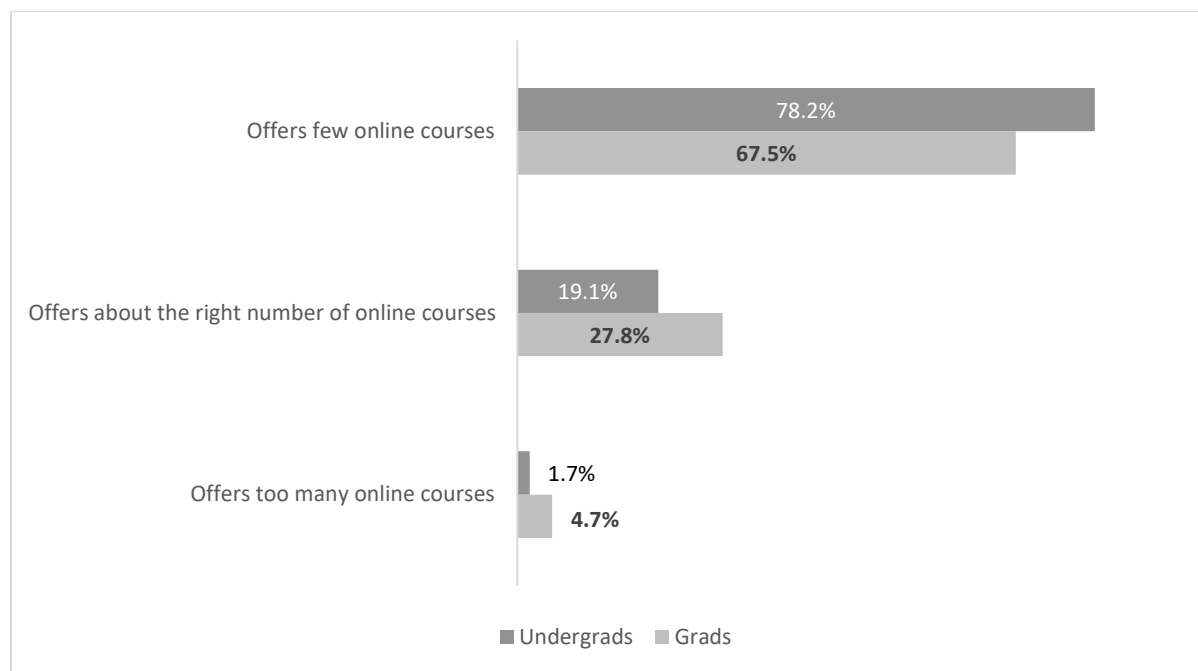
In their responses regarding what they liked about online education, students expressed

one significant theme: the hope that Chapman does, in fact, utilize online technology moving

forward. Students reported that they had come to appreciate the flexibility and convenience that

online education provides. The following responses describe attitudes toward online learning:

> What I most like about online education is its convenience. There is no need to drive to
> campus every day . . . which can save over an hour each day, which I could use to study
> or work on . . . homework. (Undergraduate student)

> I hope Chapman . . . starts offering some . . . online courses each semester.
> (Undergraduate student)

Based on the interviews and surveys collected from the students, administrators, and faculty, we

sensed an awakening to the powers and advantages of online education coming out of the

COVID-19 lockdown experience. There is substantial interest in Chapman University offering

more online courses, but not to the extent that these courses or programs isolate or exhaust students, or cause students to question whether they are receiving a resident educational experience.

Finding #2: Desire for More Flexibility and Low-Cost Online Course Offerings

Faculty and students believe that Chapman should offer more online education for the purposes of providing more flexibility/convenience and accessibility to its students and faculty, and, if feasible, to provide education at a lower cost.

(Relevant to Research Question #2: For what purpose should Chapman offer more online education?)

Discussion of Finding #2

By far, the main benefits of online education that students (undergraduate and graduate alike) cited in interviews and surveys were flexibility and convenience. Student responses are as follows:

> I enjoy the flexibility of online education. Being able to connect to class from anywhere (assuming there is reliable internet) is nice because it shortens my commute, and I can save time doing other activities. (Undergraduate student)

> What I like most about online education is the flexibility it provides. Being able to take classes remotely allowed me a better chance to work and/or take care of personal matters. (Graduate student)

Moreover, our quantitative data also indicated that flexibility is important for all. It was most important for the students (see Figure 10).

Figure 10

Perspectives of Students and Faculty Regarding Flexibility in Online Education
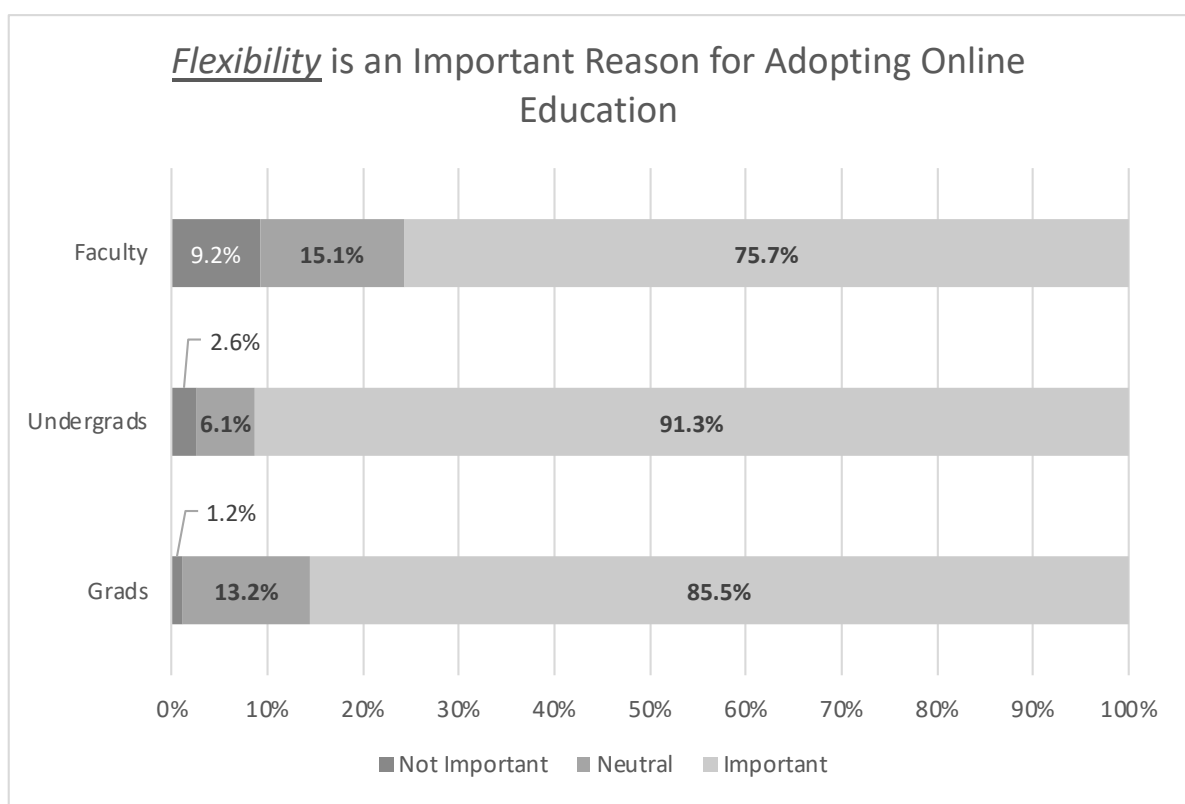
In addition to flexibility, accessibility was important for all. In fact, faculty stated it was their most important factor, even slightly higher than flexibility (see Figure 11).

Figure 11

Perspectives of Students and Faculty Regarding Access in Online Education
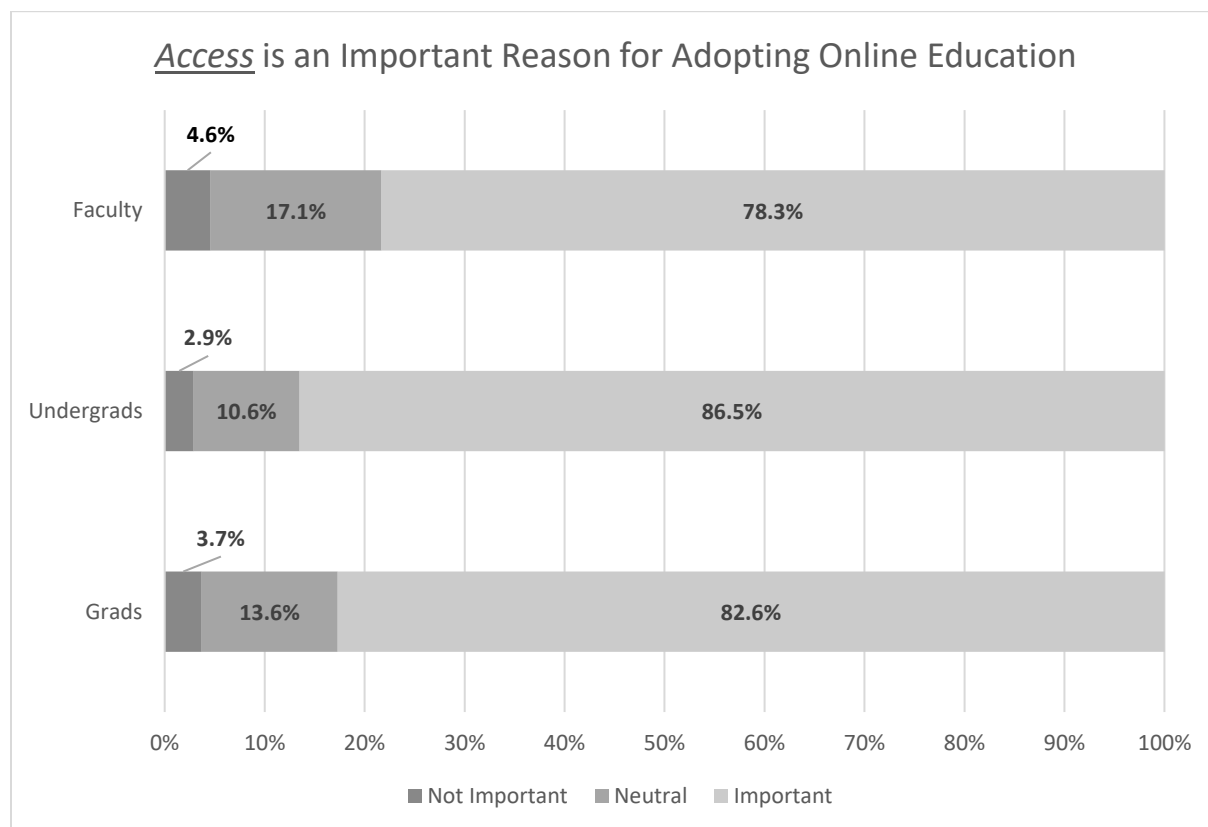
Accessibility was important not only for providing students with greater access to instruction and instructional resources (such as disabled students, students who work, or students involved in internships), but also for gaining access to experts in Los Angeles, across the nation, or even internationally. One respondent stated:

> [One speaker we had during COVID online] was the CEO of Gibson guitars. Well, he lives in Nashville. Can I tell the CEO of Gibson guitars come to LA? Even when he's in LA he doesn't have the time to come down to Orange County and address my class. But an hour in the evening—he loved it. (Administrator)

After flexibility/convenience and accessibility, the students rated the importance of cost only slightly lower than flexibility and accessibility, whereas the faculty placed cost a distant third (behind access and flexibility). Figures 12 and 13 illustrate the results.

Figure 12

Perspectives of Students and Faculty Regarding Cost in Online Education
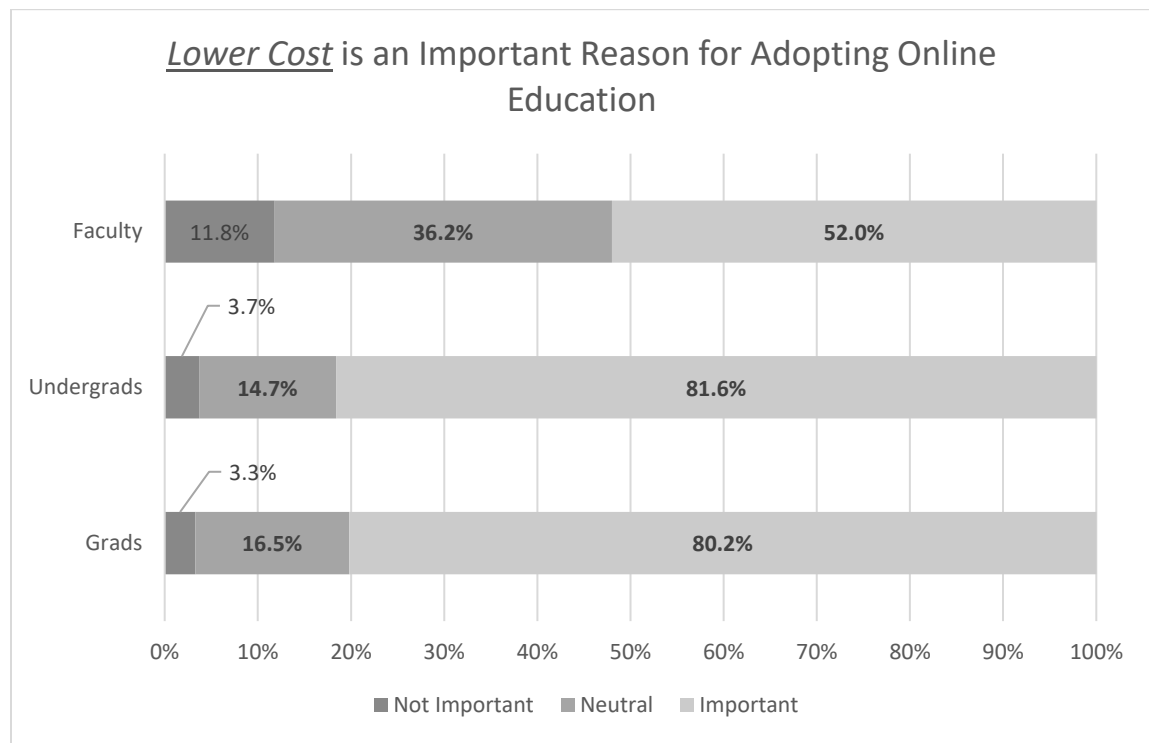
Figure 13

Undergraduate and Graduate Responses Regarding Cost of Online vs. In-Person Education
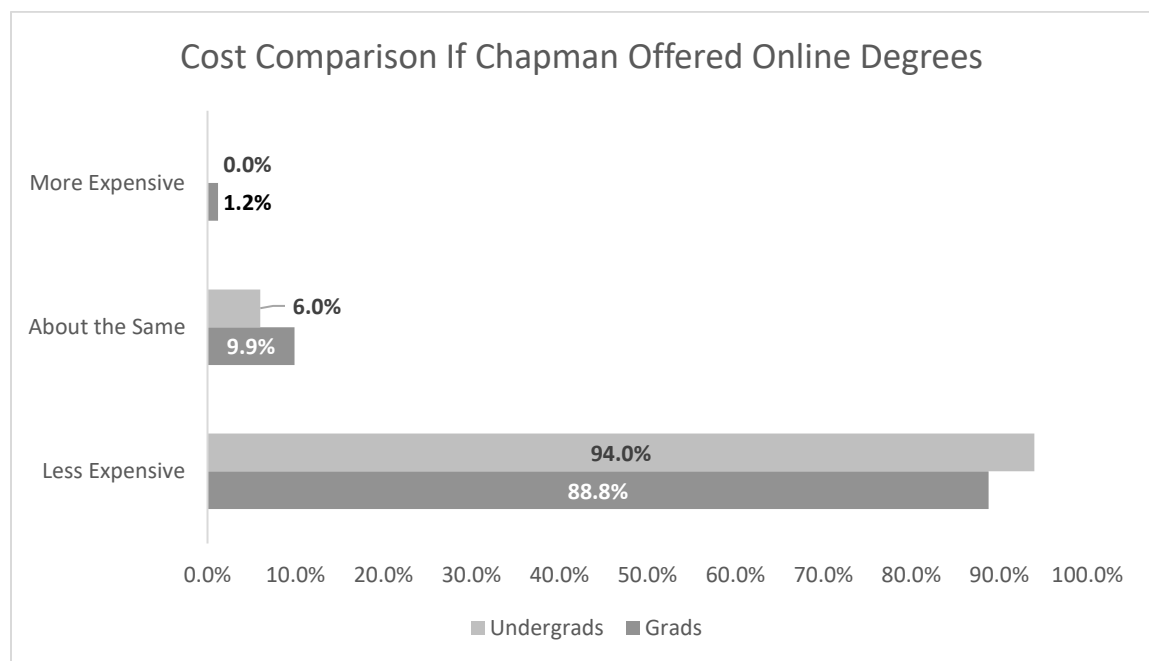
For the rest of the reasons listed in the survey concerning online education (i.e., expanding diversity, staying competitive, growing new markets, and preparing students for the new teleworking market), undergraduate, graduate, and faculty respondents agreed that these concepts were not as important, relative to flexibility/convenience, accessibility, and cost.

Also, during our interviews with faculty members, one theme became evident: concern that Chapman may ultimately use online education primarily for revenue-generating purposes. Faculty are vested in quality and rigor. They are wary of the negative impacts revenue generation and profit motives may have for their instruction if taken online. One faculty member stated:

> For the most part, I think most of [the faculty] would be open to participating as instructors in an online model. I don't think that we have any real barriers there. But I think they . . . would be circumspect about something that they would perceive as only focused on say a revenue model, as opposed to something that was really supporting students, and supporting their career growth. So, . . . I think that's the balancing act that we have to work with . . . in order for faculty to really engage deeply, they have to really value the educational product.

Thus, the faculty and students believe that Chapman should offer more online education primarily for the purposes of providing more flexibility/convenience and accessibility to its students and faculty, and if feasible, to provide education at a lower cost.

Finding #3: Preference for Hybrid Programs

Faculty and students prefer hybrid versus fully online degrees/programs. Our research, however, was not conclusive regarding which specific degrees or programs Chapman should offer online.

(Relevant to Research Question #3: What degrees and programs should be considered?)

Discussion of Finding #3

When it comes to online degrees and programs, Chapman undergraduate students are not generally interested in exclusively online models (see Figure 7 above). Regarding what students

prefer between fully online and hybrid, both undergraduate and graduate students expressed little interest in fully online degrees and programs compared to hybrid degrees and programs. Only 13.2% of undergraduates answered "yes" to a question asking whether they would have been interested in entirely online undergraduate degrees if they had been available, 22% answered "maybe," and only 19.3% of graduate students answered "yes" to that same question. However, students' opinions significantly shifted when asked a similar question about hybrid degrees and programs: 37% of undergraduates answered "yes," and 32% answered "maybe." As for graduates, 41% answered "yes" to hybrid, and 26% answered "maybe" (see Figure 14).

Figure 14

Undergraduate and Graduate Attitudes Toward Fully vs Hybrid Online Programs
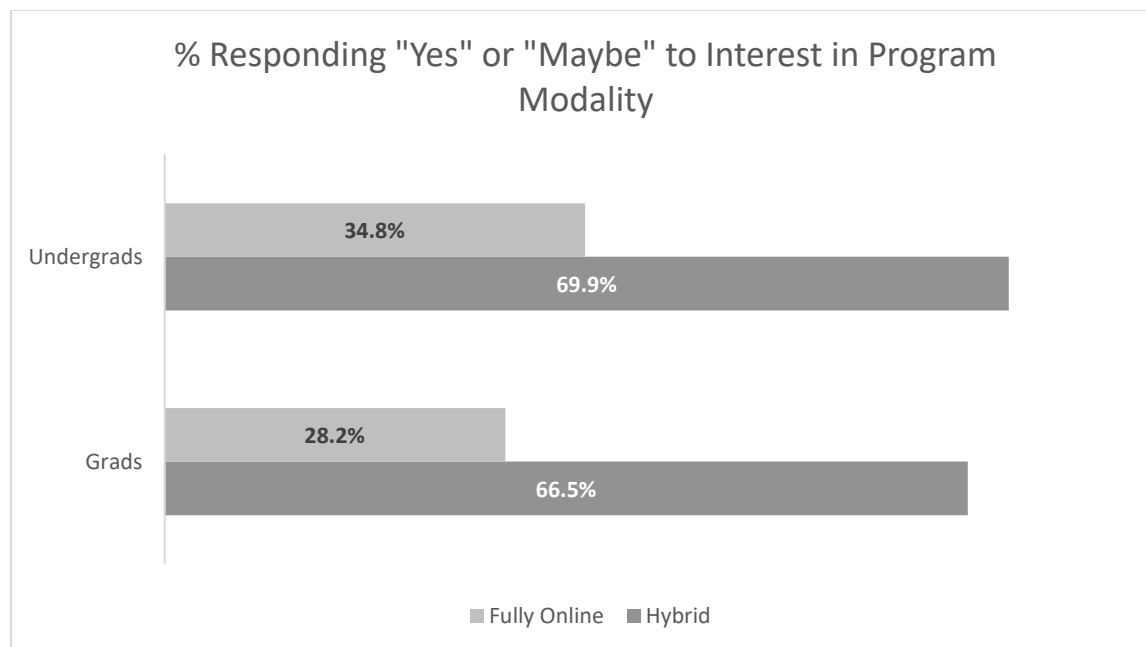
Like the student respondents, the faculty have a clear preference for hybrid instead of fully online—72% preferred hybrid compared to 28% who preferred fully online (see Figure 15).

Figure 15

Faculty Attitudes Towards Hybrid vs Online Learning

Faculty Preferred Modality for Online Learning

Online
27.8%
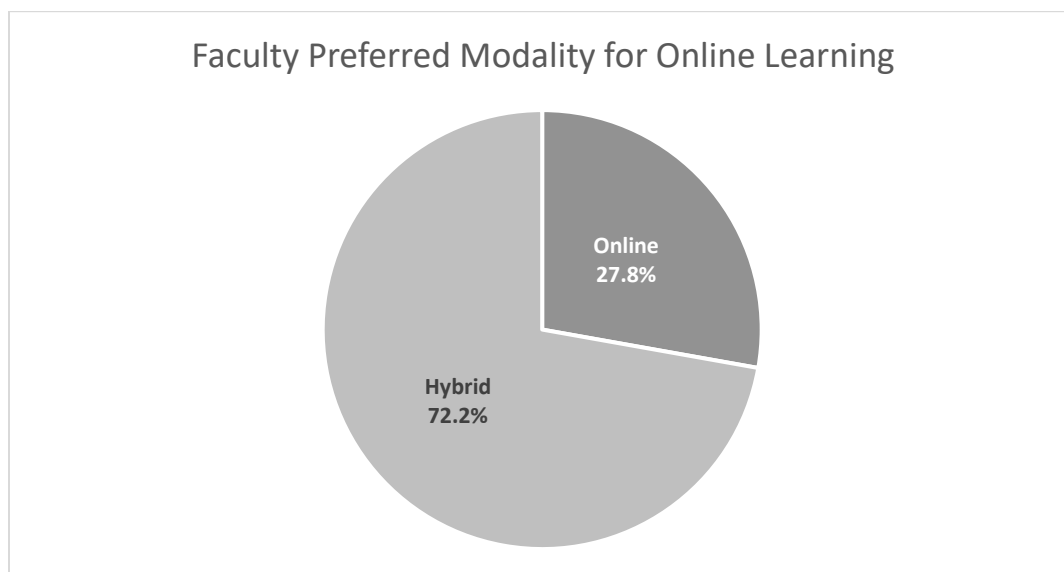
Hybrid
72.2%

As far as whether Chapman should offer online (hybrid or fully) degrees and programs at the undergraduate level, the graduate level, or both, the faculty overwhelmingly selected the option for both (see Figure 16).

Figure 16

Faculty Attitudes Towards Online Undergraduate vs. Graduate Degrees

Undergrad Only — 4.6%

Grad Only — 24.5%

Both — 51.0%

None — 19.9%
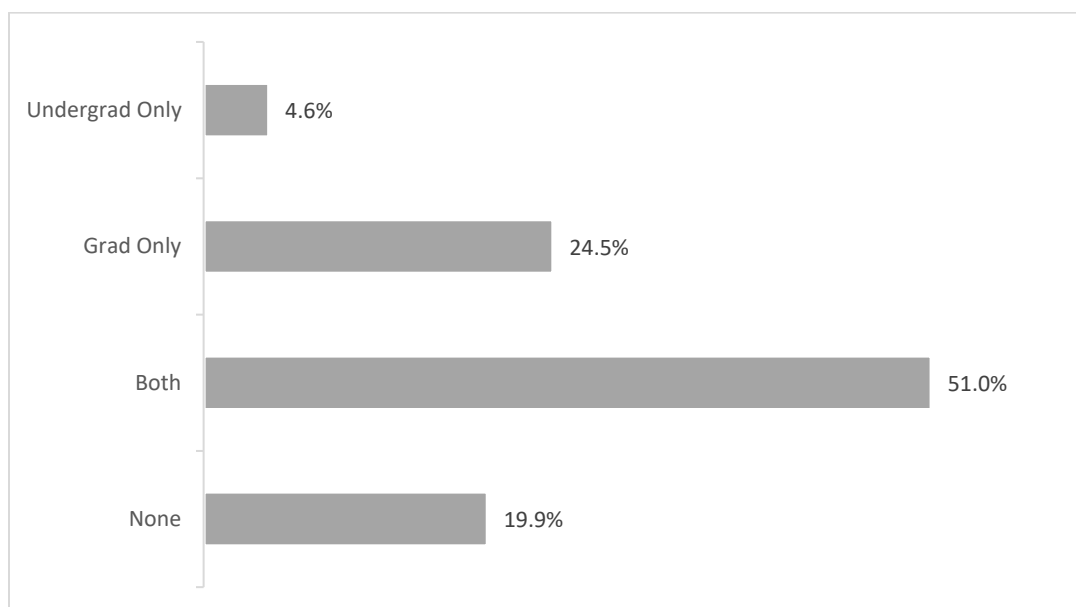
Regarding which specific degrees and programs Chapman should offer, the faculty's

most frequent response in the survey was "none," followed by "pharmaceutical" graduate

degrees, "law," "MBA," and "data science." But the numbers were low, indicating

very little consensus.

Chapman's students and faculty, therefore, prefer any online degree or program offered

to be hybrid, not fully online.

Finding #4: Importance of Chapman's Mission and Culture in Online Education

The planning process of online education will require processes that capture the

complexities of including Chapman's mission and culture.

(Relevant to Research Question #4: How should Chapman's mission and culture affect

decisions concerning the use of online education?)

Discussion of Finding #4

When we asked faculty and administrators about the culture of Chapman, over 77%

explicitly talked about a "personalized education." In our surveys, graduate students indicated

that "personalized caring" was a significant characteristic of Chapman's culture; they chose it at

a higher rate than any other factor. A majority (51%) of the undergraduate students also indicated

that personalized caring was a significant characteristic, although it was selected at a rate lower

than Chapman's unique campus (56%) and the academic/studious environment (52%). On the

other hand, graduate students did not highly rate Chapman's unique campus as a contributor to

Chapman's culture—only 44% of the graduate students chose it as significant (see Figure 17).

Figure 17

Perspectives of Undergraduates and Graduates Regarding Chapman's Culture

% Indicating This Was a "Significant Characteristic of Chapman's Culture"

Academic/Studious Environment: 52.9% (Undergrads), 52.9% (Grads)
Unique Campus: 56.0% (Undergrads), 43.6% (Grads)
Personalized Caring: 51.0% (Undergrads), 58.9% (Grads)
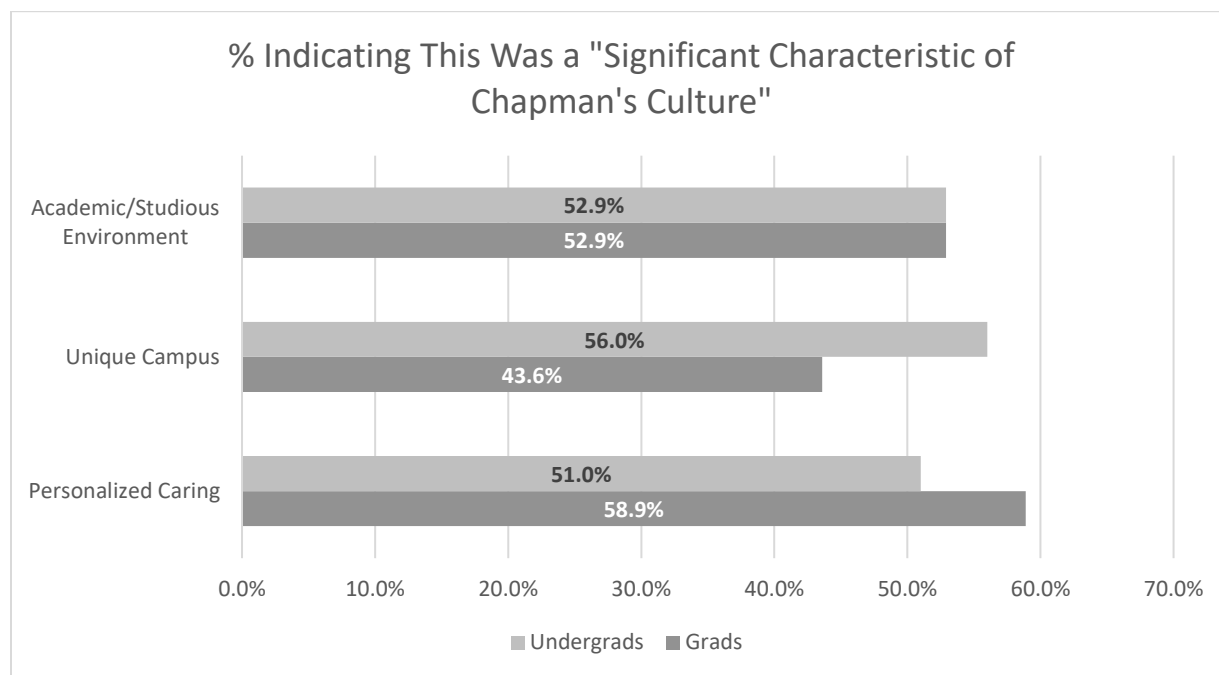
To explore why there was a difference between undergraduate and graduate students, as well as between undergraduates and the faculty, on the most important features of the Chapman culture, we looked to the undergraduate students' written responses to the open-ended survey question on culture. After coding those responses, it became clear that undergraduate students value the campus as an environment for social interaction with their peers and professors. One student explained:

> Going to class in person is not very important (except in lab settings). We weren't all miserable during Zoom university because our classes were online. We were miserable because of the social isolation that we experienced in our personal lives. (Undergraduate student)

At Chapman, the campus and what it provides as a social environment personifies what "personalized education" is for undergraduate students. If, while taking online classes, students were able to experience the campus and the social opportunities it affords, then being online

would not jeopardize what they primarily value concerning the campus experience—social

interaction. Two student comments illustrate this concept:

> The only part of the campus experience that is important to me is the social aspect. I like making friends. That's about it. I couldn't care less if the campus got closed and we had to go back to Zoom. I would prefer it. (Undergraduate student)

> I am able to go study in the library, meet with friends on campus, and engage in on-campus groups without being required to take my classes in person. Attending an in-person class is only 10% of my personal on-campus experience and is quite frankly the worst part if I'm being honest. (Undergraduate student)

> In addition, research quality was a major concern for faculty and administrators. As

members of an R2 research institution, faculty and administrators often explained that their

hesitancy to further develop online education at Chapman stemmed, at least in part, from

concerns about the University's research reputation. One respondent stated:

> I would not want people to begin to think of Chapman as for profit . . . I think that the R2 status that we have, and the fact that we are really working to establish a research reputation . . . we've been trying very hard to be seen as a national institution, a national research-intensive institution. And because we're still in the very early stages of that reputation building . . . I just would not want to see that work that we're trying to do, and trying to continue, changing that path. (Administrator)

The concern over reputation may come from how they have seen online education administered

on a large scale, such as the example of Brandman University. One administrator stated, "We

really separated ourselves from [the Brandman] brand." Therefore, online education at Chapman

executed at scale for primarily revenue generation purposes would not align well with

Chapman's research-focused mission.

If, on the other hand, Chapman implemented online education in ways that supported

faculty in their research, then online education could potentially act as a catalyst in furthering the

school's reputation as a research institution. One participant explained:

> "We're encouraging our faculty to become much more research intensive and productive in research. Would [online] help them to do that? If they could say,

teach a course partially hybrid . . . then they can be on site at their research environment, right. Whether they're in a museum or they're an archeologist, like does that, does the presumption of being on campus, face-to-face actually hinder their research capacity? I think those kinds of questions would be important to ask faculty. . . ." (Administrator)

There are concerns from students and faculty that the mission and culture be fully considered when making the decision as to whether to offer online education and to what extent. The responses were nuanced. Students, for example love being on campus, but do not necessarily think being in a physical classroom is intrinsic to that experience. Faculty believe that online has a role at Chapman but want to be certain that the decision is consistent with the school's values, in terms of quality and reputation and not a pure revenue move. That being the case, any online planning will require processes that capture these complexities.

Finding #5: Faculty Support for Online Graduate Education

The majority of faculty supports including online graduate education in Chapman's strategic plan.

(Relevant to Research Question #5: How should Chapman proceed with deciding if, how to, and to what extent it should include online education moving forward?)

Discussion of Finding #5

In the survey, we asked the faculty whether they agreed that Chapman should include online (hybrid or fully) 'graduate degrees/programs' in its strategic plan. Out of the 151 that responded, 77 agreed (51%), 48 (32%) neither agreed nor disagreed, and 22 (17%) disagreed. We did not, however, ask the faculty, whether 'online education' in general should be part of the strategic plan—such as offering more courses at the undergraduate or graduate level or leveraging online to modernize the campus into a hybrid-campus for students, faculty, and staff, as mentioned above in the literature review. Thus, we make here a relatively narrow finding. We

assume that had we broadened our survey questions to capture more than just 'graduate degrees/programs,' likely a higher percentage of faculty would have supported online education in the strategic plan.

We make this assumption because the administrators and faculty members we interviewed supported Chapman taking a more intentional and robust analysis of the role that online education will have at the University moving forward. As we coded the interviews of faculty and administrators, the themes of sensemaking and strategy emerged as respondents considered using online technology to improve education across the institution's colleges and schools.

As our literature review suggested, in the field of education, many often assume that the landscape is steady, with change coming at a glacial pace. Strategic planning is frequently incremental. But with the COVID-19 pandemic and higher education's total immersion into remote learning, the educational landscape has undergone a seismic shift, with near vertical growth in online education. Previous assumptions, approaches, and practices that were once true and successful may now lead any unwary institution astray.

One such potentially erroneous assumption is that institutions can develop a new and significant revenue stream by starting online degrees or programs with relatively modest budgets, using in-house, existing assets. But doing so means competing with the established programs at other universities that have either committed significant funds of their own, or partnered with an OPM to do so, and employ massive marketing and recruiting staff steeped in the tactics of online education to promote and sustain their programs.

When we interviewed members of the Chapman graduate marketing and recruiting staff, they did not feel adequately staffed nor budgeted to develop, launch, and sustain a large-scale

online degree program. They also expressed that they had little to no experience at marketing and recruiting for an online program at scale.

Any online program done at scale, therefore, would likely require Chapman to partner with an OPM or require a significant capital investment. As our literature review indicates, partnering with third party OPMs can have long-lasting and, at times, regretful effects. According to our interview with industry expert John Katzman, founder of Princeton Review and two leading online program management companies, 2U and Noodle Partners, the sheer magnitude of the marketing and recruiting efforts required for scaled online degrees/programs typically dwarfs a school's residential marketing. Thus, it can represent a significant portion of the school's external reputation (J. Katzman, personal communication, April 3, 2021). If the online program does not nest well in the school's mission and within its core values, then the online program has the potential to damage rather than strengthen the school's long-term goals (J. Katzman, personal communication, April 3, 2021). That said, using an OPM or a third-party vendor on a fee-for-service basis may provide less expensive and more viable options.

In addition, as the literature review indicates, we are in a time of rapid transition concerning the modernization of campuses using online technologies, not just for online degrees and programs, but also for increasing the flexibility and convenience for students, faculty, and staff. Technology that is well-leveraged saves space and time, enables professors to engage students in innovative ways, opens avenues to higher quality instruction, and expands access to student support services.

To be successful, education leaders must act with considerable skills in strategic management as well as internal leadership to create new ways of managing the university itself. That can be particularly difficult when the ground is unstable with exploding growth in online

education, fierce competition, and historic socioeconomic, environmental, and political forces all

in the mix. To successfully navigate the University to its objectives—whatever they may be—

Chapman's next step should include online education in its strategic planning through the

guidance of a framework specifically designed to serve its culture and mission.

Limitations

Interviews on Campus

When we conducted our interviews on campus with 22 students, we did not record those

interviews. Instead, we stopped students as we were walking the campus and took notes as they

spoke to us. In some cases, we did try to take down direct quotes, to the best of our abilities.

Later that day, we transferred our notes into Excel and filled in information we thought was

missing to capture more accurately and completely what the students had told us earlier (to the

best of our recollections). We chose this method because of the informality in which we

approached the students. Often, they were on their way to class or some other activity, and we

caught them completely unannounced. We decided that recording would be too formal or would

discourage some students from talking to us. So, we elected to sacrifice some accuracy to

increase the likelihood students would take the time to speak with us and to allow them to feel

comfortable. However, by not recording their conversations, our interpretations of what the

students told us are susceptible to error.

Survey Universe

We surveyed current students who were registered and attending classes on campus.

Thus, we have only the perspective of current students, not prospective students. Further, their

input was affected by their experiences with COVID-19 and the necessary shift to remote

learning.

Faculty Survey

Adjuncts were the largest single group across faculty responses, followed by tenured professors. Thus, our sample is weighted on part-time faculty—but only as a single group. When we compared tenured and tenured-track professors to adjuncts, they represented 43.5% of the respondents, compared to adjuncts that represented 30.6%. And when considering all full-time faculty (tenured, tenure-track, and non-tenure-track), they represented 61.1% of the respondents.

Moreover, when we compared the results of all quantitative analyses across adjunct vs. full-time groupings, we found non-significant differences between the responses of these two groups (e.g., all chi-square tests $p>0.05$). Therefore, despite this survey being 'adjunct-heavy' as a single group, it appears that the sentiment of the faculty is similar across categories (see Appendix C).

Quotes

The quotes of students, faculty members, and administrators we use throughout this paper are intended to illustrate and reiterate points we are making. We took great care to use the quotes in their proper context. But we do not purport that the quotes are statistically representative of the entire group on any given issue. We use them as general examples.

A Framework for Online Education at Chapman University

Based on our findings, we revised the PAF to customize it for Chapman. First, we added an eighth category titled "Strategy & Sensemaking." As we began crafting the adjusted framework, there was no ignoring the fact that we conducted this research in the midst of a global pandemic. Our interviews and surveys were heavily influenced by the sudden and complete transition to remote learning that occurred back in the spring of 2020 and lasted more than a year, during which time Chapman operated remotely, either fully or in a hybrid modality.

Moreover, as we were conducting our research, we were forced to make sense of the sale of Brandman University and its relevance to this project.

Second, we changed the PAF by reorganizing the categories in our order of priority. We followed the Strategy & Sensemaking category, with the next two most salient categories— Faculty and Culture. We chose to include leadership with the Faculty category. Leadership comes in many forms and from many corners at a university, often from the faculty and the administration. It would be fruitless to value the faculty or the administration over the other: the two often draw from one another and always need to be in concert for any program to reach success.

Make no mistake, each category is important. While student support services may now be at the end of the list, it is still a vital aspect to the quality of online education.

Lastly, we completely revised the "Key Issues" and turned it into a question format, allowing decision makers to consider both the findings of our research and their vision.

Table 6 illustrates our customized PAF for Chapman, which provides the University with a tool for its strategic planning concerning online education.

Table 6

An Extended PAF Customized to the Context of Chapman

Policy Area	Key Issues: Questions
Strategy & Sensemaking	Purpose. What is the purpose: 1). Create a new revenue stream; 2). Offer select and strategic hybrid graduate programs; or, 3). Modernize the campus and academic programs (hybrid campus)?
	Revenue Generator. If the purpose is to create a revenue stream, does Chapman have the up-front budget, staff, and expertise to successfully create, launch, and sustain the program, or would it need an OPM? If Chapman would need an OPM, to what extent—fee for service, or as a partner? How would this affect the culture of providing a personalized education? How would it support Chapman's mission as a research institution? Would it denigrate Chapman's reputation?
	Select Hybrid Graduate Programs. If the purpose is serving a specific or strategic objective, what is the specific or strategic objective? Why does online best serve that objective? What is Chapman's expertise in the field? Would it increase diversity? Would it create synergies with industries and community leaders, post-graduation employment, Chapman colleges, and/or faculty research? What scale would be needed for the program? Would the scale implicate an analysis similar to being a revenue generator, as described above, or more similar to a hybrid campus, as described below?
	Modernized Hybrid Campus. If the purpose is to use technology to modernize and improve its commitment to providing a personalized education, how can Chapman increase flexibility, convenience, and access to its academic and student support programs, while keeping the students socially connected?
Faculty & Leadership	Is there buy-in from the faculty? Is there buy-in from the administrative leadership? Would online education be treated as equal to in-person teaching? Could it raise the quality of life for the faculty? Are faculty well-trained for online technologies? Are they willing to engage in continuing education to improve online teaching proficiency? How can creating a hybrid campus facilitate faculty research?
Culture	Will it support Chapman's personalized approach to education? How?

Academic	Can online meet the University's in-person rigor and quality? Can Chapman ensure attendance and examination integrity? Would it increase student flexibility and convenience? Would it increase student access? Does it diversify and enhance pedagogy? Will course design and delivery be engaging? Will there be consistency and standardization in structure for the student experience?
Governance, Administration & Fiscal	Would it require creating a separate department? Would it require more staff? Would it require more space? Would it save space? What is the budget? How much cost up-front? Has a market survey been done? Have the marketing and admissions departments been involved early, and do they have the capacity and expertise needed? Would it produce a break-even or net gain in assets (profit)? Would it require partnering with an OPM? If so, to what extent? How would partnering with an OPM affect governance, culture, and the bottom-line? Can it be offered at a lower cost to the students?
Legal	Can the University comply with WASC, state laws, federal regulations, and the intellectual property rights of faculty? Are there any relevant non-compete agreements? If so, what is the scope of the non-compete, and how does it affect this project?
Technical	Does Chapman have the sufficient infrastructure, equipment, software, and staffing? If not, what is the cost? Would it need to partner with an OPM for bundled or unbundled services? Are there synergies between the Chapman Colleges, such as the Dodge College Film & Media Arts, Fowler Engineering, and other colleges? Are there synergies between the faculty and Chapman's Institute for Excellence in Teaching and Learning to create a "hybrid campus"?
Student Support Services	Would it significantly inhibit students from meaningfully connecting with peers? How can students feel a part of the campus and Chapman (overall)? Could technology facilitate student access to faculty and administrators? Would online education provide a standardized student experience concerning course and program management?

Note. Modified from PAF.

Discussion of Framework

Strategy & Sensemaking Policies

We placed the Strategy & Sensemaking policy area at the top of the framework, then we divided it into four areas to present a logical structure for Chapman to use as it begins its analysis of the proper role of online education.

"Purpose" represents the threshold question, as all subsequent decisions logically flow from what Chapman intends to accomplish with online education. As presented above, three distinct rationales presented themselves in our interviews with the faculty and administrators (unsurprisingly, these were also identified in our literature review): "Revenue Generator," "Select Hybrid Graduate Programs," and "Modernized Hybrid Campus." By establishing three distinct categories under purpose, we do not intend to limit Chapman, or any university for that matter, to only one approach at the exclusion of another. Indeed, schools may engage in one, none, or all three approaches.

The weightiest decision for a school to make is whether it will develop online education for the purpose of creating a "Revenue Generator." As our literature review establishes, today's online education market is dominated by large providers that spend hundreds of millions of dollars to establish their programs. One way to avoid those significant up-front expenses is to partner with an OPM, which often comes with long-term obligations. Mass marketing and recruiting efforts are a necessity to survive, and those efforts come with potential collateral effects that the school's reputation will be shaped by its online programs. But while the risks and costs are immense, so too are the potential rewards. And the investments made to develop a program as a revenue generator can easily be used to develop programs for the other two purposes—to develop select hybrid graduate programs and to modernize the campus into a hybrid campus.

If Chapman does not desire to develop an online degree program for the purposes of generating revenue, then it still may consider developing select hybrid graduate programs, and/or modernizing its campus into a hybrid campus. Both implicate the remaining areas of the

framework in a much lesser degree than developing a program primarily intended for generating revenue.

By "Select Hybrid Graduate Programs," we propose a more limited approach on a smaller scale with the purpose of meeting a specific strategic goal. Profits would be modest, if not unlikely. Some examples might include showcasing an already premier program, like one from the Dodge College of Film and Media Arts; developing a new program in an emerging field for students to pursue post-graduation; increasing diversity and access for underserved communities; or creating synergies between the university's schools and colleges. This approach would likely involve developing the program primarily in-house and may require contracting with an OPM for unbundled services on a fee basis.

Last is the "Modernized Hybrid Campus" approach. Here, we mean expanding the current online course offerings neither for profit nor prestige, but the existing quality of education, experience, and campus life at Chapman. This would be a more personalized approach that could provide students with more choice, flexibility, access, convenience, and balance to their lives. Online offerings could free-up valuable space on campus and provide the students the ability to continue their studies over the summer when many travel, return home, or are employed in work or internships. A hybrid campus may also include leveraging technology to expand access to student services such as financial aid, the registrar, and academic advising, making those services more convenient for all students, whether they are taking classes online or not. It would, likely, mean hiring more staff or contracting for unbundled services with an OPM, but the scale, expense, and risk would be significantly less compared with the Revenue Generator model. We depict the separate avenues that Chapman can choose in the flow chart below.

Figure 18

Flow Chart Concerning the Purpose of Online Education

STRATEGY & SENSEMAKING

PURPOSE

REVENUE GENERATOR

NON-REVENUE GENERATOR

REVENUE GENERATOR

- Large scale
- Large upfront investment or partner with OPM
- High risks
- Potentially high financial rewards
- Implicates framework policy sections in HIGHEST degree

SELECT HYBRID GRADUATE PROGRAMS

- Scale as needed
- Small or medium investment or contract for unbundled services
- Less risk
- Potential high satisfaction
- Implicates framework policy sections (but much less than Revenue Generator)

MODERNIZED HYBRID CAMPUS

- Personalizes education (e.g., choices, flexibility, access)
- Technology used to increase access to student services
- Serves all students

Remaining Framework Policy Areas

Concerning the rest of the framework, as stated above, we changed the area of key issues into a question format. We believe that these questions can elicit particularly valuable information relevant to Chapman's specific situation.

We developed our questions from our coded analysis of the interviews and surveys. The questions represent the most significant issues, in each policy area, facing Chapman as it considers online education. To support our choice of questions, we created the "Support for Extended PAF" table, which demonstrates the codes that we used, discusses relevant information about the policy area, and provides example comments from faculty members, administrators, and students (see Table 7).

To illustrate how we designed our questions, we provide a few examples here. First, in our interviews, faculty and administrators expressed a strong commitment to maintaining academic rigor and quality. That is particularly relevant as Chapman decides how to move forward with online education. As one administrator stated: "I think there's still a very strong bias or opinion within academia that an online degree is sort of not as rigorous." We coded that comment under the code of "Academic" and sub-code "Quality." Another faculty member, while explaining what they were looking for in an online program, stated the following: "We want to do a couple of things. One is we want to be academically rigorous." Similarly, another administrator stated: "My overarching concern is always quality of instruction and delivery of student services." We again coded both statements with the code "Academic," sub-coded "Quality." Those were just a few of examples of what administrators and faculty stated about rigor and quality. There were many more. When it came time to populate the area of "key issues" for the "Academic" policy area, we compared the comments coded "Quality" with our literature review, and we settled on placing in the framework the following question: "Can online meet the University's in-person rigor and quality?"

Another example concerns the area "Governance, Administration & Fiscal." During our interviews, the concept of space became a theme—specifically, the lack thereof. An

administrator explained: "Chapman's financial model is built on continued growth. That's not a realistic expectation . . . we're going to run out of space."

A faculty member made a similar comment, stating: "And actually, I will say having some online classes would be great for space because we are very short on space and time." We coded both comments "Governance, Administration & Fiscal," sub-coded "Space." There were many other similar comments by administrators and faculty. Based on those comments, in the Governance, Administration & Fiscal area, we included the following two questions: "Would it require more space? Would it save space?"

One last example concerns the Student Support Services area. By far, the major theme that emerged here from our interviews and surveys was the lack of social interaction students could enjoy when they were fully remote during the pandemic. Students commonly responded that they felt that they had "limited opportunities to truly engage with peers" (Undergraduate student). Many also felt disconnected to the campus: "Don't get to see the beautiful campus" (Undergraduate student). And, as explained above, our survey indicated that the campus defines a significant portion of Chapman's culture. Students also highly value access to their professors and to support services, especially when online. When responding to what they liked least about online, one graduate student stated: "Lack of consistent access to professors. . . ." And when online, students need to experience a consistent design and structure. During a Chapman University town hall on April 30, 2021, one administrator explained: "It needs to be intentional. It needs to be a designed experience; it needs to be delivered consistently, and in a very quality way."

Based on that data, we developed the following questions for the Student Support Services area:

Would it significantly inhibit students from meaningfully connecting with peers? How can students feel a part of the campus and Chapman (overall)? Could technology facilitate student access to faculty and administrators? Would online education provide a standardized, consistent student experience concerning course and program management?

We repeated the process explained above, to develop questions for each of the "key issues" in the framework. The questions we developed are intended to implicate the most important considerations for Chapman, for each policy area. Some of the questions are intentionally repeated between policy areas, as they implicate over-arching considerations. For more details and support for questions poised in the framework, see Table 7.

Table 7

Support for "Key Issues," Extended PAF Specific to Chapman

Policy Area	Key Issues	Codes (Drawn From)	Evidence	Example
Strategy & Sensemaking	What is the purpose?	Code: Strategy & Sensemaking; Sub-Code: Purpose.	In the media, President Struppa indicated that the sale of Brandman would allow Chapman to focus more on research. In interviews, faculty members and administrators expressed uncertainty about the meaning of the sale of Brandman and spoke of opportunities and concerns; they did so in reference to uses of, or purposes for, online education.	Concerning the sale of Brandman: "Finalizing the relationship allows both institutions – Chapman and UMass – to truly focus on their core strengths, which for Chapman is continuing our meteoric rise as a research institution." (President Struppa) "I had always hoped that we would be able to utilize some of the knowledge and people at Brandman that was one of the plans right. From the start, but then the whole sales started and all of that went away. . . ." (Administrator) "I mean, what do we really want this to be? Do we want this to be a democratization of the educational product . . . ? Do we want something that's still, is small and focused and it's just supporting learners in a more geographically distributed sense. . . ." (Faculty member) "My concern is that we would start seeing this as a, as a money grab that we would start seeing, you know, online education as a way to make

				money for the university." (Faculty member)
Strategy & Sensemaking	If the purpose is revenue generator.	Code: Strategy & Sensemaking; Sub-Codes: Purpose, Opportunities, Concerns, Scale, and Reputation.	In interviews, often faculty members expressed wariness of engaging in a revenue generator model. Also, the industry expert (OPM Founder) we interviewed explained that to be successful, at scale, recruiting and marketing must be experts who know online education at scale, with large staffs, and big budgets. Our literature review supported this. Faculty members varied in their opinions about partnering with OPMs; some thought it would be necessary, others thought it would dilute the personalized culture of the school.	"You look at Southern New Hampshire. You look at the for-profits. You look at ASU. They're spending anywhere between 20% and 40% of tuition on marketing." (OPM founder) "We don't have a lot of funding for it. And it's been difficult to really mount the way that I wanted. My intent was that these were going to be revenue generating a new line of tuition, essentially for us, that generated revenue, which is hard to do in masters and PhD programs." (Administrator) "If you start marketing that way, [required to become a revenue generator] even the landing pages. . . , you know, like in a certain way, it gives the perception of, this is just like a, a for-profit tactic, get the, get the numbers in type thing. And that is just not currently the ethos of Chapman. That's not how we want be perceived." (Administrator)
Strategy & Sensemaking	If purpose is to offer select hybrid graduate programs.	Code: Strategy & Sensemaking; Sub-Codes: Purpose, Stakeholders, Opportunities, Concerns, and Industry Needs.	In interviews and the faculty survey, a theme developed that there are reasons to offer select online graduate programs, such as to showcase the nationally recognized Dodge College of Film and Media Arts, or to serve an industry or community need where readily available employment would be available for students in a growing market, or for credentialing educators, or to diversify and serve under-served communities, or to build synergies between Chapman's colleges. This would include certificates and graduate degrees in the health and pharmaceutical sciences.	"I think that having the ability to do online or hybrid courses could also increase our access to industry experts at the graduate level who, whose expertise could be tapped in some very interesting ways that currently is not possible also because they're out of that geographic radius, um, to participate regularly in any sort of endeavor with Chapman." (Administrator) "It may actually be very important way in which we can diversify the health professions. This is really, really critical for healthcare, [that] is diversifying the workforce and it's, it's difficult to do. And so, if we did some online, uh, curriculum, some online healthcare programs, we could call from a larger audience . . . not be feeling like it has to come from Southern California or California, but, . . . we would do a regional or national approach to diversifying health care." (Administrator)

				"Public health program or degree is not currently available at [Chapman] but is in great demand worldwide." (Faculty member)
Strategy & Sensemaking	If the purpose is to use technology to create a modernized hybrid campus.	Code: Strategy & Sensemaking; Sub-Codes: Purpose, Stakeholders, Opportunities, Concerns, Saving Time/No Commute, Flexible/Convenience, Innovation, and Hybrid Campus.	Students, graduate students, and undergraduates alike, and faculty members talked extensively about the flexibility and convenience that online provides, even though they generally are not interested in being fully online or even participating in online degrees. Many expressed how done in moderation, upgrading the academic programs to provide online options to students would provide a more personalized experience, would help with space, would enable pedagogy to innovate, would keep up with the competition, and would help students, faculty, and staff balance their lives, including balancing responsibilities such as internships and/or summer employment. Students overwhelmingly expressed a desire for more online courses.	"Offering online undergraduate courses online for existing majors would allow (1) more income generated to Chapman in the summer; (2) allow students to complete internships and work without having to stay locally in Orange; (3) allows Chapman to compete with many other universities. Currently, Chapman students simply take online classes at other institutions and transfer them in. I would rather they have the opportunity to take our classes. (4) Each major would have to determine which small number of classes they would offer online to ensure that the major did not become online only (e.g., max of 10% of major classes could be taken online, preserving the in-person accreditation and that a major could not be completed majority online). (5) So many major universities have offered online summer classes for YEARS that is pretty shocking that we haven't been doing this at Chapman." (Professor) "My hope is that, you know, faculty would be challenged to be creative in mindful of the way that they were using the technology and to use this new delivery system to think about not just, not just how do I take my class and convert it to an online format, but how can I enhance my classes or how can I offer new classes because of the fact that I have this new technology. So, you know, I mean, everybody, everybody pretends like in February of 2020 education was perfect and that now we've got to go and get back and we got, I can get back to doing it way. We did it right. We got to all get to get back into the classroom. Well, I'm pretty sure in February of 2020, we were all trying to figure out better ways of doing this. And I really think that this has provided us with an opportunity to understand how we can do this. And, and I don't think it's an either or, it's we need to start meshing all of these delivery systems together

				so that we can deliver the best education, you know, to, to our students." (Faculty member)
Faculty & Leadership	Buy-in of the faculty, training, support of research, etc.	Code: Faculty & Leadership; Sub-Codes: Status, Experience with Online, Resistance, Teaching Load, Camaraderie, On-campus requirement, Course-design, Research, Pay, and Adjuncts.	There was little question on the importance that the faculty plays at Chapman. They are held in high regard by students and administrators alike. While some students expressed a need for more faculty training concerning online education, there was a significant theme of reverence for the faculty. There is a Faculty Senate and many faculty committees. To make a substantive change, the faculty must be involved and onboard. As we interviewed faculty, they generally were supportive of increasing online education, just not necessarily developing degrees. They gave a tremendous amount of input on a wide range of topics from keeping class size small to requiring students to keep cameras on when online, asynchronous versus synchronous, techniques to engage students, curriculum design, and where they should be able to teach from, etc. Our interviews were 60 to 90 minutes each in length.	"I've been told I have to do hybrid. I have to be in a classroom . . . , I can't even be in my office to teach [and my office has] two screens. Again, the benefit of having two screens is huge. There's not one student in the classroom with me. I'm literally standing there alone. Why do I have to be in a classroom versus my office? I mean, I can't even make that decision? And that seems like it's, it's stepping on my toes about how to teach and faculty should be in charge of curriculum. And I feel like my toes have been stomped on . . . so hard. And if I step out of line, I am going to get the wrath of administration come down on me and that's not a comfortable place to be. So, I maybe that was expressed strongly, but I mean, literally that's how I feel right now." (Faculty member) "I want to make sure that we have the resources to either get teachers [who are trained] or train willing faculty very, very well." (Faculty member)
Culture	Support of Chapman's mission and culture.	Code: Culture; Sub-codes: Personalized Education, Research Institution, Campus, Competitive, Important, Neutral, Not important, Community, Social Connections, and Professors.	Providing a personalized education and not jeopardizing the school's reputation as a research institution dominated discussions in this area with the faculty and administrators. Students focused much more on social interactions with their peers and with their professors.	"So, we traditionally have not ever thought about online programs just because the way that Chapman is based, we really do that personalized education." (Administrator) "Social interaction is crucial to my [educational] experience." (Undergraduate student)
Academic	Ensuring rigor, integrity, student flexibility,	Code: Academic; Sub-codes: Size of class, modality, access to faculty expertise, Not in-	The faculty and administrators expressed a strong commitment to maintaining academic rigor	"I think there's still a very strong bias or opinion within academia that an online degree is sort of not as rigorous." (Administrator)

| | access, and pedagogy. | person, non-verbal body language, standardization & structure, outcomes/assessments, Rigor, grading. integrity, feedback, and LMS. | and integrity. Faculty expressed the need to keep class sizes small. Faculty expressed concern over how effectively they could assess outcomes for online education, and they expressed great potential for online education to innovate in areas of pedagogy.

Students expressed both advantages (flexibility, increased access, able to revisit lectures, etc.) and disadvantages (fatigue, isolation, inability to complete lab work, etc.) of online learning. | "You know, we want to do a couple of things. One is we want to be academically rigorous." (Faculty member)

"My concern would be academic integrity. We had a huge jump in academic integrity violations this [past] year with not a great way to manage them." (Administrator)

"I think the scale, the class size for online, and in-person really, isn't that different, uh, to me, you know, you can easily handle 15 to 20 people, whether it's in person or online, and then you move up to this, you know, 67 people. And whether it's in person or online, you have a problem and you move up to 200, whether it's in person or online, you have a problem." (Faculty member)

"So, I think that that's when we think about assessment and we think about assessing learning and that's going to be an important component of this as well, that we'll have to really have some rigorous assessment to be sure that whatever goals we're setting out for these classes, um, that they're actually meeting them." (Administrator)

"I've had some faculty members who have been incredibly creative, um, work really hard and did an amazing transition to online/hybrid." (Administrator)

"While lectures are fine online, labs are essentially worthless if you cannot be in the lab to perform them." (Undergraduate student)

On what they liked about online: "Being able to revisit lectures at areas you are confused on." (Undergraduate student) |
| Governance, Administration, and Fiscal | Assessing the fit between goals and resources. Considering what it would | Code: Governance, Administration, & Fiscal; Sub-codes: Cost & Resources, Growth & Revenue, Marketing & | Especially when considering whether to start an online degree/ program, faculty and administrators were undecided about the costs (especially up-front) | "I think we have great marketers. I don't think we have enough." (Faculty member)

"And actually, I will say having some online classes would be great for |

	mean to partner with an OPM.	Recruiting, OPM, and Space.	and Chapman's ability to effectively market and recruit for an online degree/program. They realize that the market competition necessarily means significant upfront costs. On the other hand, they recognize that building a hybrid campus would modernize student experience, provide more choices, and solve challenges such as space, at a relatively modest expense.	space because we are very short on space and time." (Faculty member) "So, my concern would be anything this big, if it were rolled out at the university level will need careful consideration of our possibilities of our capabilities and, and careful consideration of whether it's cost-effective to go outside to people who can prove that they've done it, because that's the other thing." (Faculty member) "Chapman's financial model is built on continued growth. That's not a realistic expectation. . . we're going to run out of space." (Administrator) "Stack the two curves on top of each other, what you'll see is the cost of a full program starts high when the program is tiny, drops and then curves back up. In a sense, it's a saddle point in that curve that's where you're trying to get to. You're big enough that your costs are under control, you're small enough that your marketing costs haven't gone through the roof, and that's a protectable space." (OPM founder)
Legal	Legal requirements concerning accreditation (WASC), State Authorization Reciprocity Agreements (SARA), employment laws for adjunct pay, and intellectual property.	Code: Legal; Sub-Codes: WASC, SARA, Intellectual Property, CA Employment Law, and NDA.	Of course, legal obstacles can be insurmountable. Here, while the laws do present some challenges, the only potential showstopper would be a full noncompete with U-Mass Global due to the sale of Brandman. An NDA regarding the terms of the sale exists, but we were not given any information as to the terms and extent of the noncompete. Faculty members expressed a desire to have more clarity on intellectual property rights.	"Accreditation and our WASC accreditation would be a big piece of it. I know that that is definitely an issue with the amount of classes that we're able to offer online. So, I think that that would be number one, like how would this our accreditation and what would we have to do, um, to make sure that it, it wouldn't hurt us in any way, um, at quality of education, obviously." (Faculty member) "As much as I feel . . . I don't have any reservations about speaking about what I feel are the benefits of the use of Canvas and Google Drive and the way that you can design an online course, very powerful tools that are very compelling. And I have zero, uh, plans to utilize them very much moving forward until some of the, that kind of concern is answered about intellectual property, because I'm, I've basically given, uh, my teaching in virtual form, albeit, but I've given my,

				uh, some of the best of my teaching over to this entity called Canvas." (Faculty member) "While I am under an NDA, I will confirm we do have noncompete provisions." (Chapman Legal Office)
Technical	Technical requirements such as hardware, software, network, and support.	"Technology." Sub-Codes: "Faculty Support," "LMS," "Out-sourcing," and "Quality."	We only address here the general technology needs for an online degree/program and hybrid campus. Specific requirements are beyond the scope of this project. Administrators and faculty were in accord that an online degree/program would require a robust platform and studio-quality recording and editing capacities. Chapman does have some capabilities in those areas. For an online degree program, Chapman would need instructional designers, and staffing for technical support would need to be 24/7. Thus, administrators and faculty members generally believe it would require a substantial increase in IT staffing or contracting with a third party. Many also recognized the advantages of a hybrid campus. Still, they realized it would also require an increase in staffing and costs, but at a relatively modest level compared to online degree/program. Administrators and faculty expressed potential synergies with the Dodge College Film & Media Arts and the Fowler School of Engineering.	"So obviously if we do something, [it] needs to be at a high level." (Faculty member) "The level of [IT] support has been excellent. It's whether that level of support can be maintained when we're doing also teaching all in person. As an example of that, every hybrid classroom has a button in it that people go before class, if everything's not running, they press the button. Someone turns up before class to check the hardware. That's not cheap or easy to offer across campus. So that kind of thing, I think it, it may be a luxury, but it took away the intimidation for a lot of people. It made them more comfortable to come in because they felt that it wasn't all going to go wrong. If something went wrong, they could press, it was, whoever did this, very clever. There was literally a red button." (Faculty member) "I think if there's consistency across the program of what tools are being used, that's to the benefit of the faculty and the student, and also those who are supporting them." (Faculty member)
Student Support Services	Support ranges from financial aid, registrar services, housing, student access to their professors, academic	Code: Student Support; Sub-Codes: Student Success, Student Experience, Accommodations, Int'l Students, and Grad Student Support.	Particularly concerning online education, administrators and faculty expressed that student support is critical. They understand that inherently, for students online, it takes a concerted effort to create	"I think the support for graduate students really needs to grow, not in terms of just housing, but all other aspects. . . . I think sometimes graduate students get lost and forgotten about." (Administrator)

		a feeling in students that they are being supported by the school. The students express a high need for strong and extensive social opportunities. Students expressed that their needs for access to faculty members, staff, and peers become more critical when online.	"If I have office hours, um, do all my students come? No. And some of them aren't coming because they can't write, they have a schedule conflict, either a class or a job or whatever. Some students find that intimidating, you know? So, it's not like there's this ideal world where I am in constant face-to-face communication with the students. On the other hand, before class, after class, a quick chat, you know, you sort of lose that [online]. You largely lose that unless you make time for it. So, I, um, you know, there are ways to handle it, but you, you have to be, I think, a little bit more so I don't know that it takes more time, but I think it takes a bit more intentionality." (Faculty member)
advising, and access to social activities, peers, and clubs.			

Recommendations

While our knowledge of Chapman University may be limited to our year-long research period, we make several recommendations based on our above framework.

Overview

Based on our last finding, we recommend Chapman begin actively discussing the needs, purposes, and methods for online education. Online education is now too ubiquitous to ignore and will only grow in the future. Indeed, growth in education will be online. Effective strategic planning, therefore, must include it. In 2022 and onward, the proper question for any university is not whether it will have online education, but rather to what extent, in what form, and how can it use online technology to provide the highest quality of education to its students and highest quality of work-life and research opportunities for its faculty and staff.

However, we do not recommend recreating the Brandman revenue generating model. The investment needed to operate online degrees and programs successfully, at scale, is significant. To do so, Chapman University would likely need to partner with an OPM, and that would likely come with revenue sharing and other administrative, educational, and cultural changes. All of

this would threaten Chapman's ability to provide a personalized experience—the *sine qua non* of the school's culture.

There might be other negative consequences too. Successful, at-scale online degrees and programs tend to dominate any school's marketing. To do so at Chapman might, as an unintended consequences, effectively rebrand the entire university as an online school. And just as important, online education done at scale consumes tremendous resources, time, money, energy, and focus, all of which could distract from Chapman's mission as a research institution.

Instead of developing online education in a similar fashion previously carried out by Brandman University, we recommend Chapman University take a three-point strategic approach in how it develops online education moving forward: 1). Asking how it can create a modernized hybrid campus; 2). Considering how it could offer select hybrid graduate programs; and 3). Exploring how it could expand its research of online education.

Recommendation #1: Modernize Chapman into a Hybrid Campus

Chapman University should consider whether it could significantly increase the number of online undergraduate and graduate course offerings each semester, providing students with online options for the courses that make sense, while maintaining most of their courses in-person (see Finding #1).

While our data indicates little interest in online undergraduate "degrees" (either hybrid or fully online) and only modest support for hybrid graduate "degrees," there is interest in taking at least one or two classes online per semester (see Finding #2).

Providing students with expanded options would increase flexibility for both students and faculty and would improve access for the faculty, opening opportunities to bring in visiting professors and guest speakers who may be located outside Southern California or even the

United States. Taking or teaching a course online would be a choice. Undoubtedly, students and faculty members who make that choice would have varied reasons. But regardless of their motives, students and faculty members would feel supported by Chapman recognizing their individual needs and preferences. The following comments by faculty members illustrate this point:

> I think, in general, students would like to have the flexibility and the choice of being online, if they want to be. (Faculty member)

> It's time to trust in our students and meet their needs—-if they prefer online courses, give them online courses. (Faculty member)

In fact, as the respondents intimated, validating those reasons and fulfilling those needs would contribute to—not detract from—a personalized education.

Moreover, giving students the option to take a class or two online per semester, with most of their courses in-person, would enable them to enjoy the strongest aspects of both modalities: increasing their flexibility; providing them the usual in-person environments to connect with peers, faculty, and administrators; and allowing them to enjoy the physical aspects of campus life. It would do so by leveraging the flexibility and accessibility that online uniquely offers. And as time moves on, as technology improves, as faculty continue to innovate in ways that make their classrooms more engaging, the binary choice of online or in-person will continue to blur. Students will begin to expect and demand the best of both worlds. Indeed, if that time has not already arrived, it is coming soon.

Significantly increasing online courses would also raise Chapman's competence in delivering quality education under an online modality. Thus, it would strengthen the University's sustainability by shoring its resilience in the event of a future pandemic lockdown, environmental catastrophe, or other unforeseen calamity. More online courses would also mean

students could avoid parking and traffic challenges during peak hours or on busy days. One student stated:

> [Online] I feel that I have more time to dedicate to my studies without having to waste time commuting, finding parking, and waiting for class to begin. (Graduate student)

Furthermore, online courses would enable Chapman to offer summer courses to students as they travel home or travel for work or internships. It would also increase cross-fertilization between the colleges and campuses. Students at Rinker in Irvine could easily take a course typically offered at the Orange campus and vice versa (so long as the different semester periods do not create a barricade). And increasing the online course offerings would not necessarily trigger the resistance to paying full tuition because not only would it be by choice, but students would continue to enjoy the connection to the campus, their peers, and professors while attending their other courses in person.

Generally, the current technology infrastructure at Chapman is sound, using Canvas as its LMS and Zoom to deliver synchronous sessions. But for Chapman to expand its online offerings, the University would likely need to build in-house teams and contract with an OPM that offers a la carte services on a fee basis and possibly provide a more robust platform to manage and deliver online courses. Effective online programs demand 24/7 IT support that caters to the online students and faculty.

Creating or contracting for enhanced IT capabilities would open opportunities for Chapman beyond academics. It would also enable the University to move support areas, such as career services and academic counseling, online. This has been defined as a "hybrid campus." This is particularly important for the graduate student population. There is relatively little support at Chapman for graduate students compared to the undergraduates. Many of the graduate courses are held at night, and there is no designated graduate housing. Providing online support

to graduate students would go a long way in improving Chapman's fidelity to providing a personalized education. A participant explained:

> I've seen the graduate program grow a ton, but . . . [Chapman] hasn't been able to support the graduate population. (Administrator)

Moreover, the potential of leveraging technology and its flexibility not only could benefit students and faculty, but also the staff. One respondent stated:

> I've heard a lot of positive things from staff members about having the flexibility to work from home . . . to better control their schedule and their work-life balance. . . . We've been pretty rigid at Chapman. I have to say way behind the times . . . in terms of this expectation that staff have to be in their cubicles from eight to five when they're just on their computers all day anyway. And when they're still having to field emails at night from people, students, and faculty, . . . it's sort of not fair to them to be expected to be in that rigid mindset when others aren't. (Faculty member)

Commensurate with offering more online courses, we recommend increasing training for faculty, increasing feedback by faculty to students online, and developing a standard, consistent experience for the students online concerning course management.

Recommendation #2: Offer Select Online Hybrid Graduate Programs

Chapman University should consider whether there are specific or strategic objectives that could be best served by offering select hybrid graduate programs on a small scale. Those objectives could include leveraging Chapman's nationally ranked Dodge College of Film and Media Arts to offer selective and innovative programs to students and professionals in the film business worldwide, strengthening the University rankings by attracting experts from around the world to teach as visiting professors, or creating programs that prepare students to work in growing markets, such as the two degrees the School of Pharmacy has developed and are in the process of implementing—a Master of Science in Patient Safety and a Master of Science in Regulatory Affairs. Developing limited online programs could also increase diversity and access to underserved communities.

Furthermore, online education could create additional synergies amongst the colleges at Chapman. Creating joint degrees with one degree delivered online opens more opportunities between the campuses and between the colleges, facilitating students in balancing the academic loads and scheduling challenges between joint degrees. For instance, the Fowler School of Law could feasibly offer a joint Juris Doctorate or Master of Laws with an online Master of Science in Regulatory Affairs or Patient Safety. And an online MBA could become a joint degree with almost any other graduate program at Chapman.

Recommendation #3: Expand Research of Online Education

We recommend that Chapman University explore how online education can serve to maintain its position as a leading research institute, especially in education, a field that ineluctably will become more digital. Keeping the University at the cutting edge of educational technologies benefits current students and provides research opportunities for its faculty. It is now axiomatic that online education will be significant in the education sector at all levels, domestically and internationally.

Several universities have created robust centers for teaching excellence, research, and online learning, such as Georgia State University's Center for Excellence in Teaching, Learning, and Online Education (Georgia State University, n.d.); George Mason University's Stearns Center for Teaching and Learning (George Mason University, n.d.); the Center for Teaching at Vanderbilt University (Vanderbilt University, n.d.); and the University of Central Florida's Center for Distributed Learning (University of Central Florida, n.d.). Chapman should consider empowering, and further investing in, its Institute for Excellence in Teaching and Learning (IETL) to include online faculty research, faculty development, course design research, and research involving course production and innovative technologies.

All our recommendations above provide research opportunities, especially for the Attallah College of Educational Studies and the Fowler School of Engineering, Dodge College of Film and Media Arts, School of Communication, and the Wilkinson College of Arts, Humanities, and Social Sciences.

Conclusion

As a somewhat collateral recommendation, or perhaps implicitly embedded within the recommendations above, we recommend that Chapman recognize and respect the online modality as an equal partner to in-person learning for any online program to succeed. In other words, professors who teach online should receive equal credit for their courses concerning pay, promotion, tenure, and teaching load. Professors should retain intellectual property rights for any materials they create while agreeing to give Chapman University a perpetual license to use the materials for its educational purposes.

As noted earlier, Chapman has entered into a noncompete with U-Mass Global upon the sale of Brandman. We were not given any information as to the terms and extent of the noncompete.

Notwithstanding the above noncompete with U-Mass Global, we conclude that Chapman University would be best served to include online education in its strategic planning. We have provided a customized framework in this paper for Chapman to use as it considers how to move forward with online education.

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Appendix A

Code Book for Interviews

Codes	Sub-Codes, Definitions & Examples
Strategy & Sensemaking	Purpose – The reason for providing education online. Example: "I mean, what do we really want this to be? Do we want this to be a democratization of the educational product . . . ? Do we want something that's still, is small and focused and it's just supporting learners in a more geographically distributed sense. . . ." (Faculty member) Stakeholders – Someone or group that affects or is affected by the school in a significant way. Example: "Alumni are nostalgic about their experience and they, when they become parents, they want their kids to have the exact same experience. Be sure to take a class from professor so-and-so and ask him about the, you know, that kind of thing. I put them more in the category of parents except they have experience going through the school. So, I think their opinion would be negative as would be parents because it's not what they had. Parent's opinion [would be] negative because it's not what it's supposed to be, or it's not what they're paying for. So different reasons, but both sides, both groups negative, in my opinion." (Faculty member) Concerns – A worry of some significance. Example: "Online programs have a tendency to water down the reputation of a university and especially if the programs become degree mills . . . ." (Faculty member) Opportunities – A significant chance to achieve a desired result. A favorable situation increasing the chances of success. An open window to growth and improvement. Example: "One would attract a broader student base, including more international students." (Faculty member) Graduate v. Undergraduate – The difference between graduate students and undergraduates concerning the appropriateness of using online education. Example: "I mean remote instruction probably becomes more effective when you have a more experienced learner, a typical grad student, somebody who is, you know, more self-directed." (Faculty member)
Faculty & Leadership	Adjuncts – Part-time professors and the role they may play with any increase of online education. Example: "what ends up happening is they hire a bunch of adjuncts. They pay them on a per course basis, or maybe they do it in bulk. I'm not quite sure, but, so you're getting that name, superstar professor on the screen live, the one time, and then recorded the other times. And then you have a kind of Sherpa professor instructor who is helping students, you know, go through the [course]." (Faculty member) Camaraderie – Time for the faculty to bound and share experiences, build a community, and provide support. Example: "I think one thing that is not always appreciated is you need to schedule time that even an experienced faculty member gets to interact with other faculty members who are doing the exact same thing and hearing what they're doing. So literally scheduling an hour or two, um, every couple of weeks. So that, that those faculty get together in a relaxed environment . . . get them together for lunch and don't do any planning because that interferes with the natural process that goes on." (Faculty Member)

	Course Design – Issues related to who would design courses and aspects that are associated with designing courses for online. Example: "I would anticipate than any class that I was asked to teach that I would, I would design. And I would assume that any program that I was designing, that . . . I would have some hand in the class design." (Faculty member) Experience with Online – The amount of experience a faculty member has in teaching online. Specifically, if it goes beyond the remote learning done in response to COVID-19. Example: "My experience basically started with COVID. So, that must have been a year ago in the spring, I believe was when things switched over to teaching a hundred percent remotely." (Faculty member) On-Campus Requirement – Chapman requires all faculty to teach online from a classroom. Example: "I believe that there would likely have to be also a different supervision model for faculty who would be teaching hybrid and online. Currently the university has instructed them that all classes, whether they are delivered hybrid or online starting this fall will be delivered from the Chapman campus." (Administrator) Pay – The renumeration for teaching online and developing online courses. Example: "So, compensation and recognition of hours and what's necessary to do this well, that's a conversation to be had. And if it's compulsory or voluntary faculty members would redesign courses, yeah, I would absolutely, uh, want that time to be compensated, you know, if that was the original question." (Faculty member) Research – Faculty scholarship. Example: "Well, because it [online] takes more time, it leaves less time for research. So, it would have a negative impact. I suppose once I got better at it, that might ease up a little bit. The one advantage might be the flexibility it allows. . . . So, it would, it would for some faculty and for some types of research, it would actually free things up a little bit . . . ." (Faculty member) Resistance – Pushing back on the idea of increasing online education. Example: "I expect as [with] all things, there is a resistance. I've been involved in curricular changes . . . and there's always resistance, no matter what you do when you propose something new. The first thing that happens is, oh, no, this is going to destroy the, you know, fill in the blank. And I think if you're an administrator and you don't learn to work with that, and make your case, then you're not, uh, you're not up to par." (Administrator) Status – The employment status of the interviewee, either as faculty or administrator. If faculty, whether the person is an adjunct, non-tenure track, tenure track, or tenured. Example: "I'm tenured faculty." (Faculty member) Teaching Load – Amount of credits faculty must teach, and how much teaching online counts. Example: "It was a lot more work to do online. And I think that's the myth we have to dispel that online education is easier for faculty. Now, there are probably faculty who pre-record lectures and recycle them term to term. I remember when I was an undergrad, I had to watch videos of a class that nine-year-old videos and, you know, the jokes were really dated and was just painful. You know, I'm sure if you have lazy people, they're going to find a work around, but your expectation as faculty member for your teaching load would be in general, it'd be fair to say it would be equal." (Faculty member)
Culture	Campus – Importance that the campus plays in cultivating and maintaining the culture.

| | | Example: "Because in my opinion, what students miss the most is what we call the Chapman experience. I'm sure you call it the Vanderbilt experience, all the other stuff that students want and their parents want, it's really convincing their parents as much as the students. So, the sororities and fraternities, various clubs and organizations, all that stuff, all that campus life. Well, they can have that. I mean, and their classes are online. I don't see the problem." (Faculty member)

Personalized Ed – Providing students with a sense that the school cares about them and their academic success, that they are receiving individualized attention. And how that relates to online education at Chapman.
    Example: "Deliver personalized service through online programs, however, to do so requires lower student loads and lower student to faculty ratios than you typically see in online operations. So, for example, one of the ways that online programs are successful is because they build economy of scale and they assign more students per faculty member. In doing so, it makes it more difficult to deliver that really personalized service. And so, the question becomes: where is the tipping point? How could Chapman support a personalized culture in a virtual environment? And still have those programs be economically feasible." (Administrator) |
| Academic | | Access to Faculty Expertise - The ability to bring experts from around the world into the classroom.
    Example: A lot of people are based in Hollywood and, you know, it's a drive down here. So, to be able to teach an online class, having academy award winning screenwriter that never leaves his mansion would be a tremendous benefit." (Faculty member)

Feedback - The process of a professor responding to a student's work with an intention to facilitate understanding and performance.
    Example: "So, to me, they get as much feedback on zoom as when they're in my classroom or if they need extra help, they get it on email or through the canvas site. So, I don't know that they need more. In fact, I felt like I gave them a lot more feedback being online." (Faculty member).

Grading Integrity - The concept that any work a student turns in for a grade must be the actual work of the student and completed by the student under the strictures set forth by the professor.
    Example: "They can barely speak [a foreign language] during their participation in class. And yet they come out with an impeccable academic paper that they obviously did not write. So, the authenticity of authorship of their work, I would say is an impediment to [online]." (Faculty member).

Modality - The mode used to deliver the learning material, including synchronous and asynchronous methods. Also, whether a course or program is delivered in fully online, hybrid, or in-person.
    Example: "Well, asynchronous delivery allows the students to potentially look at a lecture and . . . there may be the ability to have less time synchronous if you're asynchronous. I think you need the combination of the two. I don't think one works without the other side. I love having an opportunity to have students look at a video, hear me lecture about it on their own time, when they're comfortable and then coming together and having discussion. I actually think that results in a deeper level of learning." (Faculty member).

Non-Verbal/Physical/Tactile – Learning that involves physical action, such as labs or athletic movements or physical activities that facilitate learning.
    Example: "The spontaneity of participation in a classroom is nothing at all, similar to the spontaneity on zoom. Because . . . it's very difficult to do a kinesthetic learning in a zoom setting. Now I could have students stand up, which I always did until I had them do this and that, but you can't have them in a circle [or] . . . do certain activities . . . race around the classroom, run to the chalkboard, whatever." (Faculty Member)

Outcomes/Assessments - The process of measuring and evaluating student learning.
    Example: "I would want to know are there comparisons on outcomes?" (Administrator) |

	Programs - Degrees or types of courses and their fit with online education.
	Example: "So, marriage and family therapy, I think would [be good]. In the health sciences [we] have been doing things through tele-health and . . . I think you wouldn't want to exclusively be online . . . but I think pharmacy, you can do a lot that's online except the lab parts." (Faculty Member)
	Quality - Value judgment on the learning methods and processes.
	Example: "My overarching concern is always quality of instruction . . . ." (Administrator)
	Size of Class - The number of students in a class.
	Example: "I actually like having small groups because it's too easy to get lost in the crowd in person; it's even easier to get lost in the crowd on zoom or remotely." (Faculty member)
	Standardization & Structure - Creating a consistent and secure experience for the students, faculty, and staff.
	Example: "It's hard enough for students who have different faculty teaching the same course, and they have different styles if they all have different formats and different outlines and you know, if everything else is different, it just creates too much cognitive dissonance, I think, for the students." (Faculty member)
Governance, Administration & Fiscal	Collaboration – Consulting with the faculty concerning the role of online education.
	Example: "I guess as a faculty member, I'd want to know how much say the faculty have in that decision. The way it's supposed to work with faculty governance, faculty are supposed to have control over the curriculum. And to me, the method of delivery is a part of the curriculum. So, I guess the number one thing I would want to know is where are the faculty in the decision-making process and particularly for their own classes or their own degree program? So, do faculty have say in the game? And then, if that's a yes, is it a consensus driven decision by a department or a group of faculty, or is it an individual faculty member decision? In other words, will there be parallel paths or will it be either or?" (Faculty member)
	Costs & Resources – Infrastructure and the expenses that the school would need to outlay to create and sustain online education.
	Example: "I want to make sure that we have the resources to either get teachers or train or to train willing faculty very, very well. Um, both in terms of knowing what they're getting into, but also in terms of being able to exploit the technology to its fullest." (Administrator)
	Growth & Revenue – The potential that online education holds in increasing the number of students and the amount of revenue.
	Example: "I think Chapman's hugely, hugely bent on their reputation. That is a driving force for a lot of the administration. And second thing is bringing in funding." (Faculty member)
	Marketing & Recruiting – Issues related to advertising and seeking to enroll prospective students for online education, specifically.
	Example: "Recruiting and marketing, it's a big deal. It's largely digital marketing. It's expensive. The difference between doing it right and wrong is existential. It's not incremental. We've had a couple schools, say to us, . . . We're awesome. We don't have to call prospects. That's not what we do. We're not used car salesmen. Prospect comes in, we'll send them information like we send everybody information. We're like that's an extraordinarily terrible idea." (Industry expert)
	OPM – Online Program Management concerning the sharing of governance. Outsourcing either as a partner or on a fee-for-service basis.

		Example: "I think that if we were to let on our courses or programs are being run or give the impression that they're being run by some company somewhere else. I think that would be bad for Chapman, would dent its reputation. No, if everything that Chapman does online is in-house designed by Chapman done by Chapman faculty—that I think is a condition of going online. Because if parents hear, oh, no, we, we just, you know, buy it from this provider and they run everything for us, then why am I paying you?" (Faculty member)
		Space – Issues related to online education saving or requiring more space.
		Example: "And actually, I will say having some online classes would be great for space because we are very short on space and time." (Faculty member)
Legal		Accreditation – Requirements concerning the Western Association of Schools and Colleges (WASC).
		Example: "I guess my first thought was assessment and accreditation, like just making sure that we would fall in line with WASC requirements." (Faculty member)
		Intellectual Property – Ownership rights and the right to use instruction materials created by faculty members as employees of Chapman.
		Example: "If we leave Chapman, we may take all our course materials with it, but Chapman may also keep all our course materials. I don't see that changing." (Faculty member)
		NDA – Non-disclosure agreements.
		Example: "While I am under an NDA I will confirm we do have noncompete provisions." (Chapman Legal Office)
		NC-SARA – National Council for State Authorization Reciprocity Agreements (NC-SARA).
		Example: "California is not part of SARA … so Chapman will have to negotiate state by state if doing business in those states … if offering online education to students in those states." (Participant during a Chapman Faculty Town Hall re online)
Technology		Capabilities – Staffing and infrastructure needed to increase online education at Chapman.
		Example: "I really think Chapman needs to be thoughtful and careful about how they move forward into this space and ensure that they have the technological infrastructure. . . . my experience in the administrative staff and divisions, the administrative staff in the provost office, et cetera. I think they feel like they can't take on much more than they've already been tasked with, and this [online education] would be more." (Administrator)
		LMS - The learning Management System.
		Example: "Canvas is where we were going anyway . . . but then the pandemic hit and it has been a godsend." (Faculty member)
		Outsourcing – OPMs concerning technical advantages.
		Example: Chapman "should work with somebody because this is . . . the future of higher education. Within the virtual realm, a hybrid model, 10 years from now, we're probably not going to recognize it, you know. So, we might as well try to partner with some of the most forward-thinking folks that are doing this. I wouldn't want to take on some sort of challenge because I would fully guess that what I develop would be good and effective and obsolete within 18 months. So, I think anybody who's worked with computers in the last 20 years, whatever discipline, you've seen that the rate of obsolescence is only increasing. So, why not partner with people that, that might have the ability to see much further out in the future? (Faculty member)

	Quality – The ease and effectiveness of current online systems and procedures at Chapman. Example: "[we] want to be sure that the technical support is going to be there . . . I was tearing my hair out sometimes, you know, on the technical side. Now that was a few years ago. One of the things that we found like in this kind of crisis transition [COVID-19] was we can pull it off, you know, and so the technology is, is I think pretty good and likely to get better." (Faculty member)
Student Support Services	Grad Support – Issues related to supporting graduate students. Example: "I think sometimes graduate students get lost and forgotten about." (Administrator) Student Success – Issues related to supporting students in and out of the classroom, to reach success. Example: "I think it would be quite necessary in an all online environment for ensuring that students didn't kind of get lost, um, in that world, you know, whether it was at the class level, the program level or across the university. . . .I think it would also be a bit of a sea change for the university to think about what does outreach look like to students who might physically not be on our campus?" (Faculty member) Student Experience – Comments concerning the quality of life for the students, specifically their social connections and overall feelings of being connected to Chapman. Example: "One of the things we found was it was really the freshmen, sophomores that were suffering the most from being online and the juniors and seniors, they already had their social networks. So that wasn't a reason they were in school. They already had their involvement. A lot of them had internships. And so they weren't as needy to be in the classroom." (Faculty member)

Appendix B

Code Book for Surveys

Codes	Sub-Codes, Definitions & Examples

Undergrads Like LEAST	Cost – Undergraduate student comments that indicate what they 'least like' about online education is its cost.
	    Example: "Paying full price tuition to sit on a computer all day and calling that an education is criminal." (Undergraduate student)
	
	Fatiguing – Undergraduate student comments that indicate what they 'least like' about online education is how fatiguing it is.
	    Example: "I can't focus, there's no change of pace, and teachers are more out of touch than ever with students. They think because we are home, we have more time when that is not the case." (Undergraduate student)
	
	Professor Issues – Undergraduate student comments critical of professors.
	    Example: "Most professors have not been trained in how to adapt their teaching style to online learning." (Undergraduate student)
	
	Pedagogy – Undergraduate student comments criticizing the unique aspects of online education concerning course instruction and student understanding.
	    Example: "I don't like the lack of human interaction and the fact that hands on learning is off the table, this is especially important to me as a Film Production major." (Undergraduate student)
	
	No Social – Undergraduate student comments citing the lack of social connections with their peers as the aspect they 'least like' about online education.
	    Example: "No social life and social interaction." (Undergraduate student)
	
	Technical Issues – Undergraduate student comments expressing issues with the technological aspects of online education during their remote learning period.
	    Example: "Sometimes the sound quality on people's microphones isn't very good and it becomes difficult to understand them. Also, it is frustrating when internet is patchy." (Undergraduate student)

Grads like LEAST	Cost – Graduate student comments that indicate what they 'least like' about online education is its cost.
	    Example: "Paying full tuition." (Graduate student)
	
	Fatiguing – Graduate student comments that indicate what they 'least like' about online education is how fatiguing it is.
	    Example: "Computer fatigue, constantly being on the computer hurts my eyes and I end up getting headaches after long hours of classes." (Graduate student)
	
	Professor Issues – Graduate student comments critical of professors.
	    Example: "How teachers think they can teach less (skip class sessions, give more 'learn yourself' work) and be less available overall." (Graduate student)
	
	Pedagogy – Graduate student comments criticizing the unique aspects of online education concerning course instruction and student understanding.
	    Example: "Nonsensical asynchronous work." (Graduate student)
	
	Technical Issues – Graduate student comments expressing issues with the technological aspects of online education during their remote learning period.
	    Example: "There are frequent connection issues." (Graduate student)

Undergrads like MOST	<u>Flexible/Convenience</u> – Undergraduate student comments expressing that they liked the flexibility and the convenience that online education provided as they were in a remote learning environment (due to COVID-19).
	    Example: "It does offer incredible flexibility for people who need to work." (Undergraduate student)
	
	<u>Health & Safety</u> – Undergraduate student comments relating to how online is related to health and safety issues.
	    Example: "If I'm sick, I can still attend class/won't miss material." (Undergraduate student)
	
	<u>Pedagogy</u> – Undergraduate comments related to unique aspects of online education concerning course instruction and student understanding.
	    Example: "The chance to ask other people in class what [is] going on or what I missed or if someone understood a question differently without interrupting the class or the teacher." (Undergraduate student)
	
	<u>Saves Time/No Commute</u> – Undergraduate student comments expressing that they liked how online education saved them time, including not commuting to Chapman.
	    Example: "It saves a LOT of time because I don't have to come early to find parking/walk to different classes or campuses." (Undergraduate student)

Grads like MOST	<u>Flexible/Convenience</u> – Graduate student comments expressing that they liked the flexibility and the convenience that online education provided as they were in a remote learning environment (due to COVID-19).
	    Example: "The flexibility to attend from home or my place of work." (Graduate student)
	
	<u>Health & Safety</u> – Graduate student comments relating to how online is related to health and safety issues.
	    Example: "Not having to wear a face covering in class because it causes health issues for me." (Graduate student)
	
	<u>Pedagogy</u> – Graduate comments related to unique aspects of online education concerning course instruction and student understanding.
	    Example: "Flexibility for different learning styles. . . recorded lectures that I could re-watch helped me study better and stress less about my slow note-taking skills during class." (Graduate student)
	
	<u>Saves Time/No Commute</u> – Graduate student comments expressing that they liked how online education saved them time, including not commuting to Chapman.
	    Example: "No commute." (Graduate student)

Undergrads' Campus Experiences	<u>Professors</u> – Undergraduate student comments expressing that the most important aspect of the campus experience are professors.
	    Example: "In person classes are the best way for me to do well in classes and it is easier to connect with our professors. (Undergraduate student)
	
	<u>Important</u> - Undergraduate student comments that express a decisively positive opinion concerning the importance of the on-campus experience.
	    Example: "The on-campus experience is very important to me. Part of the experience of going to school/college is making friends, which have the potential to grow throughout life. With online learning, the importance of face-to-face conversations with peers who are experiencing similar stressors in life becomes evident, . . . online communication is not the same (especially when said friend has their camera off during class meetings)." (Undergraduate student)
	
	<u>Neutral</u> – Undergraduate student comments that express neither decisively positive nor negative opinions concerning the importance of the on-campus experience.
	    Example: "It's sort of important. In my Student Satisfaction Survey taken a few weeks ago, I argued that the campus simply doesn't have enough seating to accommodate all the students who

	want a chair in which they can study or relax. At home, I always have a place to sit and work. I'm not very fond of the social climate here and I've been largely unsuccessful maintaining friendships, so online would lend its qualities of convenience while taking nothing away from my young social interests. I do like being able to meet professors in person, as there is a sort of magic of being able to sit and watch someone speak passionately about their expertise." (Undergraduate student) Unimportant - Undergraduate student comments that express a decisively negative opinion concerning the importance of the on-campus experience. Example: "Before transferring to Chapman this fall, I thought having an on-campus experience was absolutely essential. Now that I'm here, I don't believe it's necessary. On a scale of 1-10, I would rate the importance of being on campus at a 3. I enjoy my classes but I don't think that being on-campus is better than being at home - my professors and peers agree that we could be just as productive, if not more, if we were allowed to be hybrid or remote." (Undergraduate student) Social Connections - Undergraduate student comments expressing that the most important aspects of the campus experience are social connections. Example: "I like to be able to see new people daily. I like being able to connect one on one with peers. (Undergraduate student)
Undergrads Consider Grad Online	Not Considering Grad School – Undergraduate student comments responding to whether they would consider graduate school online and answering in a way that indicted "no," because they are not considering graduate school. Example: "I'm not planning to do any more school than undergrad." (Undergraduate student) No, Cost – Undergraduate student comments responding to whether they would consider graduate school online and answering in a way that indicted "no," because of cost. Example: "I would not consider an online graduate degree because I think that the price, at least for Chapman, would not be worth the quality of education." (Undergraduate student) No, Not Appropriate, Need Clinical – Undergraduate student comments responding to whether they would consider graduate school online and answering in a way that indicted "no," because their desired field requires labs and clinical work. Example: "I want to be a physical therapist and it is impossible to learn how to become a physical therapist over a computer. (Undergraduate student) No, Prefer In-Person – Undergraduate student comments responding to whether they would consider graduate school online and answering in a way that indicted "no," because they prefer in-person education. Example: "I would like to experience my learning face-to-face with professors and peers, especially with the career I am going into with psychology (i.e. one that revolves around working with people)." (Undergraduate student) Maybe - Undergraduate student comments responding to whether they would consider graduate school online and answering in a way that indicted "maybe." Example: Depends on where I am in life. If I am working full time / part time and getting a graduate degree on top of that, it may be easier to take online classes. But depending on the difficulty and nature of the courses, some classes are just easier taught in person than online. (Undergraduate student) Yes, Flexibility/Convenience – Undergraduate student comments responding to whether they would consider graduate school online and answering in a way that indicted "yes," because of its flexibility/convenience.

	Example: "I would consider an online graduate degree because of its flexibility. I think that after I get my undergraduate degree, I will want to work immediately. If I can pursue an online graduate degree, I believe I could do both." (Undergraduate student)

Appendix C

Adjuncts vs. Full-Time Faculty Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Are these important reasons? - Flexibility (for students and faculty) * Adjunct vs. Full-Time	152	83.5%	30	16.5%	182	100.0%

Are these important reasons? - Flexibility (for students and faculty) * Adjunct vs. Full-Time Crosstabulation

			Adjunct vs. Full-Time		Total
			Full-time	Adjunct	
Are these important reasons? - Flexibility (for students and faculty)	Important	Count	81	34	115
		% within Adjunct vs. Full-Time	76.4%	73.9%	75.7%
	Neutral	Count	15	8	23
		% within Adjunct vs. Full-Time	14.2%	17.4%	15.1%
	Not Important	Count	10	4	14
		% within Adjunct vs. Full-Time	9.4%	8.7%	9.2%
Total		Count	106	46	152
		% within Adjunct vs. Full-Time	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.268[a]	2	.875
Likelihood Ratio	.263	2	.877

Linear-by-Linear Association	.024	1	.876
N of Valid Cases	152		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.24.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Are these important reasons? - Increase access (special needs, international students, working professionals, etc.) * Adjunct vs. Full-Time	152	83.5%	30	16.5%	182	100.0%

Are these important reasons? - Increase access (special needs, international students, working professionals, etc.) * Adjunct vs. Full-Time Crosstabulation

			Adjunct vs. Full-Time		Total
			Full-time	Adjunct	
Are these important reasons? - Increase access (special needs, international students, working professionals, etc.)	Important	Count	84	35	119
		% within Adjunct vs. Full-Time	79.2%	76.1%	78.3%
	Neutral	Count	16	10	26
		% within Adjunct vs. Full-Time	15.1%	21.7%	17.1%
	Not Important	Count	6	1	7
		% within Adjunct vs. Full-Time	5.7%	2.2%	4.6%
Total		Count	106	46	152
		% within Adjunct vs. Full-Time	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.716[a]	2	.424
Likelihood Ratio	1.808	2	.405
Linear-by-Linear Association	.001	1	.972
N of Valid Cases	152		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.12.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Are these important reasons? - Lower cost * Adjunct vs. Full-Time	152	83.5%	30	16.5%	182	100.0%

Are these important reasons? - Lower cost * Adjunct vs. Full-Time Crosstabulation

			Adjunct vs. Full-Time		Total
			Full-time	Adjunct	
Are these important reasons? - Lower cost	Important	Count	54	25	79
		% within Adjunct vs. Full-Time	50.9%	54.3%	52.0%
	Neutral	Count	39	16	55
		% within Adjunct vs. Full-Time	36.8%	34.8%	36.2%
	Not Important	Count	13	5	18
		% within Adjunct vs. Full-Time	12.3%	10.9%	11.8%
Total		Count	106	46	152
		% within Adjunct vs. Full-Time	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.160[a]	2	.923
Likelihood Ratio	.161	2	.923
Linear-by-Linear Association	.154	1	.695
N of Valid Cases	152		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.45.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Choose your preferred modality of online programs/degrees: * Adjunct vs. Full-Time	151	83.0%	31	17.0%	182	100.0%

Choose your preferred modality of online programs/degrees: * Adjunct vs. Full-Time Crosstabulation

			Adjunct vs. Full-Time		
			Full-time	Adjunct	Total
Choose your preferred modality of online programs/degrees:	Fully Online (all courses of the program/degree are taught online, no in person	Count	27	15	42
		% within Adjunct vs. Full-Time	25.7%	32.6%	27.8%
		Count	78	31	109

	Hybrid (a substantial number of courses are taught online, the rest are in-person	% within Adjunct vs. Full-Time	74.3%	67.4%	72.2%
Total		Count	105	46	151
		% within Adjunct vs. Full-Time	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.757[a]	1	.384		
Continuity Correction[b]	.453	1	.501		
Likelihood Ratio	.744	1	.388		
Fisher's Exact Test				.432	.249
Linear-by-Linear Association	.752	1	.386		
N of Valid Cases	151				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.79.
b. Computed only for a 2x2 table

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Online (hybrid or fully) graduate degrees/programs need to be a part of Chapman * Adjunct vs. Full-Time	151	83.0%	31	17.0%	182	100.0%

Online (hybrid or fully) graduate degrees/programs need to be a part of Chapman * Adjunct vs. Full-Time Crosstabulation

	Adjunct vs. Full-Time	Total

			Full-time	Adjunct	
Online (hybrid or fully) graduate degrees/programs need to be a part of Chapman	Agree	Count	54	23	77
		% within Adjunct vs. Full-Time	51.4%	50.0%	51.0%
	Neither Agree nor Disagree	Count	30	18	48
		% within Adjunct vs. Full-Time	28.6%	39.1%	31.8%
	Disagree	Count	21	5	26
		% within Adjunct vs. Full-Time	20.0%	10.9%	17.2%
Total		Count	105	46	151
		% within Adjunct vs. Full-Time	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.683[a]	2	.261
Likelihood Ratio	2.782	2	.249
Linear-by-Linear Association	.332	1	.565
N of Valid Cases	151		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.92.

Appendix D

Administrators Interview Questions

Category	Question	Type Answer
Exploratory	What is your position, and what are your duties at Chapman?	Open
Exploratory	What is your experience with online education?	Open
Exploratory	What are your opinions of online education?	Open
Exploratory	If Chapman were considering offering a fully online degree, before deciding, what information would you want to know?	Open
Exploratory	What considerations do you believe would be most important in considering whether Chapman should offer fully online programs	Open
Exploratory	What in your opinion would the faculty think? Why?	Open
Exploratory	What in your opinion would other staff think? Why?	Open
Exploratory	What in your opinion would students think? Why?	Open
Exploratory	What in your opinion would alumni think? Why?	Open
Exploratory	What programs would you recommend for online education? Why?	Open
Exploratory	What would your concerns be, personally?	Open
Exploratory	What concerns would you have for implementation?	Open
Exploratory	Who should be consulted, when, and why?	Open
Exploratory	What would you fear could happen?	Open
Exploratory	What do you hope could happen?	Open
Exploratory	Describe the culture at Chapman?	Open
Exploratory	What does the culture mean to you?	Open
Exploratory	Is there more than one culture? Explain?	Open
Exploratory	What are some of the main explicit and implicit themes of the culture?	Open
Exploratory	What, in your words, are the core values of the culture?	Open
Exploratory	Is there any one thing, person, activity, place, or symbol that best epitomizes Chaman's culture?	Open
Exploratory	How would online fit within Chapman's culture(s)?	Open
Implementation	How could Chapman ensure the culture is maintained?	Open

Implementation	If Chapman offered a hybrid program, how would that affect culture?	Open
Implementation	If Chapman offered a hybrid program, how much time would you like to see students spend on campus for live instructions?	Open
Exploratory	Would you have concerns about Chaman's reputation if Chapman offered online degrees? If so, why?	Open
Implementation	How would it affect your area?	Open
Implementation	In what ways could your area support online education?	Open
Resources	Would you need more resources?	Open
Resources	Would online programs require Chapman to hire outside contractors? If so, in what areas and why?	Open
About Survey	Who should we survey?	Open
About Survey	When?	Open
About Survey	Maximum length of survey?	Open
About Survey	Would you be willing to send the survey out to your department?	Open
Exploratory	In your opinion, should Chapman offer a fully online or hybrid degree(s)? Why or why not?	Open
General	Anything we should know that you think we do not know?	Open
General	Anything we should have asked but did not?	Open
General	Any other comments or thoughts?	Open

Appendix E

Faculty Interview Questions

Category	Question	Type Answer
Exploratory	What is your faculty position? Tenure?	Open
Exploratory	What is your experience with online education?	Open
Exploratory	What are your opinions of online education?	Open
Exploratory	If Chapman were considering offering fully or hybrid online degrees, before deciding, what information would you want to know?	Open
Exploratory	What would be the reasons for Chapman to have fully online degrees? Hybrid?	Open
Exploratory	What would be the reasons for Chapman NOT to have fully or hybrid online degrees?	Open
Exploratory	What considerations do you believe would be most important in considering whether Chapman should offer fully online programs	Open
Exploratory	What information would you want to know if YOU were deciding whether Chapman should offer fully or hybrid online degrees?	Open
Exploratory	What in your opinion would staff/administration think of fully or hybrid online degrees? Why?	Open
Exploratory	What in your opinion would students think? Why?	Open
Exploratory	What in your opinion would alumni think? Why?	Open
Exploratory	What in your opinion would employers think? Why?	Open
Exploratory	What programs would you recommend for online education? Why?	Open
Exploratory	What would your concerns be, personally?	Open
Exploratory	Who should be consulted, when, and why?	Open
Exploratory	What would you fear could happen?	Open
Exploratory	What do you hope could happen?	Open
Exploratory	Describe the culture at Chapman?	Open
Exploratory	What does the culture mean to you?	Open
Exploratory	Is there more than one culture? Explain?	Open
Exploratory	What are some of the main explicit and implicit themes of the culture?	Open
Exploratory	What, in your words, are the core values of the culture?	Open

Exploratory	Is there any one thing, person, activity, place, or symbol that best epitomizes Chaman's culture?	Open
Exploratory	How would online fit within Chapman's culture (s)?	Open
Implementation	How could Chapman ensure the culture is maintained?	Open
Implementation	If Chapman offered a hybrid program, how would that affect culture?	Open
Exploratory	Would you have concerns about Chapman's reputation if Chapman offered online degrees? If so, why?	Open
Implementation	What concerns would you have for implementation?	Open
Implementation	Would you want to teach online? Why or why not?	Open
Implementation	If you taught online, what would you expect in compensation?	Open
Implementation	If you taught online, what would be your expectations concerning how it would count towards teaching load?	Open
Implementation	Would it be acceptable for some full-time professors to teach all their course load online? Why or why not?	Open
Implementation	How would teaching online affect your scholarship?	Open
Implementation	To what degree would you want to participate in course design?	Open
Implementation	How much would you expect in compensation for course design?	Open
Implementation	If you designed a course, would you expect copyrights?	Open
Implementation	If you owned copyrights, would you be willing to give Chapman a perpetual license for its own use?	Open
Implementation	What do you see the advantages and disadvantages to asynchronistic and synchronistic delivery?	Open
Implementation	If Chapman offered a hybrid program, how much time would you like to see students spend on campus for live instruction?	Open
Implementation	How do you feel about standardized LMS shells?	Open
Implementation	Do you think online would require you to give more feedback to the students? Why or why not?	Open

Implementation	If more feedback was called for, would you be willing to provide increased feedback to students?	Open
Implementation	Do you expect that an online program would require more advising services for the students?	Open
Implementation	Would you prefer Chapman to hire an OPM or keep it in-house, and why?	Open
Implementation	Should online classes have a maximum number of students in a course section? If so, what number?	Open
Implementation	If Chapman developed fully or hybrid online programs, what role should adjunct professors play? Should it be any different than in-person courses?	Open
About Survey	Who should we survey?	Open
About Survey	When?	Open
About Survey	What should be the maximum length of the survey	Open
General	Anything we should know that you think we do not know?	Open
General	Anything we should have asked but did not?	Open
General	Any other comments or thoughts?	Open

Appendix F

Qualtrics Faculty Survey Report/Results

[Report attached]

Appendix G

Qualtrics Graduate Students Survey Report/Results

[Report attached]

Appendix H

Qualtrics Undergraduate Students Survey Report/Results

[Report attached]