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Institutional Satisfaction with Online Program Management (OPM) Providers

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**INSTITUTIONAL SATISFACTION WITH ONLINE PROGRAM MANAGEMENT
(OPM) PROVIDERS**

A thesis presented
by

Michael R. Graham

to
The Higher Education Leadership Program

In partial fulfillment of the requirements for the degree of
Doctor of Education
in the field of
Education

National College of Education
National Louis University
Chicago, Illinois
October 2021

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Submitted in partial fulfillment
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Doctor of Education
in the National College of Education
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Abstract

The online program management (OPM) industry is a multibillion-dollar business that works with the higher education industry. Once primarily a tuition revenue share model that marketed and enrolled new programs for institutions, the OPM business is evolving. Fee-for-service payments and services such as coaching and instructional design are now part of the OPM landscape. Although higher education institutions are spending billions of dollars, there has been very little academic research into this phenomenon. This study examines the satisfaction of higher education institutions with OPM providers. This quantitative study utilizes Oliver's expectation confirmation theory to understand why institutions may be satisfied with their OPM provider. The survey brings in responses from a variety of Carnegie institutional types and various positions within institutions to understand which variables related to the institution may impact satisfaction with an OPM provider. Analog analysis includes comparing the rise and impact of the OPM industry model with the for-profit industry. Implications for OPM providers and higher education leaders are discussed to further both sides' understanding of this outsourcing relationship. This research furthers the study of the outsourcing relationship between higher education institutions and OPM providers and pushes the OPM industry to remove its veil of secrecy.

Keywords: OPM, online program management, expectation confirmation theory, outsourcing

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Chapter 1: Introduction

Higher education faces challenges to the fundamental structure of its business model.

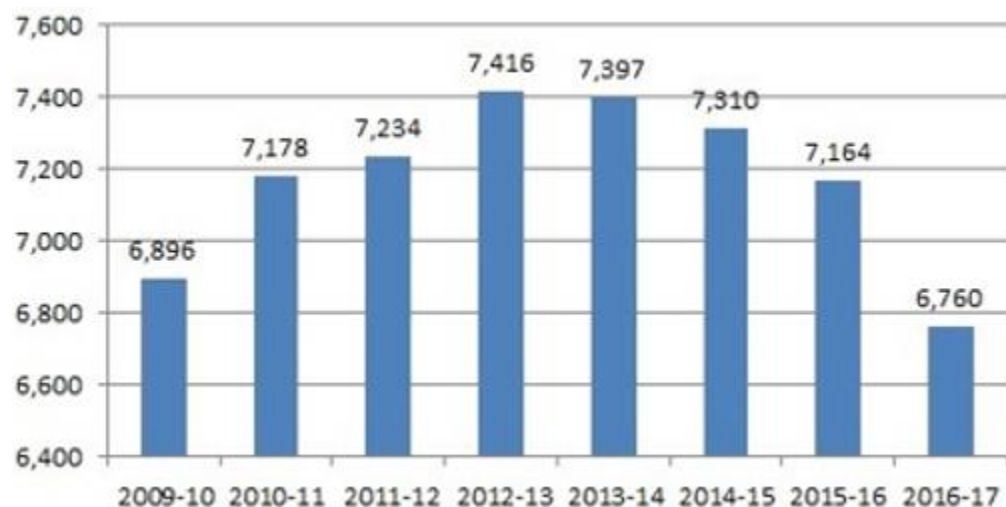
There may be some who are confident in the future of the academy, however increasing evidence disproves such skepticism. Levine (2021) highlighted upheaval in higher education in ways not seen since the Industrial Revolution. Horn (2018), quoting Richard Vedder, wrote:

To me the issue is not, “will colleges be forced to close?” but rather how many will close and over what time period. Will it be 500? 2000? Will it largely happen in the next five years, or 10 years or more? I am not certain about the details, but the broad contours of the forthcoming changes seem pretty clear. (So When Will It Happen section, para. 1)

The arrival of COVID-19 in the United States in 2020 exacerbated the uncertainty for many higher education institutions. While enrollment at institutions that can recruit and deliver education at a distance may stabilize or perhaps even increase through this period, institutions that cannot adapt will struggle to survive. Now, more than ever, the ability to recruit and deliver quality education at a distance is critical.

Since 2018, *Education Dive*, a publication that tracks developments in higher education, has been monitoring upheaval within higher education. The number of colleges closing indicates an industry that is at best experiencing transition but, more realistically, is suffering through a momentous period of upheaval (Busta, 2018).

The potential that hundreds or even thousands of institutions may close over the next decade is real (Lederman, 2017), as shown in Figure 1. Demographic trends in the United States are one reason many higher education institutions are struggling. Enrollment at degree-granting institutions has decreased by nearly 9%, as shown in Table 1. There are fewer students in higher education institutions in the U.S. This trend will continue throughout the coming decade.

Figure 1*Aid-eligible Colleges in the United States*

Note. Taken from Lederman (2017).

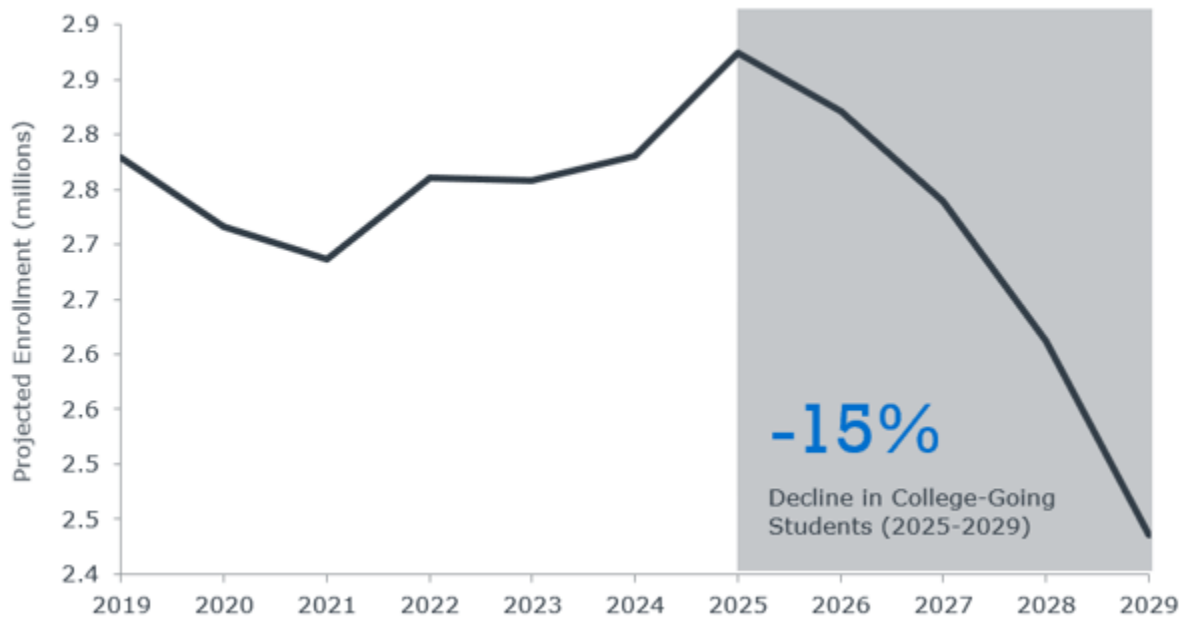
Table 1*Number of Students Enrolled in Postsecondary Institutions Annually*

Year	All Title IV institutions			
	Total	Public	Private	
Nonprofit			For-profit	
Enrollment				
2010	21,591,742	15,279,455	3,881,630	2,430,657
2011	21,573,798	15,251,185	3,954,173	2,368,440
2012	21,148,181	15,000,302	3,973,422	2,174,457
2013	20,848,050	14,856,309	3,990,858	2,000,883
2014	20,664,180	14,764,741	4,016,240	1,883,199
2015	20,400,164	14,682,321	4,088,450	1,629,393
2016	20,230,012	14,695,538	4,097,022	1,437,452
2017	20,151,151	14,681,145	4,125,316	1,344,690
2018	20,008,434	14,639,681	4,147,604	1,221,149

Year	All Title IV institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Annual percentage change				
2010 to 2011	-0.1	-0.2	1.9	-2.6
2011 to 2012	-2.0	-1.6	0.5	-8.2
2012 to 2013	-1.4	-1.0	0.4	-8.0
2013 to 2014	-0.9	-0.6	0.6	-5.9
2014 to 2015	-1.3	-0.6	1.8	-13.5
2015 to 2016	-0.8	0.1	0.2	-11.8
2016 to 2017	-0.4	-0.1	0.7	-6.5
2017 to 2018	-0.7	-0.3	0.5	-9.2

Note. Taken from National Center for Education Statistics (2019)

While many factors may contribute to the demographic decline, the 2007–2009 subprime mortgage crisis played a significant role in this negative enrollment trend. This economic upheaval led to a 12% reduction in fertility rates starting in 2007 that is known as the *birth dearth* (Grawe, 2018). The result is that the pool of available students is declining. The Enrollment Advisory Board (EAB), an organization focused on supporting enrollment challenges in higher education, indicates that the birth dearth will result in a dramatic enrollment decrease, with nearly 15% fewer high school students entering college between 2025 and 2029 (EAB, 2019). This is shown in Figure 2.

Figure 2*Enrollment Projected to Drop Sharply After 2025**Forecasted Number of College-Going Students in the U.S. (millions), by Year of High School Graduation*

Note. Taken from EAB (2019).

Although Levine (2021) contended that today's upheaval in higher education is as dramatic as the changes to institutions during the Industrial Revolution, the economic impact on the academy may well be even more significant today. The current rate of institutional mergers and closings of colleges and universities has not occurred before: This is a new era. Clayton Christensen's theory of disruptive innovation (Christensen, 1997) predicted this upheaval. Disruptive innovation embodies the challenges that higher education face. New models and practices are replacing much of the traditional educational structure.

Christensen's theory is not simply about implementing new technology. Instead, the theory focuses on innovative practices, including technology, that improve products and services. These improvements make the product or service more affordable to a greater population,

expanding the reach of the product or service. This challenges the status of the market leader (Christensen, 1997).

Other scholars agree with Christensen's assessment. Keller (2008) described an industry in turmoil that must adapt to survive. Demleitner (2016), a legal scholar, added the perspective that the challenges in legal education are akin to those in higher education. Evidence of upheaval is clear. Innovations in the last 20 to 30 years have led to an explosion of information and access to that information, which has resulted in Christensen's predicted disruption of the status quo.

Because of the economic pressure on higher education institutions, new models designed to generate enrollment and create institutional sustainability have been developed. One such model is online program management (OPM). Traditionally, OPMs were private companies that performed a variety of outsourced services, primarily marketing and enrollment, in exchange for a portion of tuition revenue. The estimated value of the OPM industry is between \$2.72 billion (Eduventures, 2018) and \$8 billion (Carey, 2019). Recently, the industry developed a new fee-for-service model to quell growing institutional concerns that the tuition revenue-sharing practice was harming higher education institutions.

This massive industry depends on loose regulation from the federal government. A small section of a 2010 dear colleague letter from the Department of Education set the framework for OPM authorization:

The Department does not consider payment based on the amount of tuition generated by an institution to violate the incentive compensation ban if that payment compensates an unaffiliated third party that provides a set of services that may include recruitment services. (United States Department of Education, 2011, p. 11)

While increasing in size and scope of impact, OPM companies have simultaneously maintained a level of secrecy by utilizing nondisclosure agreements (NDAs). The NDAs have led to minimal scrutiny of their performance. This has resulted in little transparency about the industry as a whole—but the trend may be changing. Whether it is a call for government regulation (Cooley Lawyers, 2019), scrutiny from industry watchdogs (Hall & Dudley, 2019), or even the industry’s realization of the need to be more open (Busta, 2019), the demand for transparency is increasing.

The OPM model is also changing. In many cases, revenue sharing is being replaced by fee-for-service contracts. In 2012 John Katzman founded a fee-for-service company called Noodle Partners and helped usher in the new fee-for-service model. Katzman, formerly of 2U, one of the largest revenue share OPMs in the country, has pushed the belief that revenue-share OPMs are profitable for the corporations but harm both the institutions that engage them and the students enrolled at those institutions.

Katzman’s efforts to criticize former OPM colleagues have gained traction. The common themes that have emerged in publications studying the revenue-share industry echo Katzman’s critiques. Recent publications (Hall & Dudley, 2019; Carey 2019). , have concluded that the for-profit revenue share companies are taking advantage of the higher education industry. In taking advantage of higher education, OPMs have “figured out how to gouge students in new and creative ways” (Carey, 2019, para. 7). Much of the criticism centers on the secrecy with which the OPM industry conducts its business.

In response to these criticisms, 2U has led the OPM industry’s push for transparency by issuing reports related to their contracts and business. The concern with this transparency is that 2U produces the information it releases (2U, 2019). While 2U’s reporting is a thorough look at

2U as a company, it lacks the external academic validation that might make it credible on a larger scale within higher education. As J. Kim (2020a) stated, “The OPMs need to understand that industry-produced research on student and institutional outcomes will not be taken seriously by the higher ed community. The research must be independent, hypothesis-driven, and grounded in comparative data” (No. 3 section, para. 3). Thus far, OPMs have not acceded to external validation of their industry.

Problem Statement

While there is increasing pressure to add transparency to the OPM space, there has been little significant academic study related to OPMs. As J. Kim (2018, para. 1) stated, “Search for any research on how universities evaluate the decision to partner with a for-profit company to build, market, launch and run a new online degree program—and you will be mostly searching in vain.” Furthermore, while the demand for transparency may be increasing, the OPMs have largely responded to this demand by retaining nondisclosure agreements and maintaining secrecy. This study gathered research from institutions (including those with NDAs) by developing a framework that does not look at the OPM but rather reviews the institution’s reaction to the partnership. The result is one of the first academic works related to the OPM industry.

For many institutions, the primary goal of engaging an OPM is to drive enrollment. Satisfaction levels may depend on why institutions select the OPM and how well the OPM fulfills the institutional needs for which they are selected. Some institutions may have a competent marketing and enrollment division but may lack the resources or desire to develop new programs on their own. Other institutions may not have professional marketing and enrollment competencies on staff and therefore engage an OPM to augment the institution’s

enrollment needs. A 2016 survey conducted by Helix Education and the University Professional and Continuing Education Association showed that over 80% of all respondent institutions do not know the start costs per student (Fong & Caldwell, 2016). That lack of knowledge indicates that many institutions do not understand enrollment and marketing activities. The questions then become: Are institutions satisfied with the performance of their OPM? If not, does institutional knowledge about enrollment and marketing activities affect the level of dissatisfaction? Finally, does this dissatisfaction ultimately lead to termination of the institutional–OPM relationship?

Discussion and Implications

While it is important to provide academic scrutiny of this industry, it is also critical to understand the impact of this multibillion-dollar industry on the higher education model. Understanding institutional satisfaction with OPMs helps shed light on how higher education views the OPM industry as a whole. Most of the stories in industry journals describe OPMs at an industry-wide level. The higher education perspective is not generally represented, possibly because of the NDAs. This one-sided representation does not allow a complete understanding of what an OPM does for or, in some cases, to an institution. This survey provides perspective, both positive and negative, on the relationship between higher education institutions and their OPM providers.

Additionally, the OPM model is evolving. OPM contracts are shifting from traditional revenue sharing to one that is fee based. Furthermore, the unregulated OPM industry is facing increasing regulatory scrutiny (Cooley Lawyers, 2019). Federal and state regulation of OPMs may significantly affect the way the companies conduct business. A recent letter from Senators Elizabeth Warren and Sherrod Brown highlighted the intensifying scrutiny on OPMs from a federal level (Warren & Brown, 2020).

In addition to the political pressure, industry leaders such as John Katzman have increased their criticism of the revenue-share OPM model. This criticism has helped foster additional pressure on the revenue share model in prominent publications. Carey (2019) and Hall & Dudley, (2019) concluded that revenue-share OPMs are destructive to the higher education institutions that use them, which ultimately harms students. These publications encourage higher education institutions to opt for different approaches to obtaining OPM-related services; ultimately, both advocate for policies that would lead to the OPM revenue-share model not being part of higher education's future. While there has been pushback from writers like Joshua Kim who focus on the bias in some of these works, the trend is toward portraying revenue-share OPMs as unethical actors that resemble the for-profit higher education institutions that have come under scrutiny.

Several OPMs are also beginning to develop an international presence (Williams, 2017). This is happening for two reasons. First, the increasing potential of regulation means that doing business in the U.S. may become more difficult or even impossible. Moving to the international market means reduced government and accreditation scrutiny for OPMs. OPMs are free to operate as they see fit. Second, the international market is still rife with potential students. Because each student represents a financial gain, the global market is a logical next step for OPM companies. All these factors mean that the OPM industry is rich in potential areas of study. The potential impact on global higher education warrants review of this industry.

Study Significance

While the OPM phenomenon continues to have coverage in professional education journals, little known academic research exists related to the OPM industry. This lack of refereed work requires in-depth study of the OPM phenomenon. This particular study focuses on

institutional satisfaction with OPM partnerships and contributes to the body of knowledge related to online program management. Ultimately, this work develops a deeper understanding of a large and increasingly significant part of how higher education institutions generate new enrollment streams.

One of the earliest known academic studies related to the OPM industry focused on internal work at one institution. Ramani (2020) focused on the experiences of one institution's faculty with an OPM during the instructional design process. Ramani's work included several suggestions for how both sides might improve the process of working together.

Several subjects are closely related to the OPM industry, which may provide insight into the current environment in which OPMs and higher education institutions engage. Topics that may facilitate a greater understanding of the OPM industry include the theory of disruptive innovation, the rise and fall of the modern for-profit higher education sector, outsourcing in higher education, and Richard Oliver's expectation confirmation theory.

Christensen's theory of disruptive innovation holds that new models, which provide innovative and more cost-effective ways to deliver products to consumers, replace existing models that are too large to adapt to the new competition. This theory was first outlined in *The Innovator's Dilemma* (Christensen, 1997), which describes innovation as pressure on existing organizations to adapt to survive. One such adaptation in higher education is the use of outsourced services from an OPM.

The rise of the OPM industry, and the practices that define OPM marketing and enrollment, are descendants of John Sperling and his University of Phoenix (UoP) model, which was the harbinger of the modern for-profit higher education industry. For-profit education in the United States filled a niche left unaddressed by traditional higher education. It has been studied

by many scholars who have traced both the roots and purpose of for-profit education (Angulo, 2016; Connell, 2016; Deming et al., 2012; Hodgman, 2018).

While the availability of Title IV funding fostered the modern for-profit in the early part of the 21st century, there was little contemporaneous analysis of the role that this funding played. In later years, scholars including Beaver (2012), McGuire (2012), Angulo (2016), and Shireman (2017) began to look critically at the role that Title IV funding played in both the rise of the industry and the increase in questionable industry practices. Traditional media outlets and websites also covered the role of financial aid in the growth and ultimate decline of for-profit higher education (Fain, 2014; Unglesbee, 2019).

Scholarship on the decline of the for-profit higher education industry highlights common industry themes. Authors highlight many harmful activities associated with for-profit education, including aggressive recruiting habits (Beaver, 2012; Deming et al., 2012), the excessive use of financial aid (Taylor & Appel, 2014; Beaver, 2012; Deming et al. 2013; McGuire, 2012), meager completion rates (Deming et al., 2013), massive student debt, and degrees that left students without meaningful employment outcomes. Sumner (2000) and Casey (2008) illustrated the development of technology-supported education and practices, like scalable distance learning, that facilitated the rise of for-profit higher education and, eventually, the OPM industry.

An OPM relationship is a type of outsourcing. Outsourcing refers to an institution's decision to acquire goods and services from external sources rather than using institutional resources to perform these tasks internally (Bekurs, 2007; King, 2001; Lok & Baldry, 2015; Phipps & Merisotis, 2005). As Bartem and Manning (2001) indicated, nearly any product, service, facility, or function has the potential to be outsourced. Palm (2001) suggested that the

terms contracting, privatizing, and outsourcing are frequently used, but the general meaning of this outsourcing relationship is often akin to a partnership.

The primary sources of material highlighting the OPM industry are public journals, websites, and blogs. These news stories, while generally lacking peer review, highlight what is happening in real time. For example, *New Yorker* magazine (Surowiecki, 2015) highlighted the rise and fall of the for-profit industry in 2015. The author emphasized many of the common criticisms that are associated with for-profit education. NPR's *Morning Edition* (Kamenetz, 2015) highlighted the launch of the Obama-era regulations designed to curtail some improper for-profit practices.

Often these publications focused on a particular political or social viewpoint and failed to offer any critical academic analysis. *The New Republic*'s critique (Chait, 2011) of for-profit higher education positioned it as a Republican-supported welfare program. The author illustrated several for-profit shortcomings while illustrating the Republican defense of any corporate, for-profit organization. *The Wall Street Journal*, often seen as a publication that sympathizes with business, took a different approach and highlighted the Obama regulations as an attack on innovation (Finley, 2016).

Some publications focus exclusively on higher education and contain a continuous view of the business of the academy. Those periodicals, notably the *Chronicle of Higher Education* and *Inside Higher Ed*, regularly provide articles focusing on what is happening in the OPM space; however, these are not scholarly works subject to academic rigor. The journals lack any sort of peer review of the conclusions that the authors draw.

Research Methods

As there is a dearth of peer-reviewed research related to the OPM industry, the research for this dissertation helps to further academic study of the OPM industry. Because there are many institutions with different missions and goals, a quantitative survey provides a broad view of OPM satisfaction within the higher education industry. The survey instrument was broadly distributed to institutions throughout the United States at the community college, college, and university level. Expectation confirmation theory (Oliver, 1977, 1980) grounded this research into OPM institutional satisfaction. This theory uses the constructs of expectations, perceived performance, and disconfirmation of belief to measure satisfaction.

Conclusion

While there is no known research that explains why institutions select an OPM, it is evident that OPM companies exist in no small measure to help higher education clients by developing new markets. The reasons that higher education institutions engage an OPM are more nuanced. These reasons may include a lack of institutional resources, lack of knowledge about marketing and enrollment, or a desire to develop new markets outside the university's traditional service region without taking a financial risk. Regardless of why an institution selects an OPM, the OPM's performance and the institutional evaluation of that performance are critical factors for understanding this outsourcing relationship. This research highlights the experience of OPM satisfaction at higher education institutions and promotes further study of this multibillion-dollar phenomenon that impacts much of the higher education market.

Chapter 2: Literature Review

Because academic study of the OPM industry is relatively new, insight into OPMs may be gleaned from topics that are related to the nature of OPM partnerships. In addition to Ramani's (2020) work on OPMs and instructional design, four primary themes emerge from literature related to the OPM phenomenon: Christensen's theory of disruptive innovation, the rise and fall of for-profit education, outsourcing, and the theory of satisfaction. Finally, this chapter reviews literature about expectation confirmation theory (ECT), which provides the theoretical structure for this research.

One of the first known academic works involving OPMs is Ramani (2020). Ramani focused on the relationship between the faculty at a specific institution and their OPM partners during the instructional design process. The case study was grounded in activity theory and concluded that the OPM and the faculty can improve the work they are doing together. Ramani asserted that the OPM should begin to engage in a design-thinking approach and that the faculty would benefit from adopting a learning mindset in their work with the OPM. Ramani concluded that the quality of the instructional product at the institution would improve if it adopted these practices.

Disruptive Innovation

Financial pressure on the higher education business model has required higher education to operate in new and different ways. Christensen (1997) predicted this upheaval and outlined evidence to support his principles of disruptive innovation. Christensen postulated that changes in market structures, technology, and business practices often lead to revolutionary industry changes. These changes ultimately lead to the demise of the traditional industry structure and the downfall of the industry's most prominent organizations.

In Christensen's description, industry leaders continually strive to develop higher quality products with a more substantial return on investment; this has been the standard business model in most industries. Christensen postulated that disruption occurs when competition to industry leaders develops from lower quality competitors who can offer products or delivery mechanisms that meet broad demand at a lower cost. To survive in this disruptive environment, the industry leader must fulfill market demand by investing in products with lower performance or lower quality that reach broader audiences at a lower price. Often, the traditional industry leader cannot adapt to this model. The lower quality offering becomes the industry leader, and the one-time industry leader must radically adapt or cease to exist.

Christensen offered several examples to highlight this theory, including in the computer, photographic, steel, and retail industries. Christensen provided suggestions for how organizations could manage their industries during disruptive change. In each sector, Christensen highlighted ways that organizations can survive disruptive innovation, including appraising an organization's strengths and weaknesses, monitoring emerging markets, and meeting market demands with competitive prices.

Christensen et al. (2011) applied the theory of disruptive innovation to higher education. They described how the structure of higher education, which has remained fundamentally unchanged since its inception, is at risk. They concluded by offering ways that institutions will need to change and adapt to survive.

Although Christensen's theory of disruptive innovation is generally accepted, there have been a few attempts to challenge some of its basic assumptions (Danneels, 2014; Lepore, 2014; Markides, 2006; Saunders, 2014). There have also been attempts in less scholarly works to challenge Christensen's theory (Blumenstyk, 2014; Satell, 2014; Saunders, 2014). Christensen

maintained a consistent response to the critiques (Boston Globe Staff, 2015). While he encouraged debate about his theory, he has contended that those who think the theory is without merit have not thoroughly vetted it. Furthermore, Christensen attacked the critics' statistical methodology by saying that the sample size of their data is not sufficient to create a contrary theory. Finally, Christensen argued the critics do not understand the fundamental research on disruptive innovation.

While Christensen's theory of disruptive innovation attracts a lot of attention, other scholars have described a similar phenomenon (Demleitner, 2016; Keller, 2008). Levine (2021) contended that societal upheaval forces change on institutional structures, and the current shift to a global digital economy is forcing such change within the higher education landscape. Levine then outlined both the steps to measure change and highlighted innovative changes in higher education that may become mainstream practices in the future.

For-profit Education

For-profit education has been a part of the education spectrum for hundreds of years. Kinser (2006) is a comprehensive look at for-profit education in the United States, from its earliest history to the modern era of for-profit education. In addition to the history, Kinser reviewed teaching in the for-profit space, regulation, and accreditation of for-profits and concluded by establishing a proposed research agenda of for-profit institutions. Kinser outlined six distinct eras in for-profit education, ending with the modern Wall Street Era. Table 2 highlights Kinser's different periods of for-profit education.

Table 2*Kinser's Periods of For-profit Education*

<i>Era</i>	<i>Years</i>	<i>Description</i>
Formative Era	1494–1820	Individual instruction, first text books
Pioneer Era	1820–1852	First organized schools, curricular development
Expansion Era	1852–1890	Dominant role in business education, national visibility
Competition Era	1890–1944	Federal- and state-subsidized schools become primary providers of business education
Federal Student Aid Era	1944–1994	For-profit schools participate in federal student aid programs, regulation established
Wall Street Era	1994–Present	Publicly traded corporations drive the expansion of for-profit higher education

According to Hodgman, for-profit education can be traced back 300 years, while Kinser assigned the origin of for profit-education to the 1494 development of the “Italian method” of double-entry bookkeeping (2006, p. 13). American for-profit education has been a part of the country since its earliest days. Kinser (2006) and Connell (2016) dated United States for-profit education to the Virginia Company. Angulo (2016) discussed colonial-era for-profit education as professional apprenticeships in medicine and law. Other scholars (Deming et al., 2012) highlighted the roots of for-profit education in the early 1900s, when the country’s growth demanded an educated and skilled workforce.

Angulo (2016) described the growth of 19th-century for-profits by contrasting the development of for-profit business colleges with more traditional private higher education. Angulo contended that private higher education shied away from business training in favor of the

more traditional liberal arts, which was influenced by the Yale statement of a liberal education (Yale Committee of the Corporation and the Academical Faculty, 1828). The Yale statement influenced private education well into the 20th century, even as for-profit institutions focused on business education.

Further development of higher education came about with the passage of the Morrill Land Grant Act of 1862. This law established several mechanical and agricultural colleges that trained students in professional education. As higher education increasingly focused on a more professional curriculum, for-profit institutions started shifting toward business and trade education. Nonprofit higher education continued to avoid that type of education.

The end of World War II saw an explosion of private and for-profit educational institutions in the United States. The GI Bill of 1944, also known as the Servicemen's Readjustment Act, provided funding for many soldiers returning home from combat. As Olson (1973) stated, the GI Bill provided 2,232,000 soldiers access to a college education at a cost of about \$5.5 billion. Connell (2016) highlighted that the federal government might have saved for-profit higher education, which had been in decline, by making for-profit institutions eligible to receive GI Bill funding. During this period, the number of for-profit institutions increased by over 300% (Angulo, 2016), and enrollment skyrocketed.

Just as for-profit institutions have been a part of the American landscape, so has the pattern of criticism of for-profit institutions as corrupt entities engaging in questionable activity, followed by government scrutiny and regulation (Shireman, 2017). As Angulo (2016) has highlighted, for-profits in the 19th century often made false claims of riches through short-term courses. Shireman (2017) highlighted the aggressive and deceitful for-profit practices of the 1950s, 1960s, and 1970s. In each of these examples, for-profit institutions faced increasing

scrutiny and regulation, which led to a decline in the number of for-profit institutions and their enrollments.

Rise of Modern For-profit Education

One of the most significant developments that fostered the growth of for-profit higher education was the federal government's regulatory changes. In 1992, the reauthorization of the Higher Education Act began allowing direct Stafford loans to students. It removed the annual aggregate borrowing limit in the Parent Loan for Undergraduate Students program (Lumina Foundation, 2017). In effect, the federal government made it much easier for students to obtain money for college and increased the amount they could borrow.

Furthermore, in 1998, the federal government changed the funding model of for-profit institutions. Until then, for-profit institutions could only obtain 85% of their revenue from Title IV funding. Title IV funding is federal aid such as Pell Grants, Perkins Loans, and other federal financial programs. The Higher Education Authorization amendments changed the formula to allow 90% Title IV funding. This change, known as the 90/10 rule, allowed for-profit institutions to obtain even more of their revenue from Title IV funding (FinAid, 2019). This easy access to money allowed more students to pursue postsecondary education, and for-profit institutions took advantage of this change.

A final development that helped foster the explosive growth of for-profit higher education was another regulatory change. Before 1998, the federal government limited the amount of distance education that could be delivered in academic programs at Title IV institutions. The U.S. Department of Education, through the Higher Education Act, began granting regulation waivers to institutions in hopes of stimulating the growth of online education (Deming et al., 2012). Many for-profits were early adopters in offering programs via distance

learning. As the internet became a more viable medium for offering courses, most for-profit institutions also adopted this delivery mechanism. Online programs were easily replicable, which allowed the for-profits to develop an educational model that scaled rapidly.

The combination of financial availability, regulatory freedom, and technological change allowed the for-profit education business model to expand rapidly. While there were other early for-profit adopters, one institution stood out: The University of Phoenix. UoP became the largest institution in the country, and its growth symbolized the overall change in the higher education landscape (Breneman et al., 2006; Hodgman, 2014). For-profit education was now a part of mainstream education in the United States. Between 2000 and 2010, for-profit enrollment grew 235%, and 77% of all new institutions established between 2005 and 2010 were for-profit (Douglass, 2012). In 2010, the high-water mark of modern for-profit education enrollment was 2,430,657; this represented slightly over 10% of total enrollment at Title IV institutions. Many scholars have discussed the motives, development, and growth of the for-profit industry during this period (Bok, 2003; Breneman et al., 2012; Douglass, 2012; Floyd, 2008; Kinser, 2006; Miles, 2009; McMillan Cottom, 2017; Newman et al., 2004; Ruch, 2001; Slaughter & Rhoades, 2004;; Turner, 2006). Several common themes appear in their work, including each author's definition of for-profit education, discussion of the legitimacy of this educational model, the critical role the internet played, and acknowledgement that bad actors should not condemn for-profits as a whole.

Modern For-profit Growth

OPM practices are rooted in the innovations of John Sperling and his University of Phoenix. Sperling's work brought significant disruption to the traditional structure of higher education. UoP fostered the rise of modern for-profit higher education and created the online

megauniversity, which was a new phenomenon that disrupted the status quo of the higher education business model in the United States. Certainly, UoP was not the only for-profit higher education institution. As Kinser (2006) noted, while the University of Phoenix was a significant disruptive influence, it was still only a part of a diverse for-profit landscape.

Sperling and Tucker (1997) outlined a philosophy on professional adult education and the development of the UoP, which became the modern for-profit higher education industry model. Furthermore, they highlighted the tenets of an adult-serving education: a focus on working professionals, hiring faculty who are working professionals trained to teach adult learners, course design conducted by a team of individuals with both instructional design and subject matter expertise, an outcomes-based curriculum, and small class sizes.

Rebel with a Cause (Sperling, 2000) is an autobiography in which Sperling outlined his early life, the founding of the University of Phoenix, the development of UoP's parent company (the Apollo group), and his political activism. In this work, Sperling spent a lot of time discussing the challenges of traditional higher education and his work to overcome these challenges. Ultimately, Sperling's autobiography is an airing of grievances rather than a philosophical argument for adult education.

In both works, Sperling highlighted higher education's costs, accreditation criticisms, and why he believed the for-profit model delivers a better educational experience. Sperling and Tucker (1997) argued that the value of for-profit education is far greater than the traditional model. They supposed that traditional higher education contributes no real value for students for all its continuously increasing costs. They made the case that adult-focused professional education, particularly for-profit education, emphasizes results. Graduates from a for-profit program get jobs. This contributes to society because these graduates produce tangible economic

outcomes. They also addressed the rising costs of higher education that result from increased federal funding for education. They argued that the cost of for-profit education results from available financing, not because for-profit higher education is gouging students. Specifically they argued, that the increased availability of financial aid has created higher costs, and for-profits are simply maximizing the money paid to them by the federal government; they are not taking advantage of the students. The authors ignore the fact that the increased aid dollars often come to students as loans, which require the students, and not the federal government to pay back these loans. In their criticisms of traditional education, Sperling and Tucker (1997) did not present a balanced view of for-profit education.

As Ruch (2001) and Floyd (2008) noted, much of the earlier work, particularly in the 1990s, described for-profit education in order to either advocate for or condemn the for-profit model. Both Ruch and Floyd dedicated their work to describing the structure of for-profit institutions and institutional enrollment growth. As Ruch noted, the for-profit and nonprofit sectors have good and bad actors; for-profit education must be viewed through a dispassionate but focused lens.

Floyd brought an essential distinction to the discussion of the early development of for-profit education. Floyd, citing Tierney and Hentschke, discussed the disruptive nature of for-profit education. Floyd referred to multicampus for-profit institutions as underperforming during their formation because they often brought no-frills education to the marketplace. Then, little by little, they improved to become more competitive and eventually gained greater market share through enrollment growth (Floyd, 2008). This is the essence of what Christensen described in *The Innovator's Dilemma*. Floyd supported some of Sperling's criticisms of higher education by pointing out where the private higher education model was lacking, including responsiveness to

the market, sharper customer focus, and improving shared governance (Floyd, 2008). Floyd offered this criticism to challenge private higher education to improve its product by emulating the for-profit model. Finally, Floyd commented on the need for further research on the subject of for-profit education.

Brenneman et al. (2006) reviewed the rise of for-profit education and analyzed the state of the industry. Their goal was to introduce the subject of for-profit education to stimulate further research. They believed that for-profit education would continue to evolve. They outlined four basic premises in this work. First, fully accredited for-profit institutions are capable of providing quality education. Second, for-profit education is not necessarily a threat to private higher education; rather, for-profit education can fill a void in the education space. Third, there is no room in the education sector for multiple large enrollment institutions the size of the University of Phoenix. UoP, at the time, had an enrollment of more than 165,000 students (National Center for Education Statistics, 2008). They contended that the higher education market could not sustain numerous institutions this large. Finally, they said that private education could learn much from for-profit institutions: focusing on education and training for adults, providing customer service, focusing on learning outcomes, and making an institution student centered.

Douglass (2012) reviewed the sector's growth and looked at the variety of providers in the for-profit space. He used the term *Brazilian effect* to describe the growth of modern for-profit education. According to Douglass, this term relates to private higher education's inability to keep pace with public demand. The failure to fulfill the demand leads to new solutions to solve the problem; in this case, for-profit education. Douglass used the education system in Brazil as the model for his theory and contrasted Brazil with the United States to illustrate that point. Brazil had a limited number of high-quality institutions but also had increasing educational demand

from the citizenry. The country launched many lower tier institutions to meet this need. The U.S., by contrast, had a variety of institutions at different levels but still had unmet educational needs. Douglass argued that this led to the growth of for-profit education. He illustrated other necessary elements that contributed to growth, including the development of the internet and a favorable regulatory environment in the United States under the Bush administration.

Douglass (2012) also discussed challenges to for-profit education, including the election of Barack Obama, federal oversight from the United States Congress, and several studies highlighting the substantial debt and lower employment rates of students in for-profit education. Douglass contended that despite these challenges, for-profit education was still viable and would continue to grow. This contention was in error.

Hodgman's (2014) approach was to criticize for-profit education without resorting to the standard attack that most for-profit critics used. He provided constructive criticism of higher education by using the University of Phoenix as an exemplar of for-profit higher education. He analyzed UoP from several different theoretical perspectives to garner what he referred to as a multiframe organizational analysis. The elements of the multiframe included structural, human resource, and political and symbolic frame analyses.

The structural frame analysis included a look at the bureaucracy of the University of Phoenix. Hodgman highlighted changes to the institution's structure that improved performance, including his recommendation to give more power to the teaching professionals at UoP (2014, p. 2). He contended that giving faculty a stronger voice in governance makes an institution stronger. Second, UoP should reduce the pressure on faculty to retain students. He believed that this leads to a culture of fear about employee retention. Ultimately, Hodgman said that the bureaucratic culture of UoP did not lead to exceptional faculty performance.

The human resource analysis highlighted UoP's need to focus on its students' ability to find jobs. Hodgman used this critique of higher education in general, and for-profit higher education specifically, as an opportunity to show how increasing employment placement makes an institution stronger. Rather than highlighting poor for-profit education employment outcomes, Hodgman emphasized how improved student employment makes for-profit education stronger.

Hodgman also discussed for-profits' need to increase transparency and enhance a student's ability to transfer credits. Hodgman argued that facilitating transfers was beneficial to UoP even though that action is anathema to the for-profit culture. He contended that building a robust transfer mechanism enhances the student experience, making an institution, especially in this higher education sector, stronger because the institution would be seen as student friendly. Ultimately, this transparency would improve UoP's bottom line.

The political and symbolic frame analysis highlighted the need for UoP to emphasize students. Hodgman argued that the for-profit definition of success is profit. He contended that, for both the symbolic success and the actual profit margin of the stockholders, ensuring students graduate from UoP with meaningful jobs is what matters. Again, this resonates with some of the critiques of for-profit higher education without presenting these criticisms as an attack. As Hodgman stated, if UoP changed how it works, it could become the example that leads to the changes that the for-profit higher education industry needs.

For-profit Decline

During the height of the modern for-profit era, enrollment at these types of institutions accounted for slightly over 13% of all undergraduate enrollment at Title IV institutions (Arbeit & Horn, 2017). Much of the growth came from alternative educational offerings, such as trade schools. Eventually, as the for-profit industry increasingly resembled traditional private 4-year

educational institutions, criticism grew of both the for-profit model and its practices. These practices included recruiting students who had little chance of success, high dropout rates, high debt from student loans, and little chance of quality employment (Center for Analysis of Postsecondary Education and Employment, 2019). These activities led to increasingly intense government scrutiny and regulation (*For-profit Higher Education*, 2012). This scrutiny led to the rapid decline of the for-profit education sector, as a large number of institutions closed (Busta, 2018). Newton (2018) highlighted that 95.5% of the colleges that closed since 2013 were for-profit institutions.

McGuire (2012) highlighted easy access to financial aid as a critical reason for both the growth of for-profit institutions and the unethical activities that became a common criticism of for-profits. While the for-profit industry took advantage of the lax rules, McGuire asserted that government policy is ultimately to blame for what McGuire called “subprime education.” McGuire’s work was an early study of Title IV funding as a critical contributor to the student debt problem and the negative impact brought about by the actions of for-profit bad actors.

McGuire asserted that, ultimately, Title IV was the problem. He believed that the federal government did not scrutinize whether the accreditation process was rigorous enough to determine academic quality. McGuire asserted this was a key reason why the for-profit financial aid problem grew. Readily available resources with little scrutiny of the academic offerings provided to students was a disastrous combination, which helped lead to the downfall of the for-profit industry.

Beaver’s (2012) reflection on the downfall of the for-profit model followed other scholarly works in describing both the rise of industry and for-profits’ role in the higher education space. His work differed in the intensity of its criticism of for-profit higher education.

While Beaver's work contained similar descriptions of the corrupt practices of for-profit education, he took the criticism to a new level. Beaver not only made the case that for-profit institutions were bad actors, but he also asserted that many of them were guilty of outright fraud.

Beaver (2012) discussed how the regulations of the Obama administration would begin curbing the actions of the for-profit industry. He highlighted that Obama predicted that nearly 5% of for-profit organizations would lose the ability to offer financial aid because of the gainful employment rule (p. 278). Beaver asserted that the gainful employment rule would lead to the demise of for-profit higher education. Gainful employment (Fain, 2014) is a federal regulation that states that any degree from a for-profit institution must lead to meaningful career employment (United States Department of Education, 2019).

Connell (2016) echoed this criticism by discussing several for-profit practices and using the lens of veterans as the target of for-profit predatory practices. He focused on the lack of meaningful employment for graduates and then leveled his most intense criticism of for-profit education: these institutions engage in fraudulent business practices. Connell illustrated the pervasive and aggressive tactics that the for-profits used to attract students while also citing government regulations and increased public scrutiny around student persistence and high debt. Ultimately, regulation and scrutiny led to the decline of the modern for-profit higher education industry.

A more recent critique of for-profit higher education is McMillan Cottom (2017). This work provides a view of for-profit higher education that is less about for-profit actors preying on their victims and more about the systemic nature of educational inequity in the United States. In McMillan Cottom's work, these individuals are not victims who have been taken advantage of by the for-profits; instead, they are individuals thoughtfully pursuing new credentials that might

provide them with an economic and social safety net. McMillan Cottom asserted that individuals pursuing for-profit degrees believe these credentials will keep them from being left behind by a society rife with economic inequities. Because traditional higher education has often kept these individuals out of their institutions, for-profit education represents the type of education available at lower socioeconomic levels, particularly for single women of color. As McMillan Cottom stated, the rise of for-profits resulted from inequities in access to advancement and opportunity and good jobs. While McMillan Cottom did not endorse for-profit higher education institutions, she identified that given the systemic inequities, the for-profits may represent the best opportunity to keep these individuals from being left further behind. Far from embracing for-profit higher education, McMillan Cottom's work is an indictment of a society that fails to reduce its inequities.

Finally, it should be noted that the fortunes of the for-profit industry are often tied to policies that emanate from the United States government. During the Bush administration, the for-profit higher education sector experienced dynamic growth. Obama-era regulations, including the gainful employment regulations that required for-profit institutions to establish and achieve meaningful employment outcomes for graduates, helped to dramatically reduce the for-profit higher education industry from its height during the Bush years. With the election of Donald Trump, the policing of for-profit higher education became more relaxed, and according to the Brookings Institution, for-profit higher education experienced 3% growth in 2020, in contrast with a 9% decrease in public community college enrollment (Cellini, 2020). While it is too soon to know what the Biden administration will do, a safe assumption may be that, because Biden was part of the Obama administration, more restrictive for-profit policies may be forthcoming.

OPMs in the Media

While there is little academic literature about online program management, there is a great deal of related material that is accessible to the public through websites and trade publications. While many sources track higher education news, two arguably have the most significant impact: *The Chronicle of Higher Education* and *Inside Higher Ed*. Because the OPM industry is so prominent in higher education, it generates a continuous stream of stories.

The Chronicle of Higher Education has a significant and longstanding following in the academic sector. *The Chronicle*, founded in 1966, has an audience of over 2 million visitors to its website and over 83,000 monthly print subscribers. Its publication is available to every student, faculty, and staff member at over 1,650 institutions (Baldwin, 2005). Given its rich history and broad coverage of higher education, *The Chronicle* often publishes stories that influence the entire industry.

Inside Higher Ed, founded in 2004, is a second influential publication (Miller, 2005) that covers trends within higher education. *Inside Higher Ed* does not offer a print copy. With nearly 2.25 million monthly readers, the online publication was founded by three people who left *The Chronicle of Higher Education* (Shin, 2005). The online journal considers itself a leader in higher education news and espouses guiding principles of excellent journalism, broad access, and community focus (Inside Higher Ed, 2019a).

In addition to these two publications, many education sites and blogs such as Eliterate, Encoura, and University Business report on higher education. The purpose of all these journals and websites is to highlight developments within the higher education industry. Much like *The Chronicle* and *Inside Higher Ed*, these websites reflect the evolving nature of the higher education landscape. Each of these has staff focused on writing stories related to the business of

higher education. These writers contribute to revealing what is happening. While they are not publishing in refereed journals, their work can be influential in higher education.

Two prominent writers for *Inside Higher Ed* are Doug Lederman and Joshua Kim. Kim is director of digital learning initiatives at the Dartmouth Center for the Advancement of Learning and a senior fellow for academic transformation, learning, and design at Georgetown University's Center for New Designs in Learning and Scholarship. Kim focuses on technological development and advancement within the academy and how it influences higher education, including the evolution of the OPM industry (Inside Higher Ed, 2019c).

Lederman is a regular contributor of articles to *Inside Higher Ed* and one of its founders. He has been actively reporting on education matters for over 30 years; he began at *The Chronicle of Higher Education* in 1986 and worked there until he left to start *Inside Higher Ed*. Lederman's work covers a wide range of topics, including technology and business developments in higher education.

One of the earliest writers to focus on the business of higher education is Goldie Blumenstyk. Blumenstyk has been with *The Chronicle of Higher Education* since 1988 and has developed a portfolio of work that covers the evolution of distance learning, for-profit education, and college financing (Blumenstyk, 2019b). In 2014, Blumenstyk wrote *American Higher Education in Crisis? What Everyone Needs to Know*. Her work highlighted the business of higher education and her belief that the higher education financial model is increasingly fragile. Blumenstyk asserted that while the higher education model is under stress, disruption has occurred in the past and the future is not without hope. Blumenstyk asserted that institutions that understand the business of higher education have a far greater chance of success. Her writing continues to be influential in higher education.

Authors outside *The Chronicle* and *Inside Higher Ed* also contribute to discussions of the changes within higher education. Phil Hill, formerly a partner at the Eliterate website, has maintained an active connection to the business of higher education and a strong focus on the OPM industry. One of his most significant contributions is his yearly review of the OPM landscape (Hill, 2021), in which he highlights the number and scope of OPM companies and emerging trends in the OPM industry, such as the growth of fee-for-service in new OPM contracts.

While these news organizations and websites are not refereed journals, they are essential to understanding the higher education space. These works and authors highlight what is happening, real-time, in higher education. As such, they represent a significant source of information that can help ground academic research.

Fee-for-service Model

The evolution of the OPM industry's service offerings has been one of the industry's most significant changes. New companies, primarily led by John Katzman (who originally founded 2U, one of the largest revenue-share OPMs), have developed a fee-for-service model. Katzman's advocacy revolved around claims that fee-for-service is more equitable for higher education and prevents the degradation of academic quality. He insisted that this new model should be the framework for OPM engagement with higher education in the future. These claims have garnered support in higher education (Acosta et al., 2020; Carey, 2019; Educause, 2020; Hall & Dudley, 2019; Lieberman, 2017). The fee-for-service OPMs have reinforced the perception that OPMs do not act in the best interests of the higher education institutions that engage with them (J. Kim, 2019a; Noodle Partners, 2021). Whether Katzman's efforts are intended to destroy the traditional OPM model or make money for himself and his company can

be debated. As one of the largest fee-for-service OPMs, Noodle Partners potentially sees a financial benefit from every institution that switches from a revenue-share contract. Still, the effects of his efforts on perceptions of OPM are palpable (Acosta et al., 2020; Carey, 2019; Educause, 2020; Hall & Dudley, 2019; Lieberman, 2017).

The suspicion that Katzman has continued to foster about the revenue share model, in conjunction with the revenue share model OPMs' unwillingness to engage in any external scrutiny, has led to some recent scathing criticisms of the OPM revenue share industry. The Century Foundation has reviewed myriad OPM contracts and concluded that higher education institutions should avoid revenue-share agreements. The report concluded that "by and large, contracted online programs in higher education are wolves in sheep's clothing: predatory for-profit actors masquerading as some of the nation's most trustworthy public universities" (Hall & Dudley, 2019, OPM Landscape Today section, bullet 2).

Carey (2019) raised similar themes as the Century Foundation work. Carey's main critique was that as higher education adopts more practices that align with a business approach, students suffer from higher tuition costs. The author contended that higher education remains expensive despite technological developments. Carey argued technology should reduce costs because there are theoretically lower brick and mortar costs with technology-based education; however, the opposite has happened, as tuition costs have skyrocketed despite reduced facility costs. One of the main targets of Carey's criticism is the OPM companies that, Carey claimed, are taking advantage of higher education institutions. Ultimately, the author contended that OPMs harm the students of the institutions.

While both works spend a lot of time highlighting perceived negative contract details, such as the length of the agreement and the amount of the revenue share, they do not provide a

complete picture of the deal. The articles do not review the contracts in the context of the entire relationship between the OPM and the higher education institution. The articles do not provide any review of what the revenue-share model potentially does to help an institution. The authors do not highlight that these lengthy contracts generally require the OPMs to invest millions of dollars in growing institutional enrollment before the OPM begins to break even or turn a profit. The pieces do not discuss that revenue-share OPMs often take the entire risk in a new venture, nor do they discuss that an OPM may even argue for lower tuition. In the current online landscape, an OPM may advocate for tuition reduction to become more competitive and help generate more institutional enrollment; in other words, they see value in lower tuition that generates greater enrollment volume.

Additionally, the increased demands for federal scrutiny and intervention into OPMs reflect the calls that helped bring the golden era of for-profit higher education to an end (Warren & Brown, 2020). All these trends impact the future of the relationship between OPMs and higher education. These critiques closely resemble the criticism that led to the scrutiny and eventual decline of the for-profit higher education industry (Burke, 2019). The OPM industry continues, in large part, to ignore the lessons of for-profit higher education in the United States.

Outsourcing

Higher education continues to use, and mistrust, outsourcing. Colleges are increasingly turning to outsourced relationships to solve a variety of problems. A recent *Chronicle of Higher Education* and P3-Educonference poll showed that 83% of the college presidents surveyed considered outsourcing partnerships (Paterson, 2019). According to the survey, some of the leading outsourced services being considered included facilities and infrastructure (53%), online

program expansion (42%), and student housing (39%; The Chronicle of Higher Education & P3*EDU, 2019).

Despite high demand from education leadership, those leaders also saw significant negatives to utilizing outsourcers. Some of their concerns included loss of control, misalignment with an institution's mission, and damage to institutional reputation or brand. Institutions did not see themselves as a business and often viewed these outsourcing relationships as a potential loss of their institutional soul in exchange for enrollment (Blumenstyk, 2019a).

The P3 survey clearly indicated the desire among institutions to grow their online presence. A key mechanism for increasing online presence for many institutions is using an OPM. The survey revealed that about one third of 1,460 nonprofit colleges with students taking classes exclusively online were utilizing an OPM partner (Paterson, 2019).

In general, *outsourcing* means utilizing an external resource to augment institutional performance. The literature on outsourcing has primarily focused on why institutions outsource. Some of the key reasons include increasing efficiency, reducing costs, enhancing service offerings, and supplementing expertise that is not located within the institution (Bartem & Manning, 2001; Glickman et al., 2007; Lambert, 2014; Schibik & Harrington, 2004; Yoon & Im, 2001). Several authors have stressed the benefits of outsourcing and strategies to successfully utilize outsourcing services (Adams et al., 2004; Bartem & Manning, 2001; King & Malhotra, 2000, Palm, 2001; Quigley & Pereira, 2011; Schibik & Harrington, 2004).

There is a need for more research related to organizational satisfaction with outsourcing relationships. Wekullo (2017) highlighted a lack of significant research into the efficacy of outsourcing in higher education. According to Wekullo the research is often deficient because

the factors related to institutional satisfaction are often varied, as are the methods that institutions use to engage an outsourcing partner.

As Morgan et al. (2005) and Razavi et al. (2012) highlighted, customer satisfaction should be the organization's ultimate goal. Furthermore, as Bhattacharjee (2001) stated, customer satisfaction is the crucial measurement of success for customer-focused outsourcing organizations. According to Yoon and Im (2008), customer satisfaction is critical to helping develop and measure the quality of service being provided by an outsourcing agency. Furthermore, working to ensure satisfaction allows the outsourcing agency to minimize complaints and dissatisfaction. As a few scholars have discussed (Bhattacharjee, 2001; Oliver, 1980), reducing complaints and maintaining satisfaction increases the likelihood that a product or service will continued to be used.

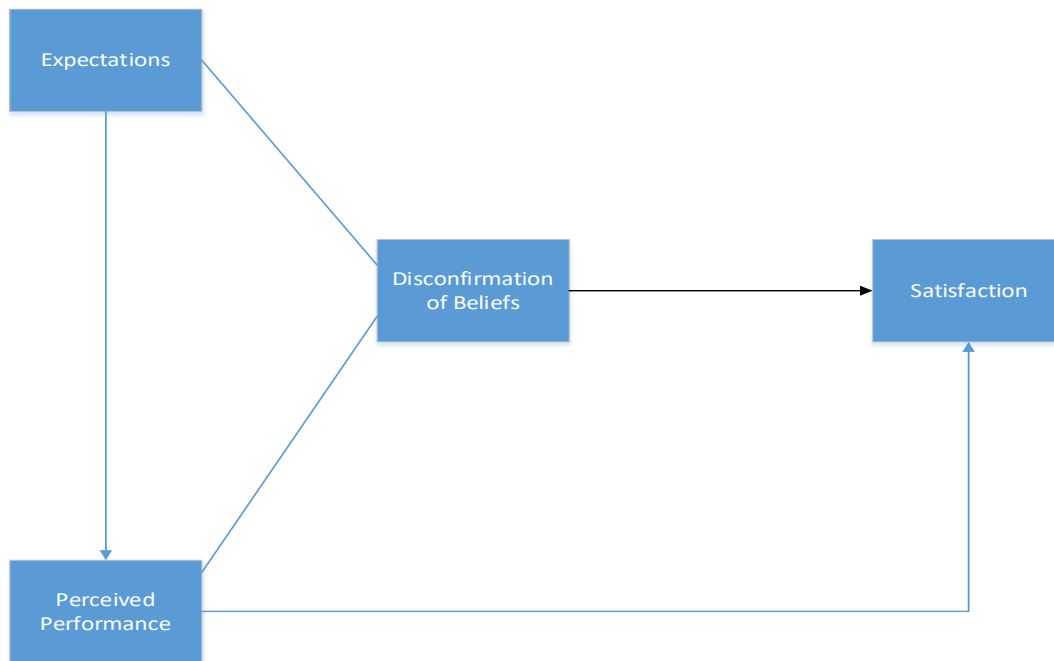
Aligned with satisfaction are the concepts of service quality (Chang & Wang, 2011; Saha & Theingi, 2009) and customer perceived value (Manoj, & Sunil, 2011; Lai et al., 2009). Both concepts have significant effects on customer satisfaction. Furthermore, satisfaction within an institution may vary depending on its population. As Abidin (2015) highlighted, populations may experience satisfaction with a product or service differently, depending on their perspective. The ability to measure satisfaction is one of the key components of any type of outsourcing relationship, including OPM relationships.

Theoretical Background

This study contributes to scholarly research on the OPM industry's involvement in higher education. It uses a correlational research design and validated instruments drawn from existing research. Several theories provide the framework for this study. As Bhattacharjee (2001) indicated, some theories have established factors involved with individuals deciding on a product

or service. Theories devoted to consumer selection or adoption include the theory of reasoned action (TRA; Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975), which describes and predicts human actions; the theory of planned behavior, which is an outgrowth of TRA (Ajzen, 1985, 1991); innovation diffusion theory (Rogers, 1962, 1995); and the technology adoption model (TAM), which is another outgrowth of TRA. The TAM construct predicts technology adoption by evaluating specific elements of technology usage, perceived usefulness, and ease of use (Davis, 1985). While many of these models have proven helpful in predicting continued usage, expectation confirmation theory focuses on continued satisfaction. As Bhattacharjee (2001) stated, while the selection process of a system is important, the continuation of any technology or system is the sign of a successful implementation.

ECT, formulated by Oliver (1977, 1980), provides a framework that compares a customer's expectation before usage or purchase with perceptions after usage or purchase and the degree to which the product or service has met the expectation. This perception defines the satisfaction level. The construct of ECT includes expectations, perceived performance, disconfirmation of beliefs, and satisfaction.

Figure 3*Expectation Confirmation Theory*

In simple terms, a consumer or user comes to a purchase or adoption of a good or service with a set level of expectations. Those expectations directly influence their perception of the performance of the good or service and the users' realization of how well their expectations were met (Oliver's disconfirmation of beliefs). In the Oliver model, if a user perceives the good or service as exceeding their expectations, a positive disconfirmation of belief occurs. If the good or service does not meet the initial expectations, a negative disconfirmation of belief happens.

Ultimately, the levels of expectation and perceived performance directly influence the disconfirmation of belief, which, in turn, directly impacts satisfaction. Perceived performance directly influences the disconfirmation of belief and directly impacts the ultimate satisfaction of the user or purchaser. The construct of the model, described in further detail below and shown in Figure 3, includes expectations, perceived performance, disconfirmation of beliefs, and satisfaction.

Expectations

In the construct, expectations occur before usage or purchase. This phase defines the level of satisfaction because satisfaction with the product or service will be measured by how well it meets the user's expectation (Churchill & Surprenant, 1982). Oliver described expectations as the sum of beliefs, which is the probability of the outcome occurring, and the evaluation of that outcome (Oliver, 1980). Oliver was referencing the fact that expectations are critical: The user sets a belief about a specific outcome and evaluates the achievement of that outcome. Katona (1964) stated that *expectations* are a "subclass of attitudes that point to the future" (p. 34) and therefore may also serve as a predictor of outcomes. Expectations in ECT have a direct impact on perception, and thus on the disconfirmation of beliefs, as well as an indirect influence on satisfaction.

Perceived Performance

Perceived performance is an individual's belief about how well the product or service fulfills their expectation. As well as being influenced by expectations, perceived performance impacts the disconfirmation of beliefs, which ultimately impacts satisfaction.

Disconfirmation of Beliefs

In ECT, the consumer of a product or service measures the perceived performance against their initial expectation to confirm their judgment. As Oliver stated, *disconfirmation* is "a mental comparison of an actual state of nature with its anticipated probability" (1981, p. 35). There are three potential outcomes. If the actual performance of the product or service fails to meet the expectation, negative disconfirmation occurs. When actual performance exceeds the expectation, positive disconfirmation occurs. When actual performance meets the expectation, simple confirmation occurs (Bhattacharjee & Premkumar, 2004; Oliver, 1980, 1981).

Satisfaction

Satisfaction is the degree to which an individual experiences their disconfirmed expectations with a product or service. As Oliver stated, *satisfaction* is “the summary psychological state resulting when the emotion surrounding disconfirmed expectations is coupled with the consumer's prior feelings about the consumption experience” (Oliver, 1980, p. 29). Additional scholarship has measured satisfaction by evaluating the comparison between perceptions and expectation (Kotler, 1994; Parasuraman et al., 1985). Spreng et al. (1996) defined satisfaction as the feelings that arise “when consumers compare their perceptions of the performance of the product or service to both their desires and expectations” (p. 15).

Bhattacharjee (2001) noted that satisfaction is an effect based on one’s confirmation level and the expectation on which that confirmation was based. Satisfaction has also been widely discussed as a construct that may have a broad interpretation. Spreng et al. (1996) divided satisfaction into the components of attribute satisfaction of the product or service, overall satisfaction, communication about the product, and total user experience.

Wolverton et al. (2020) indicated that while research into satisfaction generally agrees about its meaning, this debate is not resolved. Furthermore, the degree of satisfaction varies and is fleeting. As Oliver (1981) stated, “More-over, the surprise or excitement of this evaluation is thought to be of finite duration, so that satisfaction soon decays into one's overall attitude toward purchasing products” (p. 27).

These varied elements of satisfaction lead to a variety of interpretations of the term “satisfaction.” There are also differences in beliefs about how much satisfaction predicts continued usage. Bhattacharjee’s (2001) model of continued acceptance and usage past the

satisfaction stage includes a construct of continued usage. He argued that continued usage indicates some level of consumer satisfaction.

Bhattacharjee (2001) developed one of the earliest models of continued use of information services, the ECT. His work has served as the foundation for many additional academic studies related to information technology satisfaction and continuation (Bhattacharjee, 2001; Bhattacharjee & Lin, 2015; Bhattacharjee et al., 2008; Hong et al., 2006; Lin et al., 2005; Parthasarathy & Bhattacharjee, 1998; Wolverton et al., 2019). The Bhattacharjee model also provided a framework for studies outside the technology realm, including studies of consumer satisfaction in marketing and online education (Cadotte et al., 1987; Chou et al., 2010; H. W. Kim et al., 2007; M.-C. Lee, 2010; Oliver & Swan, 1989; Spreng et al., 1996; Wu et al., 2006).

The subjects selected for this literature review are concepts that are closely aligned with the OPM industry. These topics included a description of the environment in which higher education institutions exist (e.g., Christensen's disruptive innovation), the business of higher education, outsourcing, and the theoretical framework that grounds this study, ECT. Each of these subjects helped inform the research that will be discussed in the following chapters. These subjects in the literature review helped set the stage for the analysis performed after data collection.

Chapter 3: Methodology

Because there are many institutions with differing sizes, missions, and goals, a quantitative survey can provide the broadest view of satisfaction with the OPM industry across colleges and universities with different characteristics. This chapter will discuss, among other topics, the research questions, the steps taken to create the survey, the population surveyed, and the data analysis. Each of these topics helps to create the ultimate survey data, which can then be analyzed and measured to ultimately develop a greater understanding of OPM satisfaction by higher education institutions.

Survey Design

This quantitative research utilized expectation confirmation theory to offer general conclusions about satisfaction between higher education institutions and OPM partners. The survey included open-ended questions that allowed respondents to express how their satisfaction, or lack thereof, manifests itself. The open-ended questions provided rich detail about individuals' decision-making within the institutions and their thoughts about their OPM experience.

This study used validated instruments in a correlational design to determine the level of satisfaction based on several variables, including self-perceived knowledge of marketing and enrollment, available institutional resources for marketing and enrollment, and professional position (faculty, staff, senior administrator) within the institution. The OPM survey construct adapted van der Heijden's (2004) survey instrument based on the technology adoption model. This survey contained a twenty-two, 5-point Likert scale (1 = strongly agree, 5 = strongly disagree) questions. The structured questions for the survey, which were used for correlational analysis, maintained a 5-point Likert scale to ensure consistency in the data.

Questions were separated into three sections. The first section contained 13 questions and identified the demographics of the respondent and institution: the individual's position within the institution, institutional Carnegie Classification, the number of programs being supported by the OPM, institutional budget for marketing, and the self-perception of modern marketing and enrollment techniques. The second section contained eight questions that identified the individual's perception of how well the OPM performs. The third section contained four open-ended questions that gathered a more detailed description of the respondents' attitudes toward the OPM partners. These open-ended questions were designed to elicit a rich description of what the respondents felt the OPM does well and where their OPM provider may not address the respondent's opinions. There were also three questions related to COVID 19. These questions attempted to determine whether the institutional representatives felt that the pandemic had affected the institution's relationship with the OPM.

Research Question and Purpose Statement

This cross-sectional quantitative study aimed to determine the relationship between institutional satisfaction and a variety of variables. The research question is, is there a relationship between the variables of: (a) perceived knowledge of marketing and enrollment, (b) available institutional resources for marketing and enrollment, and (c) professional position within the institution (faculty, staff, or senior administrator).

Population and Sample

Because this research can affect every institutional type within higher education, the population sample drew responses from a broad spectrum of the Carnegie Classification. The responses included 2 and 4 year, public and private, research and teaching institutions. Carnegie

identifies varied types of higher education institutions within the United States (Indiana University Center for Postsecondary Research, 2018).

To increase survey participation, I used various solicitations, including direct requests to the largest OPMs in the country, direct contact with professional organizations, use of the Directory of Higher Education, and social media. The first request for participation was a communication that went directly to some of the largest OPMs in the United States. As mentioned in the Introduction, calls for transparency among OPMs have increased (Warren & Brown, 2020). I hoped that the timing of my request and the increasing pressure would lead to some cooperation from the OPMs and a willingness to participate in this research by forwarding the survey to their clients. In my communication to the OPMs, I emphasized 2U's call for increased transparency for the OPM industry. I identified the OPMs that I felt would be the most promising respondents using the Education Dive website (Feldstein, 2018). The Education Dive website contained a listing of all major OPMs in the country and the impact that they had on higher education. The OPMs that I chose were the larger OPMs in the country according to the site, and it was my hope that because they had a larger client base they might be willing to participate. I also had personal relationships with some of these companies and reached out directly to discuss my research goals and ask for help. I sent others an email requesting their cooperation by forwarding my request to their institutional clients. In addition to highlighting 2U's call for transparency, I emphasized that the survey would in no way identify the OPM, nor would there be any potential violation of trade secrets. Finally, I highlighted that this research might benefit OPMs (Fong & Caldwell, 2016). I emphasized that although there are increasing calls to scrutinize OPMs, and there are anecdotal stories of bad OPM actors, there is no evidence of widespread dissatisfaction with OPM partnerships. OPMs may use my findings to highlight

some level of institutional satisfaction throughout the country. This would obviously benefit the OPM sales process as they pursue new clients and quiet the calls for government intervention. I also emphasized that if the survey results showed low institutional satisfaction, OPMs would be free to ignore the study's results.

While several OPMs took an initial meeting to hear my proposal and consider sharing their institutional participants, little came of these efforts. Several went as far as requesting a copy of the survey to review; ultimately, no OPMs agreed to participate. Even with the calls for transparency, this was not surprising given the traditional reluctance of OPMs to share information.

The second channel to identify respondents was the Directory of Higher Education (Higher Education Publications, 2019). The institutions selected came from all regions of the country. Institutional types included:

- public 2-year institutions; n=63
- private 2-year institutions; n=10
- public 4-year institutions,
 - R1 n=31
 - teaching; and=52
- private 4-year institutions,
 - R1 and n=26
 - Teaching =156

While the Directory has over 90,000 contacts at most institutions in the United States, not all positions within an institution were relevant. Therefore, I narrowed the scope to key positions within the Carnegie institutions. The following positions were solicited for participation:

- chief executive officer (CEO),
- chief academic officer (CAO),
- chief financial officer (CFO),
- chief operating officer (COO),
- chief information officer (CIO),
- associate academic officer,
- director of educational media,
- chief public relations (PR) officer,
- associate PR/marketing/communications officer,
- dean of continuing education,
- chief of staff,
- dean of online learning/e-education,
- director of online elearning platform, and
- president chancellor emeritus

Finally, to obtain as many respondents as possible, I contacted organizations and individuals that I thought might help distribute the survey. Email solicitations were sent to several organizations, including the Online Learning Consortium (OLC), the American Association of University Professors (AAUP), and The University Professional and Continuing Education Association (UPCEA).

OLC is one of the leading online organizations in the United States and an active research group focusing on online issues. Through a colleague, I asked that OLC share the survey instrument with all members. OLC shared the link with their members, and furthermore, my colleague actively used her social media presence to promote the survey.

The AAUP is a faculty advocacy organization that has raised several concerns around online learning over the years. Their primary concern is academic quality through what they have deemed “the privatization of online higher education” (AAUPa, 2021). I sent an email to the organization asking them to share the survey with their members to allow them to give faculty a strong voice in this research. The AAUP chose not to participate in the study.

I also solicited assistance from several individuals with important contacts in online education. I asked them to share the link along with encouragement to participate. One request for support was an email to Phil Hill, one of the leading writers tracking developments in the business of online education in the United States (Hill, 2021). While Hill did not feel that he was the right person to participate, he forwarded my email to Joshua Kim, a regular contributor to Inside Higher Ed and one of their leading writers in online and technology education. Kim agreed to post a brief write-up about the research on his blog (J. Kim, 2020b)

The communication that went to all recipients discussed the need to understand higher education's relationship to OPMs better. The messages emphasized that no questions were directly related to the contractual nature of their OPM relationship and contained a call for participation by completing the survey.

Data Collection

Before any communications were sent, I obtained approval from the National Louis University Institutional Research Review Board (IRRB). The goal of the IRRB is to ensure the ethical treatment of human participants in research. This study did not pose any risk greater than experienced in everyday life. While the participants did not belong to a vulnerable population, identifying information for both individuals and institutions was not collected. Furthermore, the survey did not ask for any identifying information that would allow a reader to determine the

institution's name or the OPM. An amended IRRB approval was sought for Kim's Inside Higher Ed blog post to ensure appropriate protocols were followed in this research solicitation.

Anonymity Controls

Protecting contract confidentiality was a significant challenge to obtaining survey responses. As part of the contractual process, private institutions may have to sign a nondisclosure agreement (NDA). The NDA means that the institutions cannot share items such as length of the contract, revenue share, and in some cases, even the name of the OPM. Public institutions are subject to a public records request, so contracts of this nature typically cannot remain private.

For this survey, however, private and public institutions were treated as subjected to an NDA to ensure all respondents' anonymity. The construction of the study considered this limitation. The survey only reviewed institutional satisfaction; therefore, the focus of the research was on the institution, not the OPM. The survey contained no requirement for any respondent to identify the institution's OPM. The survey also did not ask about performance metrics around the OPM nor any contractual items. This meant that completing the survey should not violate any of the NDAs. As an added measure to avoid revealing confidential information, all communications and the survey instrument strongly emphasized that respondents must not identify their OPM partner or their institution's name.

Survey Methodology

The purpose of the quantitative portion of the study was to first determine whether there was a correlation between various factors and satisfaction with an OPM partnership. Factors that may influence satisfaction include knowledge of and an ability to execute modern marketing and enrollment techniques, available institutional resources for marketing and enrollment, and an

individual's position within the institution. I also set out to determine if there was any predictive relationship between these variables. The survey instrument was distributed via the Qualtrics survey system. This system allowed for survey creation, distribution, and collection.

Research Questions

Research Question 1: Is there a correlation between satisfaction levels with OPM partnerships and the individual's self-perception of the institution's strength in executing marketing and enrollment best practices?

Research Question 2: Do available institutional resources impact the level of satisfaction with an OPM partnership?

Research Question 3: Is OPM satisfaction related to position within the institution?

Dependent variable: college/university satisfaction with an online program management provider and institutional willingness to continue an OPM partnership. Satisfaction was divided into response options of very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied.

Independent Variable 1 (ordinal): institutional knowledge of modern marketing and enrollment practices.

Independent Variable 2 (nominal): position within the organization (faculty, staff, or senior administrator).

Independent Variable 3 (ordinal): number of programs being serviced by the OPM partner.

Independent Variable 4 (nominal): OPM partnership type (revenue share or fee-for-service).

Validity and Reliability

After the data were collected, they were measured for validity and reliability. While both concepts are important, there is no individual test for validity and reliability (Price et al., 2015). Creswell (2014) stated that reliability is the consistency of the survey instrument. This survey instrument was based upon the van der Heijden construct. The original instrument and multiple adaptations have been found to have strong internal consistency (i.e. Cronbach's alpha) reliability (Creswell, 2014; Gay et al., 2012). The survey (included in Appendix A) went through expert review by the dissertation committee to ensure the fidelity of this adaptation to van der Heijden's instrument.

Price et al. (2015) defined validity as the results from a survey instrument matching the variable they are measuring. When a test is considered valid, inferences based on the test scores are also regarded as valid (Pinellas School District, 2019). According to Creswell, several quantitative factors signify validity, including the three prime categories of *content*, the measure of the instrument represents all facets of a construct; *construct*, the test measures what it claims to measure; and *criterion*, how well one measure predicts another measure (Creswell, 2014). Tests for validity will be described in detail in later sections.

Respondents

The final list of institutional leaders from the Directory of Higher Education netted 10,320 potential records. For the first solicitation on November 18, 2020, 10,285 emails were sent; 35 bounced back as invalid. Reminder emails were sent on December 3, December 16, and January 5. The emails encouraged anyone receiving them to forward the message to any interested party at the institution who was involved with the OPM partnership or who had an opinion about the institution's OPM. The survey solicitations that used email links from the

Directory of Higher Education netted 839 respondents who started the survey. The various other avenues of solicitation resulted in 75 respondents starting the survey, netting a total sample of $N = 914$ respondents.

Data Cleaning

The Qualtrics survey closed on January 24, 2021. The survey data were then downloaded from the system. Two data extracts were downloaded in Microsoft Excel CSV format. The first data extract, from the Directory of Higher Education survey invitation, had 839 responses. The second data extract was from the solicitations for participation, including Kim's *Inside Higher Ed* request; it had 75 responses. Because the survey was designed to be anonymous, it is possible that there were some duplicate responses from individuals, but the risk is small. The Directory of Higher Education invitation settings prevented sharing; therefore, all 839 respondents from that source were unique. The open-ended request for participation, which resulted in 75 responses, was a sharable link and could have duplicates. However, these 75 responses came in slowly after the solicitations for participation, and there is no pattern in these responses that indicates they came from a single source. Furthermore, the target audience was very different from that of the Directory of Higher Education; therefore, it is highly unlikely that any individual completed this survey more than once.

The data from each CSV were combined into one document and were cleaned using Excel to remove the responses that only read the informed consent and did not complete the survey. This brought the total number of responses in the directory data extract down to 345. There were also five complete responses for which the respondents said in the open-ended questions at the end of the survey that they did not use an OPM. These were also removed from the data extract. Because of concern with NDAs, the survey was built to allow respondents to

skip questions they worried might violate their NDA. Therefore, some questions in the survey had fewer than the possible 340 respondents. In reporting the data, all survey results contain the n , so the reader is aware of the total who responded to that item.

The combined spreadsheet was then uploaded into R Studio to finish cleaning the data and for statistical analysis. R is an open-source statistical package that uses object-oriented programming to provide statistical analysis and graphical representations of data (The R Foundation, n.d.).

First, the extraneous data produced by Qualtrics that did not provide meaningful insight (such as unique record identifier, time to complete the survey, and date of response) were removed from the dataset. The next step was to convert text responses (such as fee-for-service versus revenue share, position within the institution, and institutional marketing data) into numeric values in R Studio to allow analysis and classification of data. The data were then converted into objects to enable grouping into datasets and comparison of predictor and outcome variables.

Within the R environment, assigning content or values to objects can be required to execute specific commands or forms of analysis (The R Foundation, n.d.). Object creation included individual and institutional characteristics (such as knowledge of marketing, institutional resources, and position within the institution) as independent variables and the dependent variable of satisfaction as an overall outcome variable. There were also objects grouped as independent variables and a dependent outcome variable related to satisfaction.

Quantitative Data Analysis

Quantitative data analyses for this work were divided into four areas. The first area contained descriptive statistics of the dataset. Second, correlation tests were run to identify

potential relationships between variables. Third, after performing assumption checks for correlated relationships between predictor variables such as marketing and enrollment knowledge and position with the institution, regressions were run with satisfaction as the outcome variable. Finally, additional analyses were performed to determine other object and variable relationships.

Descriptive Statistics

Before the primary correlation and regression analyses were conducted, descriptive statistics were analyzed to glean a high-level understanding of particular data objects. Frequencies were run on the demographic data to obtain the median scores for the sample. Descriptive statistics were analyzed to determine any characteristics with significance. Exploration of respondent demographics is shown in Table 4 in Chapter 4. In addition, descriptive statistics were used to measure the independent variables and the dependent variable of satisfaction.

Variable Groupings

Independent Variable Grouping

Groupings of independent and dependent variables were created to help answer the research questions. The independent variables of an individual's assessment of their institution's ability to market and enroll were combined into a single variable, MaEnr, and then measured against satisfaction. The combined questions were:

Question 14: How well does your institution market its non-OPM programs?

Question 15: How good is your institutional enrollment process for its non-OPM programs?

The senior leaders who responded to the survey held different positions. While other respondents were pregrouped by category, such as administrative or academic staff, the C-Suite was not. In order to analyze the data, the positions were combined and given the variable designation C-Suite. C-Suite resulted from the grouping of the following positions:

- CEO/president,
- CAO/provost,
- CFO,
- COO,
- CIO,
- chief PR officer,
- chief of staff,
- president chancellor emeritus,
- chief enrollment officer,
- chief marketing officer, and
- chief enrollment and marketing officer

Dependent Variable Grouping

In order to determine satisfaction, several questions were grouped to create a satisfaction variable called OPMSat. Three questions comprised OPMSat: perceived value, alignment with users' expectations at the onset of the OPM agreement, and overall satisfaction. The three grouped questions from the survey were:

Question 18: Do you feel that you are getting a high value (return on investment) in the partnership?

Question 20: Please rate this statement “My OPM is working as I expected when the agreement started.”

Question 21: Overall, how would you rate your satisfaction with the OPM arrangement at your institution?

The first step in the analysis process was to review the data. I began by reviewing the descriptive statistics to understand the scope of respondents in the data. In order to ensure that the grouping of variables was appropriate, I ran Cronbach’s alpha, which measures the close relation of individual items within a group, thus ensuring that the grouped variable is suitable for analysis. (University of California–Los Angeles Institute for Digital Research and Education, 2021).

A high alpha value validates instrument reliability. When interpreting Cronbach’s alpha, 0.70 is adequate, 0.71-0.80 is acceptable, 0.81-0.90 is good, and any value above 0.90 is excellent in terms of reliability (Field et al., 2012; Glen, 2014). One variable grouping that was used in the analysis were the independent variables from questions 14 and 15 related to marketing and enrollment (MaEnr); these had an acceptable Cronbach’s alpha of 0.77. The dependent variables that comprise OPM satisfaction (OPMSat) come from combining the results from questions 18, 20, and 21; these had an excellent Cronbach’s alpha of 0.90. The test revealed that the items being measured had reliability and thus were suitable for further analysis.

Test for Normality

Normality in data distribution is an assumption of regression as well as a determination of the data being parametric (Field et al., 2012, Kim, 2015). The Shapiro-Wilk test was used to determine the normality of the data distribution. Normally distributed data has 95% of the values within two standard deviations of the mean of the entire dataset (Field et al., 2012). The data were revealed to be not normally distributed and thus were nonparametric in nature.

Nonparametric data does not make an assumption of the distribution of a population, and does not have fixed parameters for the data. (Campbell, 2013)

Q3 Normality Tests

Examining the linear model for Q3~OPMsat in Figure 4 the red line represents an ideal, normal distribution and the black line represents the relationship between the data points (or residuals). A normality test measures the difference between the observed or modeled values and the points where proportions of data naturally group. These natural groupings are known as quantiles. The data do not appear to have a normal distribution. The residuals deviate from the diagonal line in both upper and lower tails of the data. This means that the upper and lower quantiles have data with larger values. These larger values indicate further spread from the normal distribution. Further analysis using a histogram plot of the Q3 data, shown in Figure 5, clearly reveals that the data are not normally distributed.

Figure 4

Q3~OPMsat Data Distribution

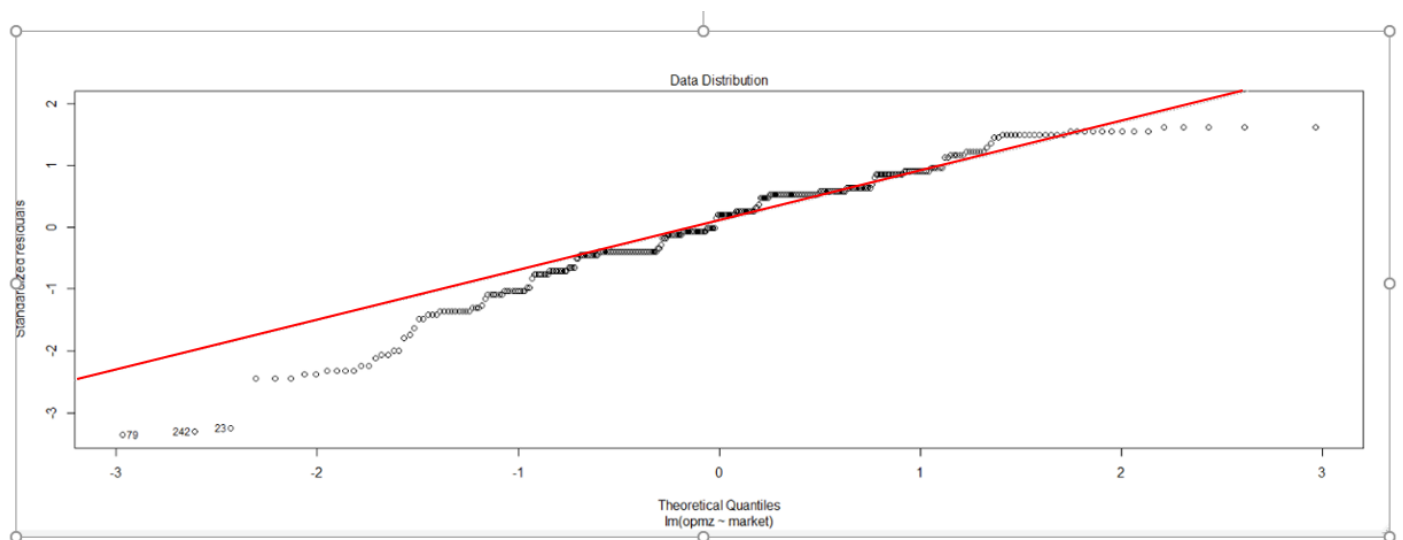
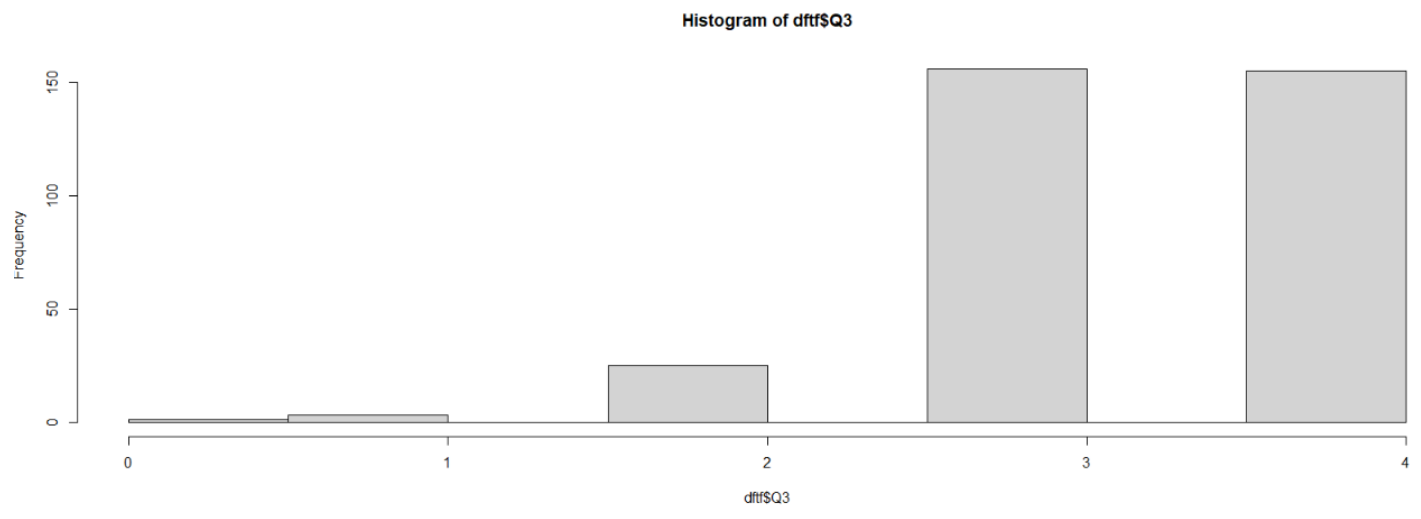


Figure 5

Q3~OPMsat Histogram



Q6 Normality Tests

The results of the tests for normality for *Q6~OPMsat* are similar to *Q3~OPMsat*, with the main violation of normality being the data distribution, as shown in Figure 6. The histogram of the Q6 data, shown in Figure 7, confirms the data are not normally distributed.

Figure 6

Q6~OPMsat Data Distribution

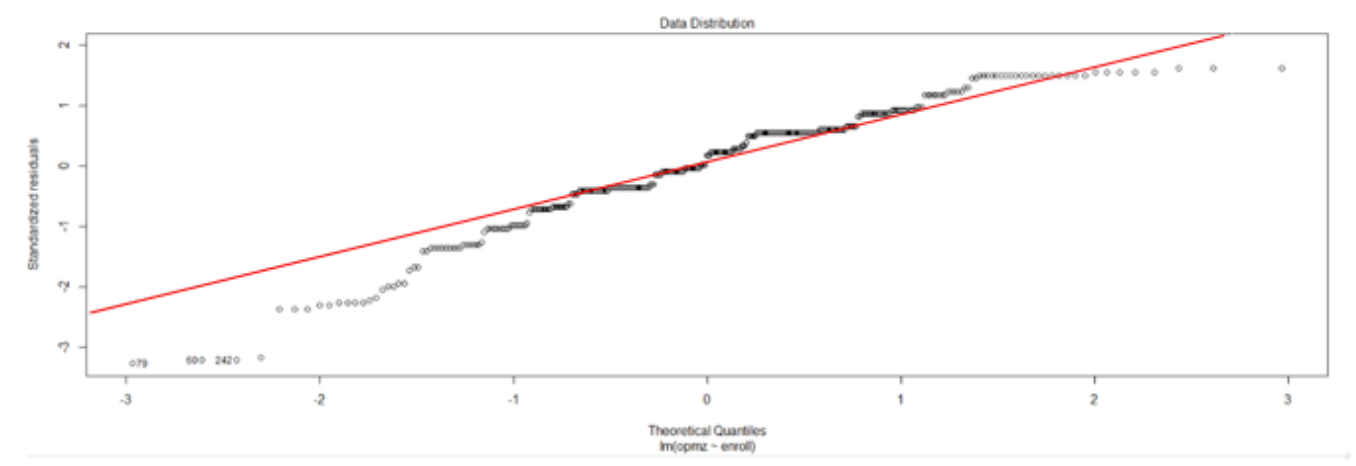
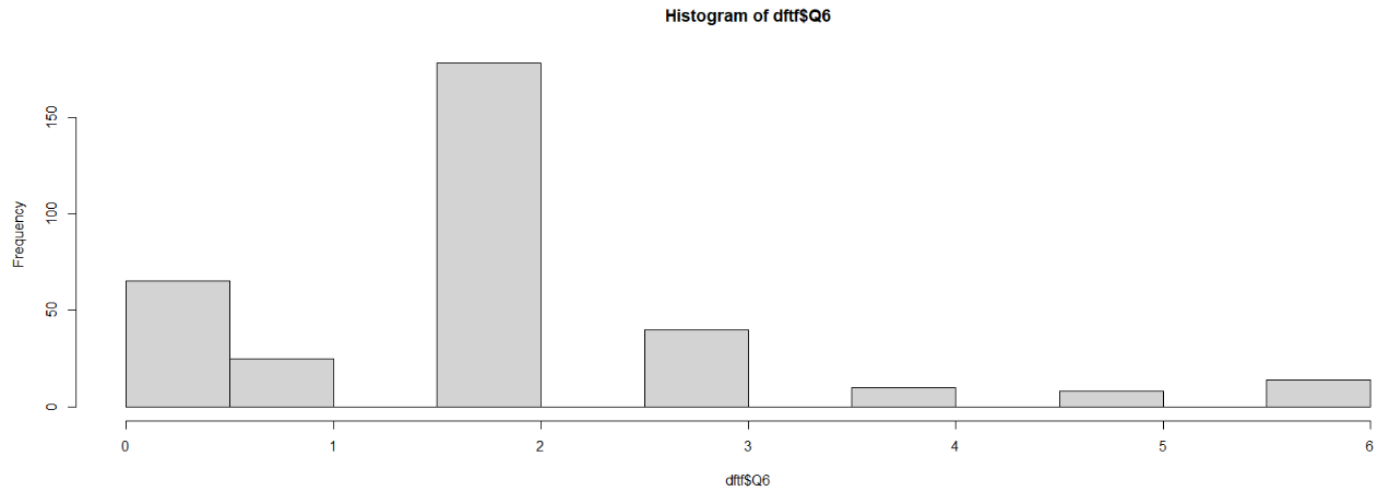


Figure 7*Q6~OPMsat Histogram**Q14 and Q15 Normality Tests*

Normality across the test for Q1415~OPMsat have spread at the extremes. As shown in Figure 8, the data spread for Q1415~OPMSat is not as great as in the previous relationships. While a bit more bell-shaped than the other data sets, the histogram from Q1415 (shown in Figure 9) is negatively skewed to the left, indicating the mean (6.74) is less than or to the left of the median (7). Normally distributed data have the same mean and median (Field et al., 2012).

Figure 8

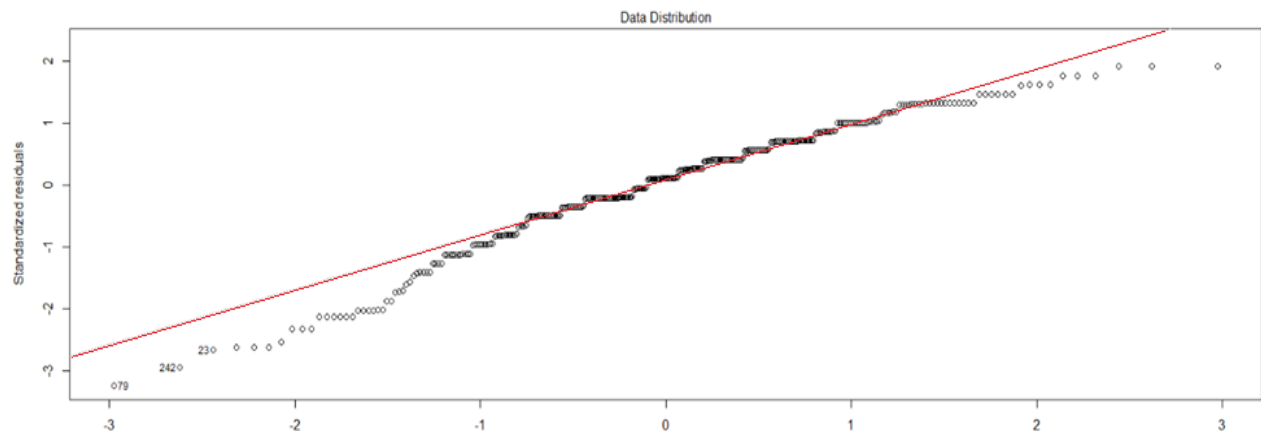
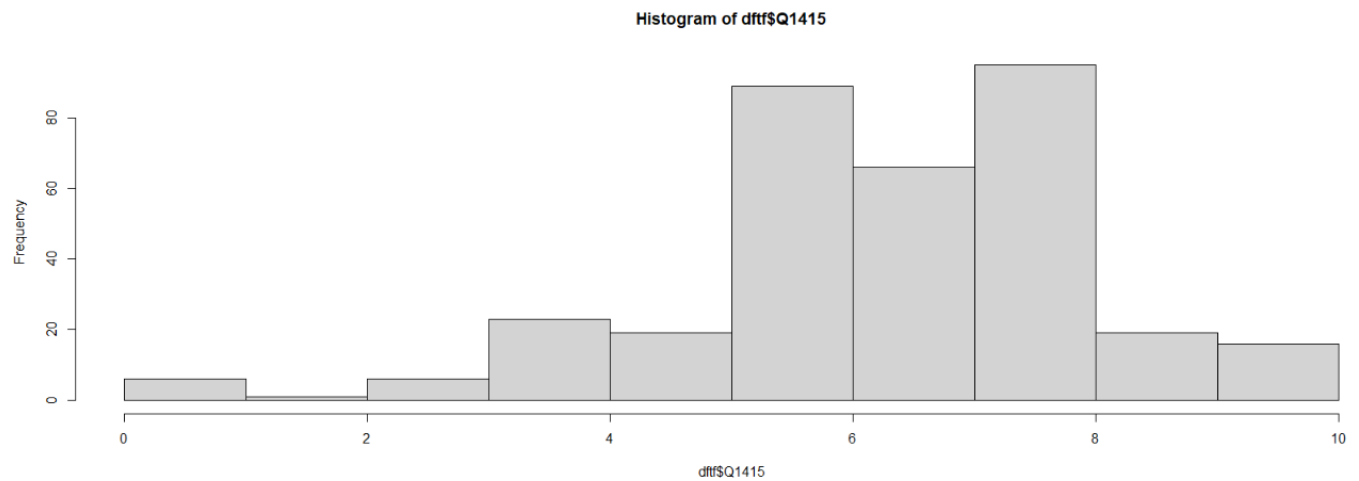
Q1415~OPMsat Data Distribution

Figure 9

Q1415~OPMsat Histogram



Correlations

Correlations indicate a relationship between variables and the strength and direction of the relationship, expressed as whether the variables positively or negatively correlate (Field et al., 2012). The survey results were studied to determine whether correlations existed between independent institutional variables related to the OPM relationship and the dependent variable of satisfaction.

With multiple correlation techniques available, Kendall's tau was best suited for this study because the data were nonparametric (Field et al., 2012). Kendall's tau measures the strength of the correlation. A value of +1 indicates that the variables are moving in precisely the same direction and thus are positively correlated. A value of -1 indicates that the variables are moving in precisely the opposite direction and thus are negatively correlated. A value of 0 indicates no correlation. A correlation coefficient between .10 and .29 indicates a small dependence or association between the variables, a correlation coefficient between .30 and .49 indicates moderate dependence or association, and a tau of .5 or higher indicates strong

dependence or association (Brossart & Armstrong, 2018; Field et al., 2012; Statistics Solutions, 2019a).

Nonparametric Linear Regression.

Where correlations exist, so does the possibility of regression. Regressions establish whether one can predict the relationship between the independent (predictor) and dependent (outcome) variables. Although linear regressions are used as predictors, they function like correlations in that they measure the relationship between independent and dependent variables (Field et al., 2012). Simple linear regression is a commonly used type of predictive analysis:

The overall idea of regression is to examine two things: (1) does a set of predictor variables do a good job in predicting an outcome (dependent) variable? (2) Which variables in particular are significant predictors of the outcome variable, and in what way do they—indicated by the magnitude and sign of the beta estimates—impact the outcome variable? (Statistics Solutions, 2021).

As Marques de Sá stated, “the possibility of predicting the value of a dependent random variable based on the values of other independent variables, establishing a functional relation of a statistical nature” (2003, p. 237). A formula for linear regression might appear as:

$$Y_i = m_i \times X_i + b = e_i, i = 1 \text{ to } n,$$

X_i is the independent variable (also known as the predictor variable),

Y_i is the dependent variable (also known as the predicted or response variable),

e_i is the residual error or uncertainty in the predicted Y value for each data point,

m is the estimated slope,

b is the estimated intercept, and

n is the number of XY data points in the sample.

Because each research question inquires into correlations between the independent and dependent variables, I was able to run regressions to see whether the set of independent variables could serve as predictor variables of the dependent variable's outcome.

The data were nonparametric, so I selected the most appropriate analysis, which was the Siegel repeated median variation of the Kendall-Theil Sen (Thiel Sen) approach (Mangiafico, 2016). Other regression methods (such as ordinary least squares) are more appropriate for parametric data. Thiel Sen was the appropriate analysis in this case because this method ignores outliers in the dataset that would lead to bias in the regression (Wicklin, 2019). Siegel provided the most robust analysis because the breakdown of the repeated median approach occurs at 50%, which means that nearly half the data points in a model using the Siegel method can be outliers before it becomes meaningless (meaning, essentially, that the model is an arbitrary prediction). Siegel uses one predictor and one outcome variable to compute all lines between each pair of predictor and outcome points and uses the median of the slopes of the lines to determine the fit by producing a slope and intercept for the regression line and a p value for the slope.

To measure significance, the Siegel method uses the mean absolute deviation (MAD). MAD measures how spread out a dataset is. MAD is the average of the distance between each predictor variable. The size of the MAD value determines the significance of the regression. Small MAD values indicate a closer alignment. Large MAD values indicate more variability and data spread, indicating less predictability in the regression (Field et al., 2012; Mangiafico, 2016).

Qualitative Analysis

While the quantitative data in the survey allowed a statistical look at satisfaction with the OPM industry, the survey also contained open-ended questions. These allowed the respondents

to share specific observations and detailed thoughts about their OPM provider. The survey questions were:

- Please share what you feel the OPM does well.
- Please share what you feel the OPM does poorly.
- Please list any other thoughts you feel would benefit this study related to your OPM partnership.
- Please describe how the recent Covid-19 Pandemic has altered (if in any way) your OPM relationship.

Because COVID-19 has had a significant impact on higher education, including the relationship between OPMs and higher education, an open-ended question asked the respondents to highlight any ways they felt that COVID-19 altered their OPM relationship.

All the open-ended responses were collected and analyzed for themes that arose from the survey responses to provide rich detail on institutional satisfaction. First, I downloaded the data from the open-ended responses into Microsoft Excel format from the Qualtrics system. Next, I took all responses from Excel and uploaded them into the Atlas.Ti qualitative data system to begin analysis. As Creswell and Poth (2018) noted, qualitative analysis involves several distinct steps, including preparing and organizing the data, developing codes where there is commonality in the data, developing themes by grouping the codes in a meaningful way, and finally presenting the data in tables that represent the themes established from the data.

The research questions established four initial and distinct categories for the survey respondents: what was done well, what was done poorly, other comments, and comments related to COVID-19. First, I reviewed the comments to determine that the responses in each category were related to the question being asked and to get a sense of the data in the responses. Second, I

reviewed the data for common language related to each section, selected specific words and phrases, and grouped these words and phrases into common codes. For example, I highlighted words related to “process” in various responses related to different elements of the respondent’s relationship with the OPM. Thus, “process improvement” became a code, and it ultimately became one of the key themes that I determined fit the category “What the OPMs do well.” In each section, I created codes from the data and created a table reflecting the top themes for each of the open-ended response categories. Many answers contained multiple themes within a response; therefore, I assigned multiple codes within responses and assigned them to the appropriate groupings I created. The result of all the analysis of the data and coding assignment was a code forest of relevant qualitative responses. Table 3 provides an example of the data from the quote forest – Please see Appendix C for the complete code forest.

Table 3

Code Forest Excerpt

ID	Document	Codes	Code group	Quotation content	Codes	Reference	Modified by
2:1	comments_well	Services	Well	teaching and learning process from faculty has improved and participation increased.	Services	4 - 4	Michael Graham
2:2	comments_well	Process	Well	teaching and learning	Process	4 - 4	Michael Graham
2:3	comments_well	Services	Well	assist with instructional design	Services	8 - 8	Michael Graham
2:4	comments_well	Marketing	Well	marketing	Marketing	8 - 8	Michael Graham
2:5	comments_well	Process	Well	response to requests	Process	9 - 9	Michael Graham
2:6	comments_well	Process	Well	foundation for strategic change in enrollment processes	Process	10 - 10	Michael Graham
2:7	comments_well	Marketing	Well	marketing, reaching students	Marketing	11 - 11	Michael Graham

ID	Document	Codes	Code group	Quotation content	Codes	Reference	Modified by
2:8	comments_well	Process	Well	helping faculty keep up with student attendance	Process	13 - 13	Michael Graham

One theme I developed from the data was not directly related to the four categories I established with my initial survey questions but rather came out of the passion that the OPM topic elicited. There were several vitriolic responses in three of the four open-ended responses: what the OPM does well, what the OPM does poorly, and any additional thoughts. The language in each of these responses indicated an intense adverse opinion of the OPM industry in general as well as the specific OPM at an institution. Chapter 4 will discuss the results and themes that were identified for each of these categories from the responses.

Chapter 4: Findings

After the data were collected, analysis was performed to identify correlations among the data. After correlations were identified, regressions were performed to determine whether prediction was possible between independent (predictor) and dependent (outcome) variables. Then qualitative responses were analyzed to identify themes that came out of the data. Each of these tasks helped generate the meaning of the data that were collected.

This chapter begins by describing survey response demographics. Demographic data includes descriptions of individual professional and institutional characteristics. Individual characteristics include position within the institution, personal knowledge of marketing and enrollment, and the ability to influence the OPM process. Institutional characteristics include Carnegie classification, institutional revenue available for marketing and enrollment, number of OPM programs, and OPM contract type.

Demographic Data

The responses represent a broad range of individuals and institutions. They have different characteristics related to their OPM relationships, including length of contract and partnership type, with fee-for-service comprising 36.94% of responses and revenue share 39.64% (with 23.42% responding “I don’t know”). Individual characteristics of note include a significant number of responses from C-Suite leadership ($n = 155$, 45.59% of the responses) and mid-level institution members, which are categorized as administrative or academic leadership ($n = 156$, 45.8%). This group includes key decision makers and influencers in the institutional OPM process. Institutions using one to three programs and more than 10 programs had the highest response rate, with each category comprising 35.53% of the responses. Finally, the responses related to the number of years that the respondents had been in an OPM partnership had the

highest concentration at 1–3 years (46.79%), followed by 4–7 years (30.19%). Table 2 outlines all demographic characteristics of the respondents.

Table 4

Respondent Demographics

Question	Answer	Count	Percent
Please list your institution type by Carnegie Classification. (<i>n</i> = 338)	Private 2-year institution	10	2.96%
	Private 4-year institution (research)	26	7.69%
	Private 4-year Institution (teaching)	156	46.15%
	Public 2-year institution	63	18.64%
	Public 4-year institution (research)	31	9.17%
	Public 4-year institution (teaching)	52	15.38%
What region of the country are you in? (<i>n</i> = 338)	International	11	3.25%
	Midwest	119	35.21%
	Northeast	70	20.71%
	Northwest	13	3.85%
	Southeast	74	21.89%
	Southwest	51	15.09%
Please list your position title within the institution. (<i>n</i> = 337)	C-Suite	155	45.59%
	Administrative/academic leadership	156	45.8%
	Faculty/staff	25	7.35%
	Student	3	0.88%
Are you responsible for the OPM partnership at the institution or are you a significant influencer in the OPM partnership? (<i>n</i> = 337)	"No" I have no role in the OPM process	72	21.36%
	"Yes" I am an influencer	182	54.01%
	"Yes" I am responsible	83	24.63%
What are the number of academic programs in your OPM agreement? (<i>n</i> = 273)	1-3	97	35.53%
	4-6	42	15.38%
	7-10	37	13.55%
	More than 10	97	35.53%
What is the institutional budget for marketing? (<i>n</i> = 275)	I don't know	25	9.09%
	Less than \$1,000,000 annually	178	64.73%
	\$1,000,001–\$3,000,000 annually	40	14.55%
	\$3,000,001–\$5,000,000 annually	10	3.64%
	\$5,000,001–\$10,000,000 annually	8	2.91%
	Greater than \$10,000,000 annually	14	5.09%
Is your institution's OPM contract a revenue share or a fee-for-service model? (<i>n</i> = 333)	Fee-for-service	123	36.94%
	Revenue share	132	39.64%
	I don't know	78	23.42%
How long has your institution had an OPM partnership? (<i>n</i> = 265)	1-3 years	124	46.79%
	4-7 years	80	30.19%
	More than 7 years	61	23.02%

Note. Counts and percent of responses for services provided by OPMs (*N* = 340)

Research Questions

Three research questions established before the survey dissemination were designed to determine whether there were correlations between the independent variables of individual and institutional characteristics and the dependent variable of satisfaction. These were:

- Is there a correlation between satisfaction levels with OPM partnerships and the individual's self-perception of the institution's strength in executing marketing and enrollment best practices?
- Do available institutional resources impact the level of satisfaction with an OPM partnership?
- Is OPM satisfaction related to position within the institution?

Research Question 1

The first research question was: Is there a correlation between satisfaction levels with OPM partnerships and the individual's self-perception of the institution's strength in executing marketing and enrollment best practices?

H₀: There is no correlation between institutional knowledge of marketing and enrollment and OPM satisfaction level.

H₁: There is a correlation between institutional knowledge of marketing and enrollment and OPM satisfaction level.

Table 5 indicates satisfaction related to an individual's assessment of their institution's ability to market and enroll students in its non-OPM programs.

Table 5

Kendall's Tau Correlation Tests for Research Question Variables with OPMSat

	Variable	Correlation τ	p
Q14	Marketing	.109	.012*
Q15	Enrollment	.078	.072
Q14–15	MaEnr	.100	.015*

Note. OPMSat as outcome variable; $N = 340$; * Significance at $p < .05$

If Q14 (marketing) and Q15 (enrollment) are analyzed separately, the results are mixed for correlation with OPM Satisfaction (OPMSat). Question 14 indicates a weak positive correlation with the combined OPMSat satisfaction variable, but the correlation between Q15 (the institution's ability to enroll students) and OPMSat is not statistically significant. This means that if the variables are analyzed separately, the null hypothesis for Research Question 1 cannot be rejected.

However, when the independent variables of the individual's assessment of their institution's ability to market and enroll students in non-OPM programs (Q14 and Q15) are combined into a single variable (MaEnr), survey results indicate a weak but statistically significant positive correlation with the combined dependent satisfaction variable OPMSat. Thus, because the combined variables contain a statistically significant positive correlation, the null hypothesis should be rejected. This means that there is a small but statistically significant correlation between individuals who assess as high their institution's ability to market and enroll students and a greater level of satisfaction with the Online Program Manager (OPM) that they are using.

Research Question 2

The second research question was: Do available institutional resources impact the level of satisfaction with an OPM partnership?

H2₀: Available institutional marketing and enrollment resources do not influence the level of institutional satisfaction with an OPM partnership.

H2₁: Available institutional marketing and enrollment resources influence institutional satisfaction with an OPM partner such that individuals from institutions with greater resources will report greater satisfaction.

Kendall's tau correlation of Q6 (available institutional resources) and OPM satisfaction (OPMsat) was .146 ($N = 340$, $p < .001$). Survey results indicate a statistically significant positive correlation between the available institutional resources for marketing and enrollment and institutional satisfaction (OPMsat). While the correlation is relatively weak, because it exists, the null hypothesis is rejected. This means that satisfaction with an OPM is impacted to a small degree when an institution has greater marketing and enrollment resources.

Research Question #3

The third research question was: Is OPM satisfaction related to position within the institution?

H3₀: There is no correlation between OPM satisfaction and institutional position.

H3₁: There is a correlation between institutional position and OPM satisfaction.

Kendall's tau correlation of Q3 (institutional position) and OPM satisfaction (OPMsat) was .110 ($N = 340$, $p < .014$). Survey results indicate a statistically significant positive correlation between the individual's position within the institution and satisfaction with the OPM partner (OPMsat). While the correlation is relatively weak, because it exists, the null hypothesis is rejected. The result of this analysis show that institutional satisfaction is greater for individuals at higher levels of the institution (i.e. C-Suite), over those who are at lower levels such as administrative/academic leadership.

Regression Analysis for Satisfaction

Because the normality test revealed the data to be nonparametric, Siegel repeated median nonparametric regression was used to study the variables related to the research questions to determine whether the correlated results might be used as a predictor variable. The data used to determine the strength of the regression included:

- Mean (average of series) for OPMsat = 10.047
- Median (midpoint value in distribution of series) for OPMsat = 10
- Mode (most frequent value in series) for OPMsat = 12
- Maximum value for OPMsat = 15
- Minimum value for OPMsat = 0

The regression of the variables showed that Q6 (institutional resources) and the combined Marketing and Enrollment (MaEnr) predictor variable had strong predictive value. Of all variables in the regression, the pair that showed the highest significance as a predictor was Q6 (institutional resources) with the outcome satisfaction variable OPMsat. The resources~OPMsat regression showed the highest statistically significant positive relationship between resources and OPMsat ($MAD = 0.59, p < .001$). There was a residual error of 3.35 with 338 degrees of freedom. The intercept of the regression line, $\beta(0)$, was 9.33. This means that when overall resources are 0, the overall OPMsat would be 9.33. The slope of the regression line, $\beta(1)$, was 0.16, which represents the positive change in satisfaction per unit change for OPMsat.

Siegel nonparametric regression was also used to measure the combined marketing and enrollment predictor variable with OPM satisfaction (MaEnr~OPMsat) and institutional position with OPMsat (position~OPMsat). As shown in Table 6, MaEnr~OPMsat also showed strong

predictive value ($MAD = .74, p < .001, RSE 3.59, df(338), \beta(0) = 7.0, \beta(1) = 0.13$), while position~OPMsat had the lowest predictive value for the regression, with a $MAD = 2.22$.

Table 6

Regression Results for Predictor Variables with OPMsat Outcome Variable

Regressions	MAD	<i>p</i>	RSE	<i>df</i>	$\beta(0)$	$\beta(1)$
Q14–15 MaEnr~OPMsat	0.74	<.001	3.59	338	7.0	0.13
Q6 Resources~OPMsat	0.59	<.001	3.35	338	9.33	0.16
Q3 Position~OPMsat	2.22	<.001	3.37	338	7.00	0.21

Note. N = 340.

Additional Analysis

While the initial purpose of this dissertation was to answer the specific research questions, the survey yielded additional phenomena that should be highlighted. Themes include analyzing how survey results fit Oliver's expectation confirmation theory framework, discussing the COVID-19 responses, and reviewing the open-ended questions where respondents provided detailed responses to their perspectives on the partnerships. Each of these areas helps increase understanding of the OPM satisfaction phenomenon.

Expectation Confirmation Theory

By breaking the OPMsat dependent variable into individual components and using them for correlational analysis, this study provides a more direct view of the concept of satisfaction. In this analysis, Question 21 (Overall, how would you rate your satisfaction with the OPM arrangement at your institution?) served as the dependent variable. Questions 18 and 19 influenced the concept of satisfaction, as shown in Table 7. These components include a belief that the OPMs provide high value to the institution (Question 18) and that the institution tends to renew its OPM contract (Question 19). The correlations in Question 18 (.694) and Question 19 (.568) were among the highest in the survey.

Table 7*Kendall's Tau Correlation Tests for ECT with Q21 Dependent Variable*

Variable	Correlation τ	<i>P</i>
Q18	.694	<.001*
Q19	.568	<.001*
Q20	.746	<.001*

Note. Q21 as outcome variable; $N = 340$; * Significance at $p < .05$

Question 20 is a direct measurement of Oliver's theory and has the highest statistical correlation of all questions in the survey. Question 20 is directly drawn from Oliver's construct and asks whether the respondent believes that the OPM performs at a level that meets or exceeds the individual's expectation. When the OPM meets a respondent's expectations, there is a positive disconfirmation of beliefs, which directly impacts satisfaction in the Oliver model, as was shown in Figure 3. While expectations are not the only part of the construct (perceived performance also directly impacts satisfaction), meeting expectations is key to the entire concept of satisfaction. It influences both the disconfirmation of beliefs and the perceived performance.

Revenue Share Versus Fee-for-service

The OPM model has been evolving. The traditional OPM revenue-share model, in which OPMs provide specific services (such as marketing and enrollment) in exchange for a percentage of tuition revenue, is no longer the only OPM service model. Mainly driven by individuals such as John Katzman and OPMs such as Noodle Partners, the trend has been to move toward a fee-for-service model. As presented by its proponents and highlighted in many journals, the fee-for-service model purports to be more ethical and effective. They assert that fee-for-service should replace revenue share, which fee-for-service proponents present as an industry with frequent predatory practices. The proponents claim that fee-for-service has more benefits for the institution because the institution has greater control. Control of the OPM partnership may be

why it had a greater level of satisfaction in the comparison of the two models. However, while fee-for-service has a higher satisfaction level than revenue share, the satisfaction levels remain similar regardless of whether the institution is revenue share or fee-for-service. Table 8 shows the breakdown of respondent satisfaction with their OPM partners.

Table 8

OPM Satisfaction Concerning Revenue-share or Fee-for-service Models

Question	Revenue share mean	Fee-for-service mean
Do you feel that you are getting a high value (return on investment) in the partnership?	3.61	3.75
Please rate this statement “My OPM is working as I expected when the agreement started.”	3.41	3.82
Overall, how would you rate your satisfaction with the OPM arrangement at your institution?	3.31	3.77
Combined numerical responses of above questions (OPMsat variable)	10.33	11.34

Note. 5-point scale: 1 is extremely unsatisfied, and 5 is extremely satisfied. Revenue share $N =$

132. Fee-for-service $N = 123$

I ran a chi-squared analysis to determine whether there was any meaningful relationship between the values of the means in both models. All tests produced statistically significant p-values that were $< .001$. Given the degrees of freedom, each of these results supports rejecting a null hypothesis regarding a relationship between these variables. In other words, given the statistical significance and these test results, any relationship between these variables is likely to be by chance. Table 9 highlights the results of the Chi-Squared test:

Table 9*Chi-Squared Test*

Chi-Squared Test	χ^2	p	df
Q8 Revenue Share~Q18	76.309	<.001	4
Q8 Revenue Share~Q20	63	<.001	4
Q8 Revenue Share~Q21	60.382	<.001	3
Q8 Revenue Share~OPMsat	71.33	<.001	10
Q8 Fee-for-service~Q18	53.985	<.001	4
Q8 Fee-for-service~Q20	33.695	<.001	4
Q8 Fee-for-service~Q21	24.894	<.001	4
Q8 Fee-for-service~OPMsat	55.712	<.001	12

Open-ended Responses

While the quantitative data in the survey took a statistical look at satisfaction, the survey also included open-ended questions to allow respondents to share thoughts about their OPM provider. The qualitative prompts were:

- Please share what you feel the OPM does well.
- Please share what you feel the OPM does poorly.
- Please list any other thoughts you feel would benefit this study related to your OPM partnership.
- Please describe how the recent COVID-19 Pandemic has altered (if in any way) your OPM relationship.

I identified several themes from the responses to each question. These themes relate to the institutional evaluation of its OPM. Responses included why respondents were satisfied with the OPM, on what grounds the individuals found flaws with the OPM's performance, advice for institutions considering OPMs, and some thoughts about the OPM industry in general. The data fell into four code groups, which were coded "well," "poorly," "COVID," and "comments."

There are a number of categories that make up each code group. These categories show what themes I established as the most meaningful from the data. Table 10 highlights the code groupings for each of the open-ended questions.

Table 10

Code Groupings

Code	Code Group 1	Code Group 2	Code Group 3	Code Group 4
Advice	comments			
Decrease_reliance_on_OPM		COVID		
Doesn't deliver on promise			Poorly	
Experiences	comments			
High cost/cannibalization			Poorly	
Increase_online		COVID		
Increased reliance on OPM		COVID		
Marketing				well
No impact		COVID		
Philosophical	comments			
Poor marketing/enrollment			Poorly	
Poor service			Poorly	
Process				well
Services				well
Transparency			Poorly	

What the OPMs Do Well

Table 11 shows the themes that emerged from what the respondents felt OPMs did well.

Table 11

Themes Regarding What OPMs Did Well

Category	<i>n</i>
Marketing and enrollment	79
Services	53
Process change	46

Not surprisingly, the largest number of positive comments regarding what the OPMs were doing well for institutions came from the fact that they were providing effective marketing and enrollment services. As one respondent summed up the effectiveness of their OPM provider:

The OPM is adept at marketing, enrollment, instructional design, and student support or coaching. They are expert in areas we are not. Additionally, they are more easily able to scale up support in areas we are expert in but do not have the financial capability to grow quickly. The OPM does not interfere with academics, that is wholly controlled by the academic departments.

Because marketing and enrollment are still primary services for both the revenue-share and fee-for-service models, it is not a surprise that many respondents focused their positive comments on these services. The respondents who were satisfied with the performance indicated that the OPM was performing at a high level and fulfilling the expectation for enrollment growth.

While marketing and enrollment services represent a great deal of satisfaction, other services were also called out by respondents for positive consideration. Instructional design was frequently highlighted as a service that the OPMs do well. Instructional design was listed by 12.50% of all respondents as the primary service that they are engaging an OPM for, and is one of the only stand-alone services that respondents highlighted that does not include the primary OPM functions of marketing and enrollment. In addition to instructional design, respondents highlighted curriculum design, tech support, and relevant courses as items they assessed positively.

OPMs as Process Change Catalyst

A second category with a significant number of responses was related to process change. The process changes that come when engaging an OPM are often a byproduct of the OPM

partnerships. Generally, the OPM agreements are not signed to enhance internal capabilities or improve how an institution’s internal staff operates. As one respondent indicated, “It has challenged our processes to the point we have reconstructed for the betterment of the college especially as it relates to the processes in admissions, marketing and instructional design.” Engagement with the OPM generates this efficiency byproduct because the institution must respond to the OPM’s profit-driven approach. The institution must enhance its activities to deliver on the service-level agreements in the OPM contract to help with admissions decisions and financial aid.

What the OPMs Do Poorly

Table 12 shows the themes I constructed from what the respondents felt OPMs did poorly.

Table 12

Themes Regarding What OPMs Did Poorly

Category	<i>n</i>
Marketing and enrollment failure	51
Poor service performance	39
Transparency	26
Doesn’t deliver on promise	21
Cost/cannibalization	15

Not surprisingly, a vast number of complaints were related to the poor performance of the OPM. Specific dissatisfaction was associated with perceived poor performance in marketing and enrollment activities. As one respondent noted, “We are extremely disappointed with the amount of students they’ve been able to recruit. It is far below what we were led to believe prior to signing the contract.” An OPM’s failure to perform its primary function of increasing enrollment

significantly curtails the ability of an institution to be satisfied. No matter how many operational efficiencies may arrive as a byproduct of the partnership, a lack of enrollment success by the OPM leads to dissatisfaction by the higher education institution. Furthermore, this quote highlights Oliver's expectation confirmation theory. When an expectation of enrollment success is not met, institutional satisfaction disappears.

OPM Failures With Transparency

Another theme in some of the concerns shared in the open-ended questions related to transparency and the for-profit approach of some OPMs. As one respondent noted, OPMs are "heavy on for-profit mindset in the sales side of student recruitment conversations, sometimes in a way that feels at odds to what's best for the student, and a lack of transparency due to proprietary systems/processes." Additionally, in highlighting poor service performance, the respondents indicated a lack of understanding of higher education or an unwillingness to engage the academic sector as the OPM worked with the institution. This critique of the poor performance highlights this sentiment:

We could use more interaction with the academic side of the house. There is a misunderstanding that faculty don't want to play well with the OPM marketing and enrollment folks, that is not true. In my experience, the faculty would like to be more involved and included with the performance numbers (i.e., lead generation, audiences that are being targeted, etc.). In short, there is a poor relationship between the OPM folks and faculty. If the OPM has an advising model, there needs to be a stronger relationship between advising and the academics. Understanding the thin line between how students use their advisor first instead of going to their professor or faculty member for help, etc.

These themes around the for-profit mindset and the lack of understanding of academics and faculty are two reasons that mistrust of OPM providers continues.

Additional Commentary Related to the OPM Phenomenon

While there were not a large number of additional comments provided, there were some interesting responses in this category. The three primary themes in this category allowed the respondents to share information they felt was not covered by the quantitative questions or that did not fit into the questions about what the OPMs were doing well or poorly. These are shown in Table 13.

Table 13

Themes Regarding Additional Thoughts on the OPM Phenomenon

Category	<i>n</i>
Philosophical	21
Experiences	17
Advice	9

Several respondents felt the need to expand upon their philosophy about the OPM industry. As one respondent highlighted:

What an OPM is is becoming fuzzy. Is Coursera and edX and [sic] OPM? In some senses, they are acting like OPMs. They provide funding and marketing. They will even hook schools up with 3rd party instructional design players, and handle the payments. So I think that the idea of an OPM needs to be unpacked. And also it is important to distinguish between degree and non-degree online programs.

Other respondents wanted to share information about their own experiences with their OPM. Some highlighted positive experiences, some highlighted challenges, but in each case the

respondents were talking about how they dealt with the OPM on their own campus. One respondent shared this thought related to their OPM relationship: “We only considered fee-for-service arrangements with our current OPM because we did not want an ongoing relationship if the partnership was not working well.”

Finally, a few respondents took the time to provide advice in this section. The advice was presumably to other institutions who might use this research as part of their assessment process in OPM selection. Again, these responses were often from a point of view that seemed to come from experience. One respondent offered advice related to the measurement of an OPM’s efficiency when they wrote, “It is an expense so developing a process improvement plan to monitor success is essential.”

Passionate Responses to the OPM Industry

One of the most interesting survey results came from these open-ended questions. While the survey was not explicitly trying to capture emotion, some respondents chose to write detailed, often angry responses about either OPMs in general or the specific OPM provider with which their institution was working. The topic of OPMs brought out a level of passion that is not generally a part of academic research on a business-related subject. These responses were found in each open-ended response category (what OPMs do well, what OPMs do poorly, and any additional comments). The vitriol in some of the statements is perhaps best summed up in this submission from a respondent replying to what the OPMs do well: “Nothing, they are vultures, leeches, arrogant, uninformed parasites, who threaten to sue us over their ‘iron-clad’ contract when we even suggest any changes to the contract to make the program they market BETTER [sic].” Another respondent shared the low regard they had for their OPM provider:

Misrepresent the program, lie to students, talk students into enrollment with false promises, lie to university administration, continually throw faculty “under the bus.” Their work is poor quality, slow, wrong. We have “given” them all of their ideas for marketing our program—they have no ideas and do not even know what program they are marketing most of the time.

Concerns with for-profit motives included a perceived lack of understanding of academics and faculty. The OPMs’ unwillingness to submit to any type of scrutiny helped lead to these outbursts.

COVID-19

While the COVID-19 pandemic has altered life for most, if not all, people, higher education also experienced significant change. One goal of this research was to review whether there was a substantial impact on higher education because of the COVID-19 pandemic. Table 14 shows themes that emerged from responses to the open-ended questions asked of institutional leaders related to their COVID-19 experience.

Table 14

Themes Related to COVID-19 Experiences

Question	Agree	Disagree	Unknown
COVID-19 has increased my dependence upon my institution’s OPM (<i>n</i> = 326)	128	135	63
COVID-19 has led the institution to increase the number of programs supported by the OPM (<i>n</i> = 328)	109	165	54
COVID-19 has increased my satisfaction with my institution’s OPM (<i>n</i> = 326)	80	159	87

The survey also asked: “Please describe how the recent COVID-19 pandemic has altered (if in any way) your OPM relationship.” While there were fewer responses ($n = 136$) to this question than to the OPM performance-related question, and within that group were several one-word responses such as “none” or “N/A,” a few themes emerged as shown in Table 15.

Table 15

Themes Regarding COVID-19

Category	<i>n</i>
No impact	35
Increased reliance on OPM	25
Increase online presence	17
Decrease reliance on OPM	9

Survey Responses Indicating COVID-19 Increased OPM Reliance

The individuals who responded that they were more satisfied or reliant on their OPM primarily indicated operational or economic reasons. Many individuals stated that they had become more tightly aligned with their OPM’s operation. One said, “COVID-19 has drained excess cash that could have been used for additional marketing. So the OPM decision was made perhaps easier based on the financial situation of the school.” Another said, “COVID-19 has not altered our OPM relationship, but it has illustrated how important that relationship has been in keeping us financially solvent through the crisis.” A third said, “It was more important than ever that we have enrollments for fall. We made some significant changes in...a couple of programs and our enrollment skyrocketed. Thank goodness.” Economic reasons included the ability to use the OPM’s marketing dollars during a time when institutional budgets were shrinking and that the institution could more rapidly launch and market programs with the help of the OPM.

Survey Responses Indicating COVID-19 Did Not Change OPM Reliance

Individuals who responded that COVID-19 did not improve dependence or satisfaction with their OPM did not generally provide comments. The few who responded did not indicate an increase in satisfaction or dependence. Instead, they reflected on the impact of the pandemic on their institutions. One said, “The pandemic has resulted in a heightened interest in managing expenses. A revenue share agreement becomes less attractive, even if it means giving up access to additional marketing funds.” Another said, “The pandemic has suppressed the university's interest in new OPM agreements and forced our focus on the core business of residential students.” This critique is one of the common criticisms of the OPM revenue share model: the overall cost. Because OPM revenue share is often 50% of the tuition revenue, when students are not enrolling and the future is uncertain, it is understandable an OPM contract may be less appealing.

COVID-19's Potential to Alter Online Education Permanently

Perhaps the most interesting reflection on the OPM–COVID-19 phenomenon is identifying some of the operational realities of online education. Many institutions with no intention of providing online programs were forced to offer these experiences to keep students enrolled in their institutions. Furthermore, institutions that offer online programs may be increasing their investment out of concern about what may become a more competitive landscape. A vice provost at a public 4-year research institution in the Northeast said:

COVID-19 prompted our university president to invest considerable resources in the online learning infrastructure at my university. This has been the silver lining of the pandemic. I now have instructional designers to work on our online degrees instead of depending on the OPM. As a result, I renegotiated our agreement with the OPM to

decrease our revenue share. I now have the beginnings of an online student service team and an automated marketing team, though more work and funding will be needed to build this out. So, COVID made my senior leadership wake up to the necessity of investing in online learning in order to survive financially. That investment will decrease our dependence on our OPMs and allow us to grow our online programming at the undergraduate and graduate levels.

An administrative leader at another public 4-year research institution in the Northeast said:

COVID-19 has done two things relevant to OPM relationships: 1) The institutional financial situation has become challenged, and therefore the push to develop new revenues through online learning has increased, and 2) The general comfort level with online learning has increased, as faculty and leadership have seen that it can work.

These statements reflect the realization that, in some cases, the online environment can provide an excellent educational experience for students. This realization may change operations for institutions as they enter the postpandemic world.

Email Communications to the Survey

In addition to the formal responses that were completed via the survey, 173 individuals responded directly to the michael.graham@nl.edu email address to explain why they were not completing the study. The fact that so many individuals took the time to respond to a doctoral student's survey reinforces significant interest in OPMs. The most common themes in these responses were:

- we do things internally ($n = 17$),
- we do not use an OPM ($n = 51$),
- lack of online and no desire to develop online ($n = 11$),

- do not want to participate ($n = 33$), and
- discontinued their OPM ($n = 8$)

Summary of Findings

In summary, the data related to position within the institution, marketing resources, and individuals' perceptions of their ability to market and enroll students displayed weak correlations with satisfaction. This does not lead to an interpretation that these variables can be broadly applied to higher education as a whole. The strong correlations around Oliver's expectation confirmation theory indicate that the theory is relevant for reviewing this industry. Another significant finding is that the fee-for-service model provides slightly greater satisfaction than the revenue-share model. However, the greater level of satisfaction does not seem to justify the broad criticisms by fee-for-service proponents of revenue-share OPMs as unethical, self-serving corporations. Further analysis of whether the sense that fee-for-service provides institutions with more control leads to the slightly higher level of satisfaction. Furthermore, in looking at Oliver's confirmation model, another question becomes, does fee-for-service allow institutional self-efficacy, which leads to a higher disconfirmation of belief, which ultimately leads to greater institutional satisfaction? Finally, the open-ended questions offer a great deal of rich detail related to the OPM model. This detail provides opportunities for additional study related to satisfaction with the OPM industry.

Chapter 5: Conclusion

The data highlighted in Chapter 4 indicate that several variables correlate with satisfaction. None of the correlations were particularly strong, except for the satisfaction variables that correspond with Oliver's expectation confirmation theory. While the correlations were not strong, several findings resulted from analyzing some of these questions and reviewing responses to the open-ended questions. In addition to discussing these findings, this chapter highlights some of the research limitations, discusses some implications of the research, and offers some specific recommendations for how this research should be used in the future.

General Observations

This research fits the current environment in which higher education exists. Contracting with an OPM is a way that institutions can generate new revenue, but it is not a magic bullet. The question is which practices will work in light of the continuing decline in enrollment and increased competition. Additionally, COVID-19 may have added pressure to an already competitive online market space, as many institutions that never imagined being in the online space have found that it is an effective way to boost enrollment. As discussed in Chapter 1, higher education's business model is under pressure, and online education is a way to address it.

All the literature presented in this dissertation had elements related to the OPM phenomenon. This started with Christensen's disruptive innovation, which predicts that industries need to develop new models to survive, and was followed by the rise and fall of the for-profit industry. Finally, this research contains themes consistent with the literature related to outsourcing and expectation confirmation theory.

Because an OPM partnership is inherently an outsourcing relationship, the literature related to outsourcing remains relevant to this discussion. In a *Chronicle of Higher Education*

survey, 42% of respondents indicated an interest in outsourcing online program expansion even though they remained concerned with undertaking this initiative with an outside vendor; this concern was highlighted in an open-ended response from one individual:

The other aspect of working with an OPM that was difficult was having no control over their staffing plans—particularly the expertise of any staff member that grows with training. If programs are anything other than cookie-cutter programs that one could find anywhere, it takes training to get admissions staff up to speed with the programs. If staff is changing out every 6 months, it can be exhausting to repeatedly start over.

As Blumenstyk (2019a) noted, one of the biggest concerns with outsourcing is the lack of control. Lack of control, particularly when the OPM is not performing as expected, leads to institutional dissatisfaction. In fact, the element of control that is provided by the fee-for-service OPM model may be the reason there was a slightly higher level of satisfaction among the fee-for-service respondents.

This research was designed to measure institutional satisfaction with their OPM partner. It confirms that Oliver's ECT is an effective model for measuring satisfaction with OPMs. While the correlation between an individual's expectation of OPM performance and their satisfaction is not perfect, the data indicate that performance expectations greatly influence satisfaction.

Limitations of the Research

The primary limitation of this survey is the scope of the responses. While the survey received a high volume of responses (indicating this topic has a high level of interest), the higher education institutions and positions within institutions were varied. This means that while the response rate was high from different institutional types and position levels, the responses are not broad enough to generalize observations across the entire higher education spectrum. They

provide an excellent level of detail and allow for analysis, but further study should be conducted on a broader scale. Furthermore, the faculty response rate was not high; therefore, faculty opinion is not a significant part of this research. In the future, the American Association of University Professors should consider actively working with processes intended to provide an unbiased look at OPMs rather than take an a priori stance that OPMs are inherently detrimental to academics and faculty. Everyone is being impacted by the economic realities of higher education today. If various groups within higher education do not begin to collaborate, more institutions will close and the academic freedom cherished by so many is likely to disappear.

This research is a snapshot in time with the respondents who chose to participate. There is a significant amount of uniqueness at every institution. Not every institution has governance issues that may impact its success; not every institution has leaders who understand both the top and bottom lines of the institution's budget. These things matter and require more in-depth study and analysis. Higher education has also never faced the societal realities present since the beginning of the COVID-19 pandemic.

Research Limitation: Efficacy of Contracts

While the data may show satisfaction with an OPM partner, the research cannot indicate whether the contract is good for the institution or whether the OPM is taking advantage of the institution. These contracts can often create significant financial harm for the institution in the long run and are often cited by proponents of the fee-for-service model as a reason to discontinue the revenue-share model.

The primary focus of the survey was institutional satisfaction. This means that the institution had already gone through a process to select an OPM provider. This survey did not look at the selection process. There was no review of why the institution chose to engage an

OPM, why they chose a revenue-share or fee-for-service model, and what specific services the institution wanted to pay for.

Furthermore, this research did not review contract details. There was no analysis of any terms or conditions in the contract. While many OPM contracts are released as part of public records for state institutions, there are still contracts hidden from public scrutiny. This secrecy helps lead to the veil of mistrust and concern that exists with the revenue-share model.

Survey Limitation: Categories of Respondents

Although the survey asked for responses from people who used an OPM, a significant number of people (over 400) started the survey even though they did not know what an OPM was. Either this large number of abandoned responses highlights a lack of understanding about what an OPM was, or the survey did not clearly explain that this was only for individuals with an OPM. This limitation does not impact the responses of the individuals who completed the survey. It does highlight that there may still be significant confusion about what an OPM is.

As a subset of this limitation, the survey missed the opportunity to ask individuals why they were not using an OPM or why they discontinued using an OPM. As the unsolicited email responses indicated, many people would have willingly weighed in on why they did not use an OPM (e.g., because they believed they could do it better themselves or did not want to lose tuition dollars in a revenue-share model). This data would have been a valuable piece of the overall survey research into the OPM industry.

OPMs Remain Closed off From Higher Education Scrutiny

This research has not broken the OPM industry's seal of transparency. While companies like 2U have publicly called for transparency, there still appears to be unwillingness to engage the academic sector in a candid look at their business. Indeed, this doctoral dissertation does not

carry the weight of more substantive institutional research. Still, it was a safe way for OPMs to engage and appear willing to participate in genuine academic work for the first time. They could have easily refuted this research if the information had been overly negative. This doctoral research is precisely the kind of study they should take advantage of and participate in, yet the OPMs avoided engagement again.

Although the survey contained open-ended questions that allowed respondents to voice opinions on different aspects of the OPM providers, these open-ended questions provided only a tiny glimpse into the satisfaction of the higher education leaders. While the survey provided a venue where respondents could discuss what was going well and what could use improvement; an engaged qualitative study where an interviewer could ask probing follow-up questions on the subject would gather far richer detail. Further surveys could also review the nuance of each person's experience with their OPM partners.

COVID-19 as a Catalyst for Change

Finally, while there were questions in the survey that addressed the COVID-19 pandemic, there is no way to quantify the impact of this event on higher education institutions within the United States. This is true both in terms of performance and satisfaction with partnerships such as an OPM arrangement. Thus, a limitation of this study is that it cannot measure the satisfaction with OPMs before this global event and, therefore, only reflects the new normal in higher education throughout the United States. This time-bound limitation also serves as an advantage because the survey came out amid the pandemic. It will help define the new normal for the American higher education industry concerning OPMs.

Implications of the Research

The survey responses indicate a great deal of interest in the OPM phenomenon in higher education. While OPMs are external for-profit companies, they are also a significant part of the modern higher education industry. As the open-ended responses indicated, the subject of OPMs generates a great deal of confusion, interest, and passion. Individual opinions ran the gamut from extreme appreciation to absolute hatred of the OPM companies that higher education engages. I would argue that it is rare that a doctoral dissertation survey of a business model manages to elicit the word “leeches” not once but twice (once with the qualifier “blood-sucking”) as something that passes as a critique of the model.

There were several small correlations between individual and institutional characteristics, but the meaning of these correlations is unclear. These correlations do not highlight anything that leads to broad generalizations for higher education. There is no significant difference between regions of the country, type of higher education institution, or an individual’s professional position within the institution. Furthermore, the correlations between institutional demographics may say more about an individual’s characteristics than their relation to the OPM’s performance. Take as an example the correlation between institutional position (Q3) and OPM satisfaction. Kendall’s tau was a weak correlation: .110 ($N = 340$, $p < .014$). This weak correlation indicates that the higher the level within the institution, the greater the satisfaction. This does not indicate that being in a specific position within the institution necessarily leads to satisfaction with an OPM provider. Satisfaction, in this case, may well indicate that the individuals in the C-Suite category are, in large measure, the individuals who negotiated or signed the OPM agreement. Therefore, they are the ones who have the greatest control over the OPM’s university

expectations. It may be easier to meet this leader's expectations than those of the broader university community.

The only variables that showed substantial correlation were those related to satisfaction, with the most significant correlation being OPM performance matching the expectation of the individual respondent. This correlation reinforces Oliver's expectation confirmation theory. While the Oliver model has been tested against several industries, this research confirms that the model holds in the OPM industry.

The Evolving Nature of the OPM Industry

While the OPM industry was originally a marketing and enrollment business, that is no longer the case. Far from just marketing and enrollment, OPMs are now providing instructional design, coaching, and other student services to institutions throughout the United States. Most notable is the increase in instructional design services offered by OPMs to higher education institutions. Instructional design is a discipline. While it is not directly related to recruiting students, it does help provide quality academic coursework, which provides students with a better experience. This helps with retention and may drive enrollment. Table 16 highlights the breadth of responses of OPM services.

Table 16

Breadth of Responses of OPM Services

Services provided by OPM	Count	Percent
Instructional design	39	12.50%
Marketing	29	9.29%
Marketing, enrollment	26	8.33%
Marketing, enrollment, instructional design, academic advising, coaching	25	8.01%
Marketing, enrollment, instructional design, coaching	23	7.37%
Marketing, enrollment, instructional design	21	6.73%
Other (please specify)	20	6.41%
Marketing, enrollment, coaching	15	4.81%
Marketing, enrollment, instructional design, academic advising	15	4.81%

Services provided by OPM	Count	Percent
Enrollment	14	4.49%
Enrollment, instructional design	9	2.88%
Marketing, enrollment, academic advising, coaching	8	2.56%
Marketing, instructional design	7	2.24%
Instructional design, coaching	6	1.92%
Marketing, enrollment, academic advising	6	1.92%
Enrollment, instructional design, academic advising	5	1.60%
Enrollment, instructional design, academic advising, coaching	5	1.60%
Instructional design, other (please specify)	5	1.60%
Enrollment, academic advising	3	0.96%
Instructional design (ID), academic advising	3	0.96%
Marketing, enrollment, ID, academic advising, coaching, other (please specify)	3	0.96%
Marketing, enrollment, instructional design, coaching, other (please specify)	3	0.96%
Marketing, enrollment, instructional design, other (please specify)	3	0.96%
Marketing, instructional design, academic advising	3	0.96%
Marketing, enrollment, coaching, other (please specify)	2	0.64%
Marketing, enrollment, other (please specify)	2	0.64%
Marketing, instructional design, academic advising, coaching	2	0.64%
Marketing, instructional design, coaching	2	0.64%
Academic advising	1	0.32%
Enrollment, academic advising, coaching	1	0.32%
Enrollment, instructional design, academic advising, coaching, other (please specify)	1	0.32%
Enrollment, instructional design, coaching	1	0.32%
Instructional design, academic advising, coaching, other (please specify)	1	0.32%
Marketing, enrollment, academic advising, coaching, other (please specify)	1	0.32%
Marketing, enrollment, instructional design, academic advising, other (please specify)	1	0.32%
Marketing, other (please specify)	1	0.32%

OPMs Provide Increased Institutional Efficiency

As noted in many of the qualitative responses, a significant tertiary benefit to OPM agreements is increased efficiency. While the primary goal of the OPM relationship is generally to develop new enrollment, the OPMs help drive institutional improvement to achieve this goal. Stagnant university processes are revamped to meet the OPM's contractual expectations. These revamped processes help speed up the enrollment and registration of students, which helps improve the experience of the customers of the institution (students). This enhanced experience is often a differentiator that perpetuates increased enrollment.

Increasing the Call for Industry Transparency

The OPM industry remains hidden from scrutiny. Although willingness to be more transparent has been asserted, there is still significant doubt about whether the industry's actions match these claims. 2U's transparency report highlights one company's efforts to self-disclose information, but this is very different from external examination and scrutiny.

Furthermore, there continues to be scant evidence that the rest of the industry has a genuine intention to change. Unfortunately for the OPMs, this feeds suspicion about these for-profit companies working within higher education institutions. Instead of engaging in open dialog and debate that might give these companies the benefit of the doubt when one of the infamous OPM contracts is publicized, growing mistrust may lead to federal intervention that alters the revenue-share business model permanently.

Lack of transparency may be why some survey responses displayed hostility in their discussion of OPMs. Mistrust and the assumption that corporate greed is always present often lead to this kind of passion. As J. Kim (2020a, No. 2, para. 2) highlighted, secrecy helps to foster the belief that "for-profit online program management companies raise student costs and contribute little to the overall postsecondary sector's health." Either the OPMs should start living the stated goals of transparency or, if they are unwilling to adapt, there should be federal regulation forcing OPMs to become more transparent.

Quite frankly, if one of the OPMs that was contacted had actively participated in this research, it could have taken these results and used them to their advantage in many places. The overall results reflect well on the industry. There are many institutions with long-term relationships: 23% of the respondents have relationships longer than 7 years with their OPM (120 of 342 of the institutional respondents had renewed their agreements). The satisfaction

levels with the revenue-share versus the fee-for-service model were not significantly different. The OPM story in this research is a relatively good one; had one of them embraced this research, they could have reaped the benefits of positive academic engagement.

OPMs are suffering an increasingly negative image because of non-existent engagement in academic research and continued criticisms by industry critics like John Katzman (Hall & Dudley, 2019; Carey 2019). The OPM silence does little to blunt Katzman's public criticism and coverage in higher education industry publications highlighting OPM misdeeds. OPMs should find meaningful ways to engage higher education in transparency that means something to these academic organizations. Thus far, OPMs continue to miss the opportunity.

As part of this transparency, the revenue-share contracts that OPMs are issuing should be continuously scrutinized to ensure that they are working, if not in the institution's best interest, at least to a mutually beneficial relationship. These revenue-share contracts, which are often over 50% of tuition revenue and last for 6 or 7 years, should contain performance metrics that allow the higher education institution to opt out if the performance of the OPM is not acceptable. One critical point of the OPM revenue-share model is that the OPM takes the investment risk. If the OPM does not perform, or the market is not there, the financial burden should never fall on the higher education institution.

Finally, higher education would benefit from a system in which information on all OPMs would be readily available to help institutions decide which OPM might be a good provider. Details like what the OPM does well, where they might not be as strong, and what their contracts look like would benefit higher education. It might also keep the federal government at bay if a database had this critical operational information. A change like this is not likely to happen

because OPMs still use nondisclosure agreements where they can, but it would benefit all parties if it were launched.

With the election of the Biden administration, calls for OPM transparency, regulation, and reform are likely to increase. Traditionally, Democratic leaders have worked to strongly regulate for-profit companies' engagement with higher education. This happened during the Obama administration with for-profit higher education. The Biden administration may follow the Obama model and issue strong regulations if the OPMs do not change.

The OPM industry as a whole needs to begin moving away from insular practices before they cannot control the story or their future. Very quickly, the OPM industry could go the way of for-profit higher education in the United States. Engaging with higher education might delay or even stop this. The OPMs should consider whether they want this sort of future and begin to work openly and collaboratively with higher education. It is in their best interest to do so.

Higher Education's Responsibility in the OPM Contractual Relationships

While the OPMs must begin to open up to external review and become more transparent, higher education must also start assuming responsibility for the OPM contractual process. Too often, stories are published in industry trade journals that echo Carey (2019). OPMs are frequently portrayed as predators pouncing on an innocent higher education victim. There is little discussion of the role that higher education leaders play in this relationship. Unlike the criticism directed at for-profit institutions preying on unwitting students, converting financial aid dollars into expensive 4-year degrees with poor employment outcomes and salaries, OPMs and higher education institutions are of equal status. Higher education leaders are extremely well-educated people in positions of authority who are supposed to make fiduciary decisions to protect and promote institutional health. They have access to legal counsel, either in house or through

contracts; have members of their boards who are often astute business leaders; and in some instances have contract review through their regional accreditor. Higher education is not a hapless victim. An institution that commits to a contract with a high-reward, high-risk element should be held accountable for the leadership's decisions, not be free from any responsibility. They can negotiate outs in the contract based on performance and can contractually protect themselves. Higher education must own its role in any contract failure. Again, these contracts can exceed 50% and last for over 6 or 7 years, which is not an insignificant commitment. If the institutional leadership does not understand that, the question in today's competitive higher education space is: Should they be in charge of an institution?

Furthermore, if the OPM relationship fails to provide satisfaction, higher education leaders should also look at their culpability for the failure. As one survey respondent noted:

The OPM can only be as effective as the lines of communication and systems to support students tracking progress through a degree program. So, if there are not robust degree progress tracking systems, the OPM is flying a bit blind and the fact that they are outside of the institution can exacerbate any miscommunications about degree progress that occur or requirements that programs have that are not articulated explicitly in a degree plan.

While the OPM certainly plays a role in any failure, higher education should also look inward. If the higher education institution is not delivering on its contractual obligations, is the dissatisfaction entirely the OPM's responsibility?

COVID-19's Impact on OPM Partnerships

While COVID-19 has impacted some institutions' reliance on their OPMs, it has not changed the relationships between higher education institutions and OPMs. The pandemic may

have the most significant impact on institutions that had never considered online education as a core part of the institution. Their reconsideration may have a substantial impact as more institutions enter the online space, which will, in turn, create even greater competition. This increased competition, reflecting Christensen's disruptive innovation, may force even more institutions out of business or open the door for even greater reliance on OPM partnerships to remain competitive. One respondent said, "The COVID-19 pandemic further validated the need to continue the institution's move toward online excellence in all of our programs. In making such moves, fears of overly relying on, and sharing revenue with the OPM partner created institutional anxiety." The higher education landscape may further compress if institutions with significant revenue that had never planned to go online decide to continue their online offerings in the postpandemic era. Institutions with money to spend will increase competition, putting smaller institutions out of business.

Additional Research Into the OPM Phenomenon

As noted at the beginning of this dissertation, this is one of the earliest research projects related to OPMs. There are many topics associated with OPMs that would benefit from more academic study. Many of the open-ended responses in the survey and the emails opting out of participation indicated a desire to discuss why institutions have chosen not to engage an OPM for their online offerings or why they discontinued their OPM relationship.

Why an institution chooses this type of outsourcing relationship, and why the institution selects the model they do, are two additional questions for further study. The concept of control may very well be the core of why an institution selects its OPM model. That may lead to higher institutional satisfaction, as the institution senses that it controls its own destiny. Care should be

taken in this additional research to remember the efficacy of both models and that revenue-share OPMs fulfill a specific economic or operational need for higher education institutions.

The nature of how the OPMs engage with the university, the faculty perspective, and detailed analysis of whether the fee-for-service model is indeed better in the long run for higher education (regardless of satisfaction) are all areas where academic study should be pursued. Because OPMs are now such a significant part of the higher education landscape and are likely to grow in importance in the future, further study is warranted and necessary.

Significance

This construct of the survey allowed a direct test of Oliver's expectation confirmation theory, and the results confirm his model. When a person embarks upon a purchase, they come to that relationship with certain expectations. When the expectation is met and positive disconfirmation of beliefs is achieved, the influence on satisfaction is significant, and there is a chance of a continued relationship. The opposite is also true: when expectations are unmet, dissatisfaction occurs, and a relationship most likely will not continue.

This study is also an analysis of outsourcing in higher education. Outsourcing is a phenomenon desired by higher education despite higher education's inherent mistrust of outside for-profit companies. As with the expectation confirmation theory, the study results show that higher education needs these types of outsourcing services but does not have a way of dealing with and interpreting the simultaneous dependence on and mistrust of this reality.

Higher education exists in an era of increasing pressure. From the rise of megauniversities to competing certifications from training programs and COVID-19, the financial structure of the higher education model is in trouble. This problem will only exacerbate in the coming years with the enrollment drop predicted by the birth dearth (Grawe, 2018). New

revenue streams are required, and OPMs are one way that institutions can develop new enrollment and revenue.

This is not the first time that new models have risen to challenge the traditional higher education model. The rise of the University of Phoenix and the modern for-profit higher education industry is analogous to the OPM industry. The rapid growth, economic impact, and challenge to traditional models are all similar between both sectors. Furthermore, the theme of mistrust of for-profit motives in the academic sector also resonates.

Given these similarities, it would behoove the OPM industry to look at what happened to for-profit higher education. Rising criticism and the questionable practices of for-profit higher education institutions led to increased scrutiny and regulation. Ultimately this regulation led to the demise and deconstruction of the for-profit higher education space. These similarities should be of concern to the OPMs.

Perhaps the most significant finding from the study is the level of satisfaction between revenue share and fee-for-service. The entire fee-for-service model has grown out of the assertion that revenue-share OPMs are not as effective as an institution spending its own money to increase enrollment. While each model's efficacy and return on investment needs to be studied, satisfaction can serve as an analytical starting point to determine whether there is a fundamental difference between the models. Because the level of satisfaction between the models does not appear to be significantly different, the claim that the fee-for-service model is inherently better should be questioned and investigated further.

This study is one of the first academic works related to the OPM industry. It is the type of scrutiny necessary for understanding the true impact of the OPM industry on the higher education landscape. Without this type of work, the OPM industry remains shrouded in secrecy,

and the potential benefit to higher education can never be fully realized. No one (even among OPM corporate leaders) can offer more than their opinion on whether revenue-share OPMs are beneficial for higher education. This study, and others like it that should follow, can begin to provide a data-informed and scholarly review of what the OPM industry does for, or in some cases to, higher education. The OPM industry needs to embrace these types of studies as well.

In the long run, the trust that is garnered from academic scrutiny will help OPMs become better actors that will, in turn, be able to get better customers; this translates to more profits. The opposite reality is also possible if the OPMs do not open up. Recent OPM industry reports (Hall & Dudley, 2019; Carey 2019) may well be just the beginning of the attacks that will be leveled from individuals and groups that want to end the revenue-share OPM industry. Much like for-profit higher education, government regulation can quickly bring the entire industry down. This is not a future the OPMs want to experience.

Conclusion

In 1988, Richard Oliver published expectation confirmation theory, which described the overall concept of satisfaction. Some 30 years later, this study confirms Oliver's construct. Using the OPM industry as an exemplar of both the Oliver model and the concept of outsourcing, it is clear that when an OPM company fulfills the expectations of their higher education clients, satisfaction is met. As indicated in the survey data, satisfaction leads to continued contractual relationships between institutions and OPM providers.

With the higher education business model experiencing Christensen's disruptive innovation, an OPM partnership may be vital to institutional survival. The key for higher education institutions is to find an OPM that both fits with the institution's culture and meets the institution's expectations. The data indicate that OPMs that can effectively deliver their services

will achieve higher customer satisfaction, regardless of whether they are revenue share or fee-for-service. This research shows that a number of institutions using revenue-share OPMs are satisfied and have renewed their agreements. Of the 132 revenue-share respondents, 41 institutions have renewed their OPM contracts. These results indicate that the revenue-share model still has the potential to provide benefits to higher education institutions.

Recent industry publications (Hall & Dudley, 2019; Carey 2019) insist that unethical companies victimize higher education institutions. These authors may miss the fact that these so-called victims may simply be bad at operating in the new higher education environment, which is reminiscent of Christensen's disruption: Organizations unable to operate in new business models often cease to exist.

Highlighting the fact that many institutions are satisfied with their OPM regardless of the model may not be enough to allow the OPM industry to continue unfettered. As calls for transparency from OPM industry leaders such as Katzman, political leaders such as Senators Warren and Brown, and higher education advocacy groups increase, so will the pressure on the revenue-share OPM model. The tone-deaf response by the OPM industry to these calls for transparency should be alarming to both the industry itself and the institutions relying on the revenue-share OPMs to produce necessary enrollments. The lack of openness closely resembles the for-profit education trajectory. Without change, regulation may soon come, and this may very well mean an end of the ability of both OPMs and higher education institutions to use revenue-share funding to successfully navigate the challenge to their future.

Higher education should face reality: its business model must evolve; institutions must begin to understand how its financial elements operate. In other words, higher education must begin to manage both the top and bottom lines of a budget. OPMs, regardless of whether

revenue-share or fee-for-service model, can provide one avenue to help institutions deal with today's economic challenges.

This research helps begin academic review of the OPM industry. It measures the satisfaction of individual higher education institutions with their OPM provider. It does not contribute to any understanding of how effective the OPM business is for higher education. The most pressing research that should follow is to measure the efficacy of OPMs in both the revenue-share and fee-for-service models. By combining both studies, a more detailed view of the industry would emerge. Combining research on OPM satisfaction and effectiveness will facilitate better understanding among higher education institutions, OPMs, and policymakers. This understanding should help shape the future of the OPM industry in the United States.

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Appendix A

Survey Used to Gather Data

OPM Satisfaction - share

Start of Block: Block 5

Informed Consent Form (please read and accept)

You are being asked to participate in an online survey for a research project being carried out by Michael Graham, a doctoral student at National Louis University. The study is called “Institutional Satisfaction with Online Program Management (OPM) Partners: A Quantitative Study”, and is occurring from 11-2020 to 01-2021. The purpose of this study is to understand how higher education institutions feel about their OPM partners. This study will help researchers develop an initial understanding of how institutions perceive OPMs and will begin to develop a body of literature around OPMs. This information outlines the purpose of the study and provides a description of your involvement and rights as a participant.

Please understand that the purpose of the study is to explore the process and impact of satisfaction with Online Program Management as a whole, and is not a specific study around OPM contractual performance. Participation in this study will involve completing the following online survey, expected to take approximately 10-12 minutes to finish. Your participation is voluntary and can be discontinued at any time without penalty or bias. The results of this study may be published or otherwise reported at conferences and employed to inform a deeper understanding of the OPM industry but participants’ identities, OPM identities, and higher education identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data in any identifiable way). To ensure confidentiality the researcher(s) data file of compiled results will be secured in an encrypted location that can only be accessed by Michael Graham.

The only anticipated institutional risk would be the disclosure of contractual information with an institution’s OPM. As there are no questions being asked related to contract length or OPM provider it is not anticipated that this violation will occur. However, as there is no requirement to complete this survey, you are free to discontinue responding at any time without penalty or bias. There are no additional anticipated risks or benefits, greater than those encountered in daily life. Further, the information gained from this study could be useful to higher education institutions throughout the United States considering engaging an OPM partner. Upon request, you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Michael

Graham at michael.graham@nl.edu to request results from this study. In the subject of your email, please put OPM STUDY REQUEST.

In the event that you have questions or require additional information, please contact the researcher, at 1-337-207-5477 or michael.graham@nl.edu. If you have any concerns or questions before or during participation that has not been addressed by the researcher, you may contact my research chair, Dr. Nate Credit, at 1-(312) 261-3578 or ncredit@nl.edu or the co-chairs of NLU's Institutional Research Board Dr. Shaunti Knauth and Dr. Kathleen Cornett:

Dr. Shaunti Knauth Shaunti.Knauth@nl.edu; phone: (312) 261-3526 Dr. Kathleen Cornett kcornett@nl.edu; phone: (844) 380-5001

Co-chairs are located at National Louis University, 122 South Michigan Avenue, Chicago, IL. Thank you for your consideration.

Consent: I understand that by checking 'I agree' below, I am agreeing to participate in the study Institutional Satisfaction with Online Program Management (OPM) Partners: A Quantitative Study. My participation will consist of the activities below during November 2020-January 2021. Completion of an online survey taking approximately 10-12 minutes to complete.

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "Agree" button indicates that:

- You have read the above information
- You voluntarily agree to participate
- You are 18 years of age or older

I Agree (1)

I Disagree (2)

End of Block: Block 5

Start of Block: Section 1

Display This Question:

If You are being asked to participate in an online survey for a research project being carried out by M = I Agree

Q1 Please list your institution type by Carnegie Classification.

- Private 2-Year Institution (2)
 - Public 2-Year Institution (10)
 - Public 4-Year Institution (Research) (3)
 - Public 4-Year Institution (Teaching) (4)
 - Private 4-Year Institution (Research) (5)
 - Private 4-Year Institution (Teaching) (6)
-

Q2 What Region of the country are you in?

- Northeast (1)
 - Southeast (2)
 - Midwest (3)
 - Northwest (4)
 - Southwest (5)
 - International (6)
-

Q3 Please list your position title within the institution.

- Faculty (1)
 - Staff (any position that reports to at least an Assistant Director or Below) (2)
 - Academic Leadership (Department Chair, Dean, Assistant Dean) (4)
 - Administrative Leadership (Assistant Director, Director, Executive Director) (5)
 - Chief Executive Officer (CEO/President/Chancellor) (15)
 - Chief Academic Officer (CAO/Provost) (8)
 - Chief Operating Officer (COO) (9)
 - Chief Financial Officer (CFO/Vice President of Finance) (10)
 - Chief Marketing Officer (CMO) (11)
 - Chief Enrollment Officer (12)
 - Other (please list) (14) _____
-

Q4 Are you responsible for the OPM partnership at the institution or are you a significant influencer in the OPM partnership?

- "Yes" I am responsible (1)
 - "Yes" I am an influencer (2)
 - "No" I have no role in the OPM process (3)
-

Q5 What are the number of academic programs in your OPM agreement?

- 1-3 (1)
 - 4-6 (2)
 - 7-10 (3)
 - More than 10 (4)
 - I don't know (5)
-

Q6 What is institutional budget for marketing?

- Less than \$1,000,000 Annually (1)
 - \$1,000,001 - \$3,000,000 Annually (2)
 - \$3,000,001 - \$5,000,000 Annually (3)
 - \$5,000,001 - \$10,000,000 Annually (4)
 - Greater than \$10,000,000 Annually (5)
 - I don't know (6)
-

Q7 What is your personal knowledge of modern marketing and enrollment techniques?

- I am extremely knowledgeable (1)
- I am knowledgeable (2)
- Neutral (3)
- I am unknowledgeable (4)
- I am extremely unknowledgeable (5)

End of Block: Section 1

Start of Block: Section 2

Q8 Is your institution's OPM contract a revenue share or a fee-for-service model?

- Revenue Share (1)
 - Fee-for-service (7)
 - I don't know (8)
-

Q9 Are you aware of what the average cost per student enrollment is at your institution?

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q10 How long has your institution had an OPM partnership?

- 1-3 years (1)
 - 4-7 years (2)
 - More than 7 years (3)
 - I don't know (4)
-

Q11 Has your institution renewed your OPM contract?

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q12 Has your institution had only one OPM partner?

- Yes (1)
 - No (2)
 - I don't know (3)
-

Q13 What services does your OPM provide? (select all that apply)

- Marketing (1)
- Enrollment (2)
- Instructional Design (3)
- Academic Advising (4)
- Coaching (5)
- Other (Please specify) (6) _____

End of Block: Section 2

Start of Block: Section 3

Q14 How well does your institution market its non-OPM programs?

- Extremely well (1)
 - Well (3)
 - Neutral (4)
 - Poorly (5)
 - Extremely Poorly (6)
-

Q15 How good is your institutional enrollment process for its non-OPM programs?

- Extremely Good (1)
 - Good (2)
 - Neutral (4)
 - Poor (3)
 - Extremely Poor (5)
-

Q16 Do you feel that your institution has control in relation to the decisions regarding the OPM relationship?

- We have absolute control of the OPM partnership (1)
 - We have more control than the OPM in the partnership (2)
 - Neutral (3)
 - The OPM has more control than the institution in the partnership (4)
 - The OPM has absolute control of the partnership (5)
-

Q17 Do you feel that the OPM partner respects the academic enterprise?

- The OPM absolutely respects the academic enterprise (1)
 - The OPM has some respect for the academic enterprise (2)
 - Neutral (3)
 - The OPM has little respect for the academic enterprise (4)
 - The OPM has no respect for the academic enterprise (5)
-

Q18 Do you feel that you are getting a high value (return on investment) in the partnership?

- We are getting extreme value for our investment in the OPM partnership (1)
 - We are getting some value for our investment in the OPM partnership (2)
 - Neutral (3)
 - We are getting little value in our investment in the OPM partnership (4)
 - We are getting no value in our investment in the OPM partnership (5)
-

Q19 Would you consider a renewal of your current OPM agreement?

- Yes, as is (1)
 - Yes, with changes to the agreement (2)
 - No, the institution is considering another partner (3)
 - No, the institution will not continue an OPM agreement (4)
-

Q20 Please rate this statement "My OPM is working as I expected when the agreement started."

- My OPM is working exactly as I expected (1)
 - My OPM is working somewhat as I expected (4)
 - Neutral (5)
 - My OPM has only marginally worked as I expected (2)
 - My OPM has not worked at all as I expected (3)
-

Q21 Overall, how would you rate your satisfaction with the OPM arrangement at your institution?

- Extremely satisfied (1)
- Satisfied (4)
- Neutral (5)
- Dissatisfied (2)
- Extremely dissatisfied (6)

End of Block: Section 3

Start of Block: Section 4

Q22 Please rate the following COVID-19 statements:

	Agree (1)	Disagree (2)	Unkown (3)
COVID-19 has increased my dependence upon my institution's OPM (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 has led the institution to increase the number of programs supported by the OPM (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 has increased my satisfaction with my institution's OPM (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Section 4

Start of Block: Section 5

Q25 Please share what you feel the OPM does well.

Q29 Please share what you feel the OPM does poorly

Q26 Please list any other thoughts you feel would benefit this study related to your OPM partnership.

Q27 Please describe how the recent Covid-19 Pandemic has altered (if in any way) your OPM relationship.

End of Block: Section 5

Appendix B

Complete Qualitative Responses From the Survey

The services category had a number of different services that the respondents highlighted including instructional design, academic coaching, and tutoring. The following table contains a the open-ended responses to collected which provide additional color into the breadth of responses related to what OPMs are doing well from the respondent's perspective:

Private 4-Year Institution (Teaching)	Midwest	Administrative Leadership (Assistant Director, Director, Executive Director)
-SOPs -staff training -monitoring student data -high accountability for SOPs -more availability for students due to larger team and longer business hours than the university can manage		
Private 4-Year Institution (Research)	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)
We are currently working with OPMs on non-degree online projects. Non-degree works well, I think, as they can scale - not being constrained by faculty bandwidth. I would argue that it is in the non-degree space that the revenue share arrangements of university/OPM relationships make the most sense. It is not clear to me that graduate degree granting programs can our should scale to support traditional OPM revenue sharing arrangements.		
Public 4-Year Institution (Teaching)	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)
We are less than a year into our relationship, and it has begun to bring in enrollment, but with the pandemic and the late start on the marketing (July/Aug) it is too early to give a full assessment. They are attentive, professional and do not appear to sit on their hands. They actively engage and foster the relationship in a realistic manner.		
Private 4-Year Institution (Teaching)	Northeast	Chief Information Officer
Our teaching and learning process from faculty has improved and participation increased.		
Private 4-Year Institution (Teaching)	Midwest	Chief Executive Officer (CEO/President/Chancellor)

it has challenged our processes to the point we have re-constructed for the betterment of the college especially as it relates to the processes in admissions, marketing and instructional design.		
Private 4-Year Institution (Teaching)	Northeast	(Other) Associate Vice Provost
The OPM is adept at marketing, enrollment, instructional design, and student support or coaching. They are expert in areas we are not. Additionally they are more easily able to scale up support in areas we are expert in but do not have the financial capability to grow quickly. The OPM does not interfere with academics, that is wholly controlled by the academic departments.		
Public 4-Year Institution (Teaching)	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)
They have been a responsive and engaged partner. Their marketing and enrollment services are generating the outcomes targeted. They share "best practices" observed across their portfolio of partnerships that allow our university a window into improvement we would otherwise be missing.		
Public 4-Year Institution (Research)	Northwest	Chief Executive Officer (CEO/President/Chancellor)
The OPM manages the teaching into the course via tutors keeping class sizes small. This is handled really well.		
Private 4-Year Institution (Teaching)	International	Staff (any position that reports to at least an Assistant Director or Below)
The OPM engaged in best practices around responding to inquiries and helping students navigate the services at the institution that can be confusing to an outsider: financial aid, for example. They also put transfer credit evaluation early in the process so learners could understand what they could bring in to the institution. The OPM was very responsive and timely in making sure they were providing customer service to prospective learners.		
Public 4-Year Institution (Teaching)	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)
OPM partners get faculty to think about the value of the degree and degree plan. OPM partners help faculty realize that higher education is a commercial product and students are savvy consumers. Its about a good customer experience because the student can go somewhere else and frankly, "you" are not very special.		
Public 4-Year Institution (Teaching)	Southeast	Chief Enrollment Officer

Provides skilled individuals that we do not hire. There are some jobs that need to be done by someone that we do not have anyone to do. In this sense, the individuals are akin to contract labor. This is needed.		
Private 4-Year Institution (Research)	Midwest	Faculty
Provides staff, experience, expertise, knowledge and they effectively manages the mundane & bothersome problems that occur without burdening the institution with those issues.		
Public 4-Year Institution (Research)	Southwest	Staff (any position that reports to at least an Assistant Director or Below)
Marketing, Advance work on admissions (we retain control of admissions, but they do excellent screening, which reduces the work tremendously), Instructional Design support, and planning (overarching timeline to develop courses, timelines within development of each course, etc.).		
Public 4-Year Institution (Research)	Southeast	Academic Leadership (Department Chair, Dean, Assistant Dean)
They handle the marketing, outreach and student retention work that the institution does not have the resources or expertise to do well. One anecdote sticks out, one student in the OPM program died in a car accident and one of the first people the family called in the institution was the OPM recruiter. The recruiters have done a great job of reaching out to the student, ensuring they do what is needed to get accepted and succeed in the program, i.e. complete pre-reqs, etc. and guide them through it is a complete wrap around process for the student. The OPM also strives to understand the institution and its values so when they talk to students they aren't just selling the program and post graduation job prospects, but what it means to be at the institution and its mission and values.		

The table below highlights the breadth of criticism that respondents noted were items that they felt the OPM was doing poorly.

Private 4-Year Institution (Teaching)	Midwest	Administrative Leadership (Assistant Director, Director, Executive Director)
Lack of knowledge/ indifference to the culture of the institution Lack of in-depth knowledge of the academic programs		
Private 4-Year	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)

Institution (Teaching)		
<p>The OPM can only be as effective as the lines of communication and systems to support students tracking progress through a degree program. So, if there are not robust degree progress tracking systems, the OPM is flying a bit blind and the fact that they are outside of the institution can exacerbate any miscommunications about degree progress that occur or requirements that programs have that are not articulated explicitly in a degree plan.</p> <p>The other aspect of working with an OPM that was difficult was having no control over their staffing plans-- particularly the expertise of any staff member that grows with training. If programs are anything other than cookie cutter programs that one could find anywhere, it takes training to get admissions staff up to speed with the programs. If staff is changing out every 6 months, it can be exhausting to repeatedly start over. This is not the same as institutional turnover-- OPMs move their staff around to meet their own business objectives, which may overlap in some places with your institution, but are not the same.</p>		
Public 4- Year Institution (Research)	Midwest	Staff (any position that reports to at least an Assistant Director or Below)
<p>The campus wants to expand online degree programs but one of the OPMs only focuses on health science degrees. While they have been great, there is a focus from the OPMs on programs that can generate a lot of revenue for the foreseeable future. There is concern about what happens when it is time to renew the contract. If you don't then what happens to the program, at times it feels like you are beholden to the OPM and it would be difficult to transition the work back in house or to another OPM.</p>		
Private 4- Year Institution (Teaching)	Midwest	Administrative Leadership (Assistant Director, Director, Executive Director) -
<p>heavy on for-profit mindset in the sales side of student recruitment conversations, sometimes in a way that feels at odds to what's best for the student</p> <ul style="list-style-type: none"> -lack of transparency due to "proprietary" systems/processes -managed relationship with non-OPM enrollment team in a way that heightened unhealthy competition -lacked respect of the institutional cultural ethos of student-centeredness -introduced numerous redundancies to share information across systems, strained departments that supported their work (IT, bursar, financial aid, admissions, academic advising, student development) 		
Private 4- Year Institution (Teaching)	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)
<ul style="list-style-type: none"> -Focuses more time on other partner schools -No transparency on marketing spend -Have negotiated certain services only to have the contract change at the last moment -Don't provide good integration into our systems -Too much turnover in retention services 		

<p>-Ask the same questions over and over since there is so much turnover -Don't have good sense of our programs since they don't have the same level of institutional investment.</p>		
Public 4-Year Institution (Teaching)	Southwest	Other (Retired)
I believed that the OPM program was not given enough time to see how it worked.		
Private 4-Year Institution (Teaching)	Northeast	Other (Dean of Online Learning)
We are extremely disappointed with the amount of students they've been able to recruit. It is far below what we were lead to believe prior to signing the contract		
Private 4-Year Institution (Teaching)	Midwest	Other (Chief of Staff)
OPM staff can disregard certain institutional processes and take up FAR more staff time (business office, financial aid, enrollment) than they say/said they would		
Private 4-Year Institution (Teaching)	Midwest	Academic Leadership (Department Chair, Dean, Assistant Dean)
<p>We could use more interaction with the academic side of the house. There is a miss understanding that faculty don't want to "play" well with the OPM marketing and enrollment folks, that is not true. in my experience, the faculty would like to be more involved and included with the performance numbers (i.e. lead generation, audiences that are being targeted, etc...). In short, there is a poor relationship between the OPM folks and faculty.</p> <p>If the OPM has an advising model, there needs to be a stronger relationship between advising and the academics. Understanding the thin line between how students use their advisor first instead of going to their professor or faculty member for help, etc...</p>		
Private 4-Year Institution (Teaching)	Midwest	Chief Executive Officer (CEO/President/Chancellor)
We were not happy with their ability to deliver students who were qualified, motivated, or who persisted. Except in one area, we did not realize the volume, growth, or value we expected.		
Private 4-Year Institution (Research)	Northeast	Administrative Leadership (Assistant Director, Director, Executive Director)

Where OPMs don't seem to work are in small online programs. If you only want or can handle 50 students a year, then the OPM model sort of breaks down. OPMs are all about scale. Multiple starts. Lots of sections etc. This is fine for most institutions, but for schools that have built their brands on intimacy and relationships, scale at the degree granting level does not work.		
Private 4-Year Institution (Teaching)	Midwest	Other (Special Assistant to the President)
They operate with some of the same defects as for-profit higher ed institutions. They are owned by their profit margins and that will take priority over the success of the degree programs they manage. If they sense that a degree program is not highly marketable/viable, they will starve it to push lead gen dollars toward one that is more marketable. Unfortunately, this is not always consistent with the mission and goals of the higher ed institution.		
Private 4-Year Institution (Teaching)	Midwest	Chief Academic Officer (CAO/Provost)
Identifying potential programs to move online based on solid market research. Converting leads to enrollments.		
Private 4-Year Institution (Research)	Midwest	Chief Information Officer
Quality of student		
Private 4-Year Institution (Teaching)	Southwest	Chief Executive Officer (CEO/President/Chancellor)
Program flexibility: OPM partner has specific and limited programs it is interested in marketing.		
Private 4-Year Institution (Teaching)	Midwest	Chief Executive Officer (CEO/President/Chancellor)
Not their fault - not the market for PD we thought there would be.		
Private 4-Year Institution (Teaching)	Midwest	Academic Leadership (Department Chair, Dean, Assistant Dean)
tend to be presumptuous about academics and attrition, sometimes is too aggressive in enrollment		

Public 4-Year Institution (Research)	Midwest	Other (Chief Strategy and Innovation Officer)
serious enrollment funnel leakage in the past year due to poor corporate culture and performance issues that were tolerated too long		
Private 4-Year Institution (Teaching)	Southeast	Chief Academic Officer (CAO/Provost)
With one partner, there is a sense of greater pressure to comply with their recommendations because, "we have used significant resources to market" as they often say. I'm pretty stubborn and established this OPM partnership so I know when to push back and when to compromise. Someone following me as Provost may not be as able. The biggest let down with the current OPM was the sales pitch to assist with instructional design. We are a small school with an online and distance learning office of two people. We received zero help with instructional design.		
Private 4-Year Institution (Teaching)	International	Academic Leadership (Department Chair, Dean, Assistant Dean)
Lack of bilingual staff		
Private 4-Year Institution (Teaching)	Midwest	Other (combination marketing and enrollment)
They have been reluctant to collaborate fully with marketing budgets and gave up on areas outside of the market directly surrounding the university which created competition issues between in house and OPM enrollment.		
Private 4-Year Institution (Research)	Northeast	Faculty
Interacting with Faculty		
Public 4-Year Institution (Research)	Northeast	Other (Associate Vice Provost)
My faculty colleagues who lead the master's degrees do not have a good understanding of how the OPM markets. Their process is a bit of a black box. So, our OPM could better communicate its strategic marketing approach. This will help address a concern that faculty have about the OPM marketing multiple master's degrees for multiple university partners. How to balance which degree to highlight in a given media market?		

The following table contains all of the comments that contained vitriolic comments related to OPMs.

Private 4-Year Institution (Teaching)	Northwest	Academic Leadership (Department Chair, Dean, Assistant Dean)
<i>What do the OPMs do Well?</i> Nothing, they are vultures, leeches, arrogant, uninformed parasites, who threaten to sue us over their "iron clad" contract when we even suggest any changes to the contract to make the program they market BETTER.		
Private 4-Year Institution (Teaching)	Northeast	Academic Leadership (Department Chair, Dean, Assistant Dean)
<i>What do the OPMs do Well?</i> The OPM does a great job of blaming the institution for the OPMs poor performance. <i>What do the OPMs do Poorly?</i> Everything. These for profit OPM's are a disgrace to higher education. They don't care about students or the learning experience, they just want to make money.		
Public 4-Year Institution (Research)	Midwest	Academic Leadership (Department Chair, Dean, Assistant Dean)
<i>What do OPMs do Poorly?</i> everything		
<i>Additional Commentary.</i> OPMs have peaked -- the future is for universities that can figure out how to be their own OPM		
Public 4-Year Institution (Research)	Southwest	Administrative Leadership (Assistant Director, Director, Executive Director)
<i>What do OPMs do Poorly?</i> Everything		
<i>Additional Commentary:</i> OPMs are blood sucking leaches and harm the student experience while ruining the reputation of public institutions.		
Private 4-Year Institution (Teaching)	Midwest	Other (Vice President)
<i>Additional Commentary:</i> These questions show a lack of knowledge about OPMs. Did you check these questions with someone who actually works with an OPM? If you did you would know that REVSHARE is how OPMs work and THEY PAY FOR MARKETING. That is the deal. If you simply sent these questions to a professor to look at who really does not understand these relationships - then that is why your questions look like someone who does not understand OPMs. Be sure to get Purdue leadership and DO NOT go to PURDUE global- they are the leaders of a failed organization that created this deal with Purdue. READ what happened and get this to the President of Purdue U as well as people like SNHU President PAUL LeBlanc.		

Private 4-Year Institution (Teaching)	Northwest	Academic Leadership (Department Chair, Dean, Assistant Dean)
<p><i>What do the OPMs do Poorly?</i> Misrepresent the program, lie to students, talk students into enrollment with false promises, lie to university administration, continually throw faculty "under the bus." Their work is poor quality, slow, wrong. We have "given" them all of their ideas for marketing our program - they have no ideas and do not even know what program they are marketing most of the time. For example ... they were asked market a program to train primary care providers (FNPs) and their campaign was "Redacted...They are idiots. I could go on and on ...</p>		

Appendix C

Code Forest

ID	Quotation Name	Document	Codes	Code Group	Quotation Content	Codes	Reference	Modified by
2:1	teaching and learning process from faculty has	comments_well	Services	Well	teaching and learning process from faculty has improved and participation	Services	4 - 4	Michael Graham
2:2	teaching and learning p	comments_well	Process	Well	teaching and learning p	Process	4 - 4	Michael Graham
2:3	Assist with instructional design	comments_well	Services	Well	Assist with instructional design ^[SEP]	Services	8 - 8	Michael Graham
2:4	marketing	comments_well	Marketing	Well	marketing	Marketing	8 - 8	Michael Graham
2:5	Response to requests	comments_well	Process	Well	Response to requests	Process	9 - 9	Michael Graham
2:6	foundation for strategic change in enrollment	comments_well	Process	Well	foundation for strategic change in enrollment processes	Process	10 - 10	Michael Graham
2:7	Marketing, reaching	comments_well	Marketing	Well	Marketing, reaching students	Marketing	11 - 11	Michael Graham
2:8	helping faculty keep up with student	comments_well	Process	Well	helping faculty keep up with student attendance	Process	13 - 13	Michael Graham
2:9	grading of assignments	comments_well	Services	Well	grading of assignments	Services	13 - 13	Michael Graham
2:10	Marketing of degree programs and	comments_well	Marketing	Well	Marketing of degree programs and recruitment of students ^[SEP]	Marketing	22 - 22	Michael Graham
2:11	Communication to recruited students -	comments_well	Process	Well	Communication to recruited students - very student centered, ^[SEP]	Process	22 - 22	Michael Graham
2:12	More task and project	comments_well	Process	Well	More task and project oriented	Process	22 - 22	Michael Graham

2:13	Aligned with industry and corporations whereby they can connect the in...	comments_well	Process	Well	Aligned with industry and corporations whereby they can connect the institution to student internships,	Process	22 - 22	Michael Graham
2:14	Ability to connect with industry to recruit advisory	comments_well	Process	Well	Ability to connect with industry to recruit advisory board members for certain degree	Process	22 - 22	Michael Graham
2:15	Response time to completing tasks on the	comments_well	Process	Well	Response time to completing tasks on the project plan	Process	22 - 22	Michael Graham
2:16	Relevant Curriculum design	comments_well	Services	Well	Relevant Curriculum design	Services	22 - 22	Michael Graham
2:17	istance with feasibility	comments_well	Process	Well	istance with feasibility reports	Process	22 - 22	Michael Graham
2:18	Assistance with course design. redesign and module	comments_well	Services	Well	Assistance with course design. redesign and module population	Services	22 - 22	Michael Graham
2:19	Relevant course content, videos,	comments_well	Services	Well	Relevant course content, videos, instructional materials	Services	22 - 22	Michael Graham
2:21	Enrollment and support services	comments_well	Marketing Services	Well	Enrollment and support services	Marketing Service	30 - 30	Michael Graham
2:23	Marketing and	comments_well	Marketing	Well	Marketing and recruitment	Marketing	37 - 37	Michael Graham
2:24	coaching	comments_well	Services	Well	coaching	Services	37 - 37	Michael Graham
2:25	echanical support	comments_well	Services	Well	echanical support	Services	37 - 37	Michael Graham
2:26	ntuitive, faculty helpful,	comments_well	Process	Well	ntuitive, faculty helpful, learner focused	Process	38 - 38	Michael Graham
2:27	Marketing and enrollment	comments_well	Marketing	Well	Marketing and enrollment management	Marketing	42 - 42	Michael Graham
2:28	Instructional design services have been	comments_well	Services	Well	Instructional design services have been excellent.	Services	43 - 43	Michael Graham

2:29	It has been instrumental in providing the necessary support and new te...	comments_well	Process	Well	It has been instrumental in providing the necessary support and new technology implementations to meet the current	Process	48 - 48	Michael Graham
2:30	it has challenged our processes to the point we have re-constructed fo...	comments_well	Process Services	Well	it has challenged our processes to the point we have re-constructed for the betterment of the college especially as it relates to the	Process Services	49 - 49	Michael Graham
2:32	Provides easy access for students. Relatively easy to change and	comments_well	Marketing Process	Well	Provides easy access for students. Relatively easy to change and update as needed.	Marketing Process	53 - 53	Michael Graham
2:33	OPMs leverage their knowledge of Internet or digital marketing for ins...	comments_well	Process	Well	OPMs leverage their knowledge of Internet or digital marketing for institutions that do not well developed capability in this area. Also, quite frankly, OPMs live outside the boundaries of non-profit accounting regulations so they can pool cash and	Process	54 - 54	Michael Graham
2:34	Front load marketing for a suite of programs and elevate	comments_well	Marketing	Well	Front load marketing for a suite of programs and elevate the market awareness	Marketing	55 - 55	Michael Graham
2:35	Handles the design of the programs	comments_well	Services	Well	Handles the design of the programs	Services	56 - 56	Michael Graham
2:36	market our programs very wel	comments_well	Marketing	Well	market our programs very wel	Marketing	58 - 58	Michael Graham
2:37	automated marketing techniques	comments_well	Process	Well	automated marketing techniques	Process	58 - 58	Michael Graham
2:38	enrollment process	comments_well	Marketing	Well	enrollment process	Marketing	58 - 58	Michael Graham

2:40	curriculum development	comments_well	Services	Well	curriculum developments	Services	58 - 58	Michael Graham
2:41	collaborative communication	comments_well	Process	Well	collaborative communication	Process	58 - 58	Michael Graham
2:42	marketing, enrollment,	comments_well	Marketing	Well	marketing, enrollment,	Marketing	63 - 63	Michael Graham
2:43	instructional design, and student support or	comments_well	Services	Well	instructional design, and student support or coaching.	Services	63 - 63	Michael Graham
2:44	reas we are no	comments_well	Process	Well	reas we are no	Process	63 - 63	Michael Graham
2:45	scale up support i	comments_well	Process	Well	scale up support i	Process	63 - 63	Michael Graham
2:46	Organizes the way in which the curriculum is delivered	comments_well	Process	Well	Organizes the way in which the curriculum is delivered very well.	Process	64 - 64	Michael Graham
2:47	marketing nationally for high enrolled	comments_well	Marketing	Well	marketing nationally for high enrolled programs	Marketing	65 - 65	Michael Graham
2:48	marketing and enrollment	comments_well	Marketing	Well	marketing and enrollment service	Marketing	71 - 71	Michael Graham
2:49	"best practices"	comments_well	Process	Well	"best practices"	Process	71 - 71	Michael Graham
2:50	coaching and partnering with our	comments_well	Services	Well	coaching and partnering with our academic advising.	Services	76 - 76	Michael Graham
2:51	penetrating the undergraduate marked to	comments_well	Marketing	Well	penetrating the undergraduate marked to generate leads.	Marketing	76 - 76	Michael Graham
2:52	Systems are always available, have cloud backup, and	comments_well	Process	Well	Systems are always available, have cloud backup, and are very responsive to	Process	81 - 81	Michael Graham
2:53	Acadeum provides us with a broad range of courses to supplement	comments_well	Services	Well	Acadeum provides us with a broad range of courses to supplement our own	Services	82 - 82	Michael Graham
2:54	ccess to a significant marketing budget that many universities	comments_well	Marketing	Well	ccess to a significant marketing budget that many universities don't have	Marketing	85 - 85	Michael Graham

2:55	Providing data feedback that support recommendations for	comments_well	Marketing Process	Well	Providing data feedback that support recommendations for changes in marketing strategy	Marketing Process	87 - 87	Michael Graham
2:56	open line of communication and	comments_well	Process	Well	open line of communication and collaboration	Process	88 - 88	Michael Graham
2:57	support the students through success coaching	comments_well	Marketing Services	Well	support the students through success coaching and onboarding.	Marketing Services	88 - 88	Michael Graham
2:58	Instructional Design, enrollment	comments_well	Services	Well	Instructional Design, enrollment	Services	94 - 94	Michael Graham
2:59	scale	comments_well	Process	Well	scale	Process	95 - 95	Michael Graham
2:60	not being constrained by faculty	comments_well	Process	Well	not being constrained by faculty bandwidth	Process	95 - 95	Michael Graham
2:61	We are currently working with OPMs on non-degree	comments_well	Marketing	Well	We are currently working with OPMs on non-degree online projects	Marketing	95 - 95	Michael Graham
2:62	Marketing, course design, and	comments_well	Marketing Services	Well	Marketing, course design, and recruiting ^[P] _[SEP]	Marketing Service	96 - 96	Michael Graham
2:63	Marketing	comments_well	Marketing	Well	Marketing ^[P] _[SEP]	Marketing	99 - 99	Michael Graham
2:64	Marketing, recruitment, customization of	comments_well	Marketing Services	Well	Marketing, recruitment, customization of templates ^[P] _[SEP]	Marketing Services	100 - 100	Michael Graham
2:65	Creative idea generation, a good working knowledge	comments_well	Marketing	Well	Creative idea generation, a good working knowledge of modern marketing techniques ^[P] _[SEP]	Marketing	104 - 104	Michael Graham
2:66	It has an excellent help desk	comments_well	Services	Well	It has an excellent help desk ^[P] _[SEP]	Services	116 - 116	Michael Graham
2:67	Responds to requests for help. Schedules	comments_well	Services	Well	Responds to requests for help. Schedules times to assist ^[P] _[SEP]	Services	122 - 122	Michael Graham
2:68	Easy to work with and easy	comments_well	Process	Well	Easy to work with and easy navigation tools ^[P] _[SEP]	Process	126 - 126	Michael Graham

2:69	The OPM makes personal connections with prospective	comments_well	Marketing	Well	The OPM makes personal connections with prospective students to generate interest.	Marketing	127 - 127	Michael Graham
2:70	student engagement and ease of	comments_well	Marketing Process	Well	student engagement and ease of access.	Marketing Process	130 - 130	Michael Graham
2:71	Engage us as a partner with curriculum	comments_well	Services	Well	Engage us as a partner with curriculum development.	Services	132 - 132	Michael Graham
2:72	marketing and enrollment are proactive	comments_well	Marketing	Well	marketing and enrollment are proactive and aggressive	Marketing	135 - 135	Michael Graham
2:73	Instructional Design	comments_well	Services	Well	Instructional Design	Services	136 - 136	Michael Graham
2:74	They do online teacher training for	comments_well	Services	Well	They do online teacher training for all of our faculty	Services	136 - 136	Michael Graham
2:75	Marketing	comments_well	Marketing	Well	Marketing	Marketing	136 - 136	Michael Graham
2:76	Admissions	comments_well	Marketing	Well	Admissions	Marketing	136 - 136	Michael Graham
2:77	The service level to prospective students is	comments_well	Marketing	Well	The service level to prospective students is really good.	Marketing	137 - 137	Michael Graham
2:78	he institution has learned from their	comments_well	Process	Well	he institution has learned from their practices.	Process	137 - 137	Michael Graham
2:79	marketing strategy	comments_well	Marketing	Well	marketing strategy	Marketing	138 - 138	Michael Graham
2:80	nrollment,	comments_well	Marketing	Well	nrollment,	Marketing	142 - 142	Michael Graham
2:81	innovative learning experiences and programs of study	comments_well	Marketing	Well	innovative learning experiences and programs of study outside our traditional areas.	Marketing	144 - 144	Michael Graham
2:82	dents the ability to complete required courses	comments_well	Marketing	Well	dents the ability to complete required courses offered out of sync with student progress.	Marketing	144 - 144	Michael Graham
2:83	Course development and design	comments_well	Services	Well	Course development and design.	Services	149 - 149	Michael Graham

2:84	he OPM allows us to increase diversification of our	comments_well	Marketing	Well	he OPM allows us to increase diversification of our online credit-bearing courses	Marketing	156 - 156	Michael Graham
2:85	Marketing and managing	comments_well	Marketing	Well	Marketing and managing the public perception	Marketing	158 - 158	Michael Graham
2:86	The OPM does market research	comments_well	Marketing	Well	The OPM does market research well.	Marketing	161 - 161	Michael Graham
2:87	The OPM is aggressive with contacting potential	comments_well	Marketing	Well	The OPM is aggressive with contacting potential students to get them	Marketing	161 - 161	Michael Graham
2:88	Marketing	comments_well	Marketing	Well	Marketing	Marketing	162 - 162	Michael Graham
2:89	Provides marketing research for new program	comments_well	Marketing	Well	Provides marketing research for new program development	Marketing	163 - 163	Michael Graham
2:90	They have a very structured approach to	comments_well	Marketing	Well	They have a very structured approach to enrollment	Marketing	164 - 164	Michael Graham
2:91	surfaced many opportunities for improvement	comments_well	Process	Well	surfaced many opportunities for improvement within our own processes	Process	164 - 164	Michael Graham
2:92	Consistency of alignment of course	comments_well	Process	Well	Consistency of alignment of course outcomes	Process	165 - 165	Michael Graham
2:93	Hiring/training/developing qualified	comments_well	Services	Well	Hiring/training/developing qualified faculty	Services	165 - 165	Michael Graham
2:94	Diverse course offerings at a	comments_well	Marketing Services	Well	Diverse course offerings at a reasonable price	Marketing Service	168 - 168	Michael Graham
2:95	Our OPM does everything well.	comments_well	Marketing Process Services	Well	Our OPM does everything well.	Marketing Process Service	174 - 174	Michael Graham
2:96	Movement from inquiry to	comments_well	Marketing	Well	Movement from inquiry to enrollment.	Marketing	178 - 178	Michael Graham
2:97	Marketing has been good, especially	comments_well	Marketing	Well	Marketing has been good, especially with geosourcing.	Marketing	180 - 180	Michael Graham

2:98	It provides an outside	comments_well	Process	Well	It provides an outside viewpoint.	Process	181 - 181	Michael Graham
2:99	Market research	comments_well	Marketing	Well	Market research	Marketing	185 - 185	Michael Graham
2:100	working with candidates through admissions	comments_well	Marketing	Well	working with candidates through admissions	Marketing	185 - 185	Michael Graham
2:101	helping with retention	comments_well	Services	Well	helping with retention	Services	185 - 185	Michael Graham
2:102	pushing the university to streamline its admissions	comments_well	Process	Well	pushing the university to streamline its admissions and curricular	Process	185 - 185	Michael Graham
2:103	Targets specific populations with specific	comments_well	Marketing	Well	Targets specific populations with specific program messaging	Marketing	189 - 189	Michael Graham
2:104	Marketing and quick enrollment	comments_well	Marketing	Well	Marketing and quick enrollment turnaround	Marketing	193 - 193	Michael Graham
2:106	They are good at introducing best practices	comments_well	Process	Well	They are good at introducing best practices and modern processes to the institution.	Process	195 - 195	Michael Graham
2:107	Digital Marketing	comments_well	Marketing	Well	Digital Marketing	Marketing	197 - 197	Michael Graham
2:108	he OPM has a well-defined program intake process	comments_well	Marketing	Well	he OPM has a well-defined program intake process allowing it to gather important market and	Marketing	198 - 198	Michael Graham
2:109	decrease university investment in degree	comments_well	Process	Well	decrease university investment in degree launches	Process	199 - 199	Michael Graham
2:110	OPM allowed us to convert modalities and not miss	comments_well	Services	Well	OPM allowed us to convert modalities and not miss a beat in offering our students quality	Services	200 - 200	Michael Graham
2:111	Our system meets the needs of teaching and student outcomes. It	comments_well	Services	Well	Our system meets the needs of teaching and student outcomes. It helps organize the courses a	Services	201 - 201	Michael Graham

2:112	Provides instruction the college is unable to	comments_well	Services	Well	Provides instruction the college is unable to provide	Services	202 - 202	Michael Graham
2:113	National reach beyond our	comments_well	Marketing	Well	National reach beyond our geographic area.	Marketing	203 - 203	Michael Graham
2:114	Handling the incoming calls and marketing that our	comments_well	Marketing	Well	Handling the incoming calls and marketing that our smaller office could not handle.	Marketing	203 - 203	Michael Graham
2:115	Marketing of programs and regular, clear communication with our instit...	comments_well	Marketing	Well	Marketing of programs and regular, clear communication with our institution about the programs with which we have a partnership. They take a highly	Marketing	206 - 206	Michael Graham
2:116	enrollment, marketing,	comments_well	Marketing	Well	enrollment, marketing,	Marketing	210 - 210	Michael Graham
2:117	process improvement, communication	comments_well	Process	Well	process improvement, communication, reporting	Process	210 - 210	Michael Graham
2:119	They spend more in marketing than we ever could, and	comments_well	Marketing	Well	They spend more in marketing than we ever could, and they have a larger pool of course	Marketing	212 - 212	Michael Graham
2:120	The OPM is excellent at instructional design and student academic	comments_well	Services	Well	The OPM is excellent at instructional design and student academic support	Services	214 - 214	Michael Graham
2:121	Managing the lead funnel is handled very well with a	comments_well	Marketing	Well	Managing the lead funnel is handled very well with a lot of high touch outreach and	Marketing	219 - 219	Michael Graham
2:122	SEO, PPI, PPC, Webpage content, professional advising,	comments_well	Marketing	Well	SEO, PPI, PPC, Webpage content, professional advising, working collaboratively	Marketing	220 - 220	Michael Graham

2:123	marketing, selling itself, collecting revenue. It did create	comments_well	Marketing Process	Well	marketing, selling itself, collecting revenue. It did create institutional changes that were	Marketing Process	221 - 221	Michael Graham
2:127	improved and streamlined the process from inquiry	comments_well	Marketing	Well	improved and streamlined the process from inquiry to registration	Marketing	241 - 241	Michael Graham
2:128	couraged the university to implement new ways for new	comments_well	Marketing Process	Well	couraged the university to implement new ways for new students to enroll at more times of	Marketing Process	241 - 241	Michael Graham
2:129	Reaching audiences that we were unable to	comments_well	Marketing	Well	Reaching audiences that we were unable to reach.	Marketing	242 - 242	Michael Graham
2:131	The design of the curriculum was well planned and	comments_well	Services	Well	The design of the curriculum was well planned and managed appropriately by	Services	246 - 246	Michael Graham
2:132	Focused and intensified enrollment & coaching activities	comments_well	Marketing	Well	Focused and intensified enrollment & coaching activities	Marketing	247 - 247	Michael Graham
2:133	Academic advisement and instructional	comments_well	Services	Well	Academic advisement and instructional design. That's it.	Services	248 - 248	Michael Graham
2:134	The OPM had a smooth student facing	comments_well	Marketing	Well	The OPM had a smooth student facing service operational structure. The	Marketing	251 - 251	Michael Graham
2:135	Marketing and	comments_well	Marketing	Well	Marketing and enrollment.	Marketing	254 - 254	Michael Graham
2:136	Focusing internal operators to respond to	comments_well	Process	Well	Focusing internal operators to respond to the OPM contract	Process	256 - 256	Michael Graham
2:137	Academic courses	comments_well	Services	Well	Academic courses.	Services	257 - 257	Michael Graham
2:138	Access to courses from students not within our	comments_well	Marketing	Well	Access to courses from students not within our service area.	Marketing	263 - 263	Michael Graham

2:139	Larger reach	comments_well	Marketing	Well	Larger reach ^[P] _[SEP]	Marketing	268 - 268	Michael Graham
2:140	MaRKETING	comments_well	Marketing	Well	MaRKETING ^[P] _[SEP]	Marketing	277 - 277	Michael Graham
2:141	Instructional design and retention	comments_well	Services	Well	Instructional design and retention ^[P] _[SEP]	Services	280 - 280	Michael Graham
2:142	The OPM maximizes our choices in shared majors and	comments_well	Marketing	Well	The OPM maximizes our choices in shared majors and courses	Marketing	283 - 283	Michael Graham
2:143	Helping our health sciences university stand out	comments_well	Marketing	Well	Helping our health sciences university stand out from our health system partners. ^[P] _[SEP]	Marketing	284 - 284	Michael Graham
2:144	Generates leads nationally that we	comments_well	Marketing	Well	Generates leads nationally that we couldn't do otherwise	Marketing	285 - 285	Michael Graham
2:145	Support for program specialized accreditation ; faculty and program	comments_well	Services	Well	Support for program specialized accreditation; faculty and program	Services	286 - 286	Michael Graham
2:146	Marketing, clinical placements	comments_well	Marketing	Well	Marketing, clinical placements ^[P] _[SEP]	Marketing	288 - 288	Michael Graham
2:147	Recruitment, social media marketing. OPM does work with us	comments_well	Marketing	Well	Recruitment, social media marketing. OPM does work with us and with students	Marketing	290 - 290	Michael Graham
2:148	Target and funnel	comments_well	Marketing	Well	Target and funnel enrollment ^[P] _[SEP]	Marketing	291 - 291	Michael Graham
2:149	The speed to which they respond to recruits is very good.	comments_well	Marketing	Well	The speed to which they respond to recruits is very good. ^[P] _[SEP]	Marketing	293 - 293	Michael Graham
2:150	Retention of students.	comments_well	Services	Well	Retention of students.	Services	301 - 301	Michael Graham
2:151	marketing, inquiry follow up, pre-admissions	comments_well	Marketing	Well	marketing, inquiry follow up, pre-admissions contact ^[P] _[SEP]	Marketing	302 - 302	Michael Graham
2:152	Student enrollment	comments_well	Marketing	Well	Student enrollment ^[P] _[SEP]	Marketing	305 - 305	Michael Graham

2:153	Our OPM is very responsive to our needs and provides	comments_well	Services	Well	Our OPM is very responsive to our needs and provides individual support when	Services	93 - 93	Michael Graham
2:154	Awareness to the	comments_well	Process	Well	Awareness to the institution ^[P] _[SEP]	Process	110 - 110	Michael Graham
2:155	Rethinking marketing channels and	comments_well	Marketing	Well	Rethinking marketing channels and outreach	Marketing	203 - 203	Michael Graham
2:156	-staff training	comments_well	Process	Well	-staff training	Process	231 - 231	Michael Graham
2:157	monitoring student data	comments_well	Services	Well	monitoring student data	Services	231 - 231	Michael Graham
2:158	-SOPs	comments_well	Process	Well	-SOPs	Process	231 - 231	Michael Graham
2:159	more availability for students due to larger team and	comments_well	Services	Well	more availability for students due to larger team and longer business hours than	Services	231 - 231	Michael Graham
2:160	Marketing over the	comments_well	Marketing	Well	Marketing over the internet	Marketing	235 - 235	Michael Graham
2:161	Student Success.	comments_well	Services	Well	Student Success.	Services	235 - 235	Michael Graham
2:162	Respond to inquires and concerns.	comments_well	Process	Well	Respond to inquires and concerns ^[P] _[SEP]	Process	243 - 243	Michael Graham
2:163	Great contract in bringing on new programs in	comments_well	Services	Well	Great contract in bringing on new programs in which the College did not have the	Services	245 - 245	Michael Graham
2:164	The design of courses is accomplished in a timely fashion,	comments_well	Services	Well	The design of courses is accomplished in a timely fashion, although not	Services	260 - 260	Michael Graham
2:165	manage faculty and	comments_well	Process	Well	manage faculty and deadlines	Process	262 - 262	Michael Graham
2:166		comments_well	Services	Well		Services	272 - 272	Michael Graham
2:167	clinical placements	comments_well	Services	Well	clinical placements	Services	288 - 288	Michael Graham
2:168	OPM does work with us and with students on	comments_well	Services	Well	OPM does work with us and with students on retention	Services	290 - 290	Michael Graham

2:169	Ongoing communication. Good behind the scenes support.	comments_well	Marketing Process Services	Well	Ongoing communication. Good behind the scenes support. Good management of	Marketing Process Services	296 - 296	Michael Graham
2:170	target marketing of specific	comments_well	Marketing	Well	target marketing of specific programs	Marketing	297 - 297	Michael Graham
2:171	Customer service and support are their best	comments_well	Services	Well	Customer service and support are their best features.	Services	298 - 298	Michael Graham
2:172	It leverages self service and a great online tool to support	comments_well	Services	Well	It leverages self service and a great online tool to support online classes.	Services	51 - 51	Michael Graham
2:173	coaches the students through the enrollment process and also through	comments_well	Services	Well	coaches the students through the enrollment process and also through their course of study.	Services	58 - 58	Michael Graham
3:1	"Advising	poorly_dissertation_comments	POOR SERVICE	Poorly	"Advising ^{{P}{SEP}}	POOR SERVICE	8 - 8	Michael Graham
3:2	recruitment and enrollment	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	recruitment and enrollment ^{{P}{SEP}}	POOR MARKETING/ENROLLMENT	9 - 9	Michael Graham
3:3	following procedures	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	following procedures ^{{P}{SEP}}	DOESN'T DELIVER ON PROMISE	10 - 10	Michael Graham
3:4	Communication	poorly_dissertation_comments	TRANSPARENCY	Poorly	Communication ^{{P}{SEP}}	TRANSPARENCY	11 - 11	Michael Graham
3:5	marketing	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	marketing ^{{P}{SEP}}	POOR MARKETING/ENROLLMENT	12 - 12	Michael Graham

3:6	Race to the finish - the urgency of the process creates the opportunit...	poorly_dissertation_comments	TRANSPARENCY	Poorly	Race to the finish - the urgency of the process creates the opportunity for communication to fall through the cracks creating a foundation for dissatisfaction and	TRANSPARENCY	15 - 15	Michael Graham
3:7	I don't think it is the OPM's fought that grades did	poorly_dissertation_comments	POOR SERVICE	Poorly	I don't think it is the OPM's fought that grades did not compute correctly to student's	POOR SERVICE	18 - 18	Michael Graham
3:8	ased on my limited understanding of the OPM, I think it is not exposin...	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	ased on my limited understanding of the OPM, I think it is not exposing/promoting our program well enough because	POOR MARKETING/ENROLLMENT	31 - 31	Michael Graham
3:9	Struggling with marketing - converting leads to	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Struggling with marketing - converting leads to enrollments ^[P] _[SEP]	POOR MARKETING/ENROLLMENT	34 - 35	Michael Graham
3:10	instructional design	poorly_dissertation_comments	POOR SERVICE	Poorly	instructional design ^[P] _[SEP]	POOR SERVICE	42 - 42	Michael Graham
3:11	Instructional design and retention coaching	poorly_dissertation_comments	POOR SERVICE	Poorly	Instructional design and retention coaching	POOR SERVICE	47 - 47	Michael Graham
3:12	High turnover of staff, limited success in recruiting. We feel we cou...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT POOR SERVICE	Poorly	High turnover of staff, limited success in recruiting. We feel we could get the same level of enrollment without them. ^[P] _[SEP]	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT POOR SERVICE	48 - 48	Michael Graham

3:13	Marketing could be much improved.	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Marketing could be much improved.	POOR MARKETING/ENROLLMENT	53 - 53	Michael Graham
3:14	As a result of COVID as well as civic and social influences, OPM deli...	poorly_dissertation_comments	POOR SERVICE	Poorly	As a result of COVID as well as civic and social influences, OPM deliveries need more periodic assessments. I also believe that outcome measures need to be determined for such. Additionally, I believe that as	POOR SERVICE	55 - 55	Michael Graham
3:15	They are owned by their profit margins and that will take priority ove...	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	They are owned by their profit margins and that will take priority over the success of the degree programs they manage. If they sense that a degree program is not highly marketable/viable, they will starve it to push lead gen dollars toward one	POOR MARKETING/ENROLLMENT	59 - 59	Michael Graham
3:16	Academic planning and instructional design.	poorly_dissertation_comments	POOR SERVICE	Poorly	Academic planning and instructional design.	POOR SERVICE	60 - 60	Michael Graham
3:17	Marketing	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Marketing	POOR MARKETING/ENROLLMENT	61 - 61	Michael Graham
3:18	My faculty colleagues who lead the master's degrees do not have a good...	poorly_dissertation_comments	TRANSPARENCY	Poorly	My faculty colleagues who lead the master's degrees do not have a good understanding of how the OPM	TRANSPARENCY	63 - 63	Michael Graham

3:19	o, our OPM could better communicate its strategic marketing approach....	poorly_dissertation_comments	TRANSPARENCY	Poorly	o, our OPM could better communicate its strategic marketing approach. This will help address a concern that faculty have about the OPM marketing multiple	TRANSPARENCY	63 - 63	Michael Graham
3:20	enrollment numbers are well below predicted	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	enrollment numbers are well below predicted	POOR MARKETING/ENROLLMENT	64 - 64	Michael Graham
3:21	hey are not transparent with the actual costs of the	poorly_dissertation_comments	TRANSPARENCY	Poorly	hey are not transparent with the actual costs of the support they provide.	TRANSPARENCY	68 - 68	Michael Graham
3:23	serious enrollment funnel leakage in the past year due to poor corpora...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR SERVICE	Poorly	serious enrollment funnel leakage in the past year due to poor corporate culture and performance issues that were tolerated too long.	DOESN'T DELIVER ON PROMISE POOR SERVICE	70 - 70	Michael Graham
3:24	They don't know how to recruit for graduate programs.	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	They don't know how to recruit for graduate programs.	POOR MARKETING/ENROLLMENT	81 - 81	Michael Graham
3:25	It does not service non-traditional or adult students	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	It does not service non-traditional or adult students well.	POOR MARKETING/ENROLLMENT	88 - 88	Michael Graham
3:26	new strategies are slow	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT	Poorly	new strategies are slow.	HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT	92 - 92	Michael Graham

3:27	The OPM is not bringing as many enrollments as we anticipated they wou...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	Poorly	The OPM is not bringing as many enrollments as we anticipated they would be. This is likely in part due to COVID and the OPM working out which marketing strategies are most beneficial for	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	93 - 93	Michael Graham
3:28	The cost is always a concern	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION	Poorly	The cost is always a concern	HIGH COST/CANNIBALIZATION	98 - 98	Michael Graham
3:29	Advising has had some issues	poorly_dissertation_comments	POOR SERVICE	Poorly	Advising has had some issues	POOR SERVICE	99 - 99	Michael Graham
3:30	Marketing has varied.	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Marketing has varied.	POOR MARKETING/ENROLLMENT	99 - 99	Michael Graham
3:31	Where OPMs don't seem to work are in small online programs. If you onl...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION	Poorly	Where OPMs don't seem to work are in small online programs. If you only want or can handle 50 students a year, then the OPM model sort of breaks down	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION	100 - 100	Michael Graham

3:32	Everything	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	Poorly	Everything	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	102 - 102	Michael Graham
3:33	Interacting with Faculty	poorly_dissertation_comments	TRANSPARENCY	Poorly	Interacting with Faculty	TRANSPARENCY	104 - 104	Michael Graham
3:34	Understanding higher education,	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	Understanding higher education,	DOESN'T DELIVER ON PROMISE	109 - 109	Michael Graham
3:35	lack of urgency, timely follow through, looking at	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	lack of urgency, timely follow through, looking at the marketing project from the	POOR MARKETING/ENROLLMENT	109 - 109	Michael Graham
3:36	does not bring the student experience	poorly_dissertation_comments	POOR SERVICE	Poorly	does not bring the student experience from the institution in	POOR SERVICE	115 - 115	Michael Graham
3:37	communication	poorly_dissertation_comments	TRANSPARENCY	Poorly	communication	TRANSPARENCY	119 - 119	Michael Graham
3:38	Lack of bilingual staff	poorly_dissertation_comments	POOR SERVICE	Poorly	Lack of bilingual staff	POOR SERVICE	121 - 121	Michael Graham
3:39	We were not happy with their ability to deliver students	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	We were not happy with their ability to deliver students who were qualified,	POOR MARKETING/ENROLLMENT	122 - 122	Michael Graham

3:40	Except in one area, we did not realize the volume,	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Except in one area, we did not realize the volume, growth, or value we expected	POOR MARKETING/ENROLLMENT	124 - 124	Michael Graham
3:41	The actual work of admissions and differentiation of communication	poorly_dissertation_comments	POOR SERVICE	Poorly	The actual work of admissions and differentiation of communication (different means and messages) for the academic	POOR SERVICE	134 - 134	Michael Graham
3:42	Pushback on marketing suggestions or concerns we have.	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Pushback on marketing suggestions or concerns we have.	POOR MARKETING/ENROLLMENT	139 - 139	Michael Graham
3:43	tend to be presumptuous about academics and attrition, sometimes is to...	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT POOR SERVICE	Poorly	tend to be presumptuous about academics and attrition, sometimes is too aggressive in enrollment	POOR MARKETING/ENROLLMENT POOR SERVICE	142 - 142	Michael Graham
3:44	overall allocation of effort/dollars to the marketing of	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	overall allocation of effort/dollars to the marketing of programs has also been a source of	POOR MARKETING/ENROLLMENT	144 - 144	Michael Graham
3:45	We looked at our OPM for course design and they were	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION	Poorly	We looked at our OPM for course design and they were cost-prohibitive.	HIGH COST/CANNIBALIZATION	145 - 145	Michael Graham
3:46	enrollment team, which is a gap for us in capacity, has seen turnover...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT POOR SERVICE	Poorly	enrollment team, which is a gap for us in capacity, has seen turnover with limited utility over what has been expected in this process.	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT POOR SERVICE	149 - 149	Michael Graham

3:47	Need better cross institution involvement	poorly_dissertation_comments	TRANSPARENCY	Poorly	Need better cross institution involvement and coordination	TRANSPARENCY	151 - 151	Michael Graham
3:48	hey have little understanding of our College.	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	hey have little understanding of our College.	DOESN'T DELIVER ON PROMISE	155 - 155	Michael Graham
3:49	Misrepresent the program, lie to students, talk students into enrollme...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	Poorly	Misrepresent the program, lie to students, talk students into enrollment with false promises, lie to university administration, continually throw faculty "under the bus." Their work is poor quality, slow, wrong. We have "given" them all of their ideas for marketing our program - they have no ideas and do not even know what program they are marketing most of the time. For example ... they were asked market a program to train primary care providers (FNPs) and their	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	157 - 157	Michael Graham
3:50	Our current OPM is not able to adequately accommodat	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Our current OPM is not able to adequately accommodate our non-credit	POOR MARKETING/ENROLLMENT	163 - 163	Michael Graham
3:51	Quantifiably measuring or evaluating the success or performance	poorly_dissertation_comments	POOR SERVICE TRANSPARENCY	Poorly	Quantifiably measuring or evaluating the success or performance of its programmatic	POOR SERVICE TRANSPARENCY	165 - 165	Michael Graham

3:52	The OPM doesn't follow through on some promises or share some informat...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE TRANSPARENCY	Poorly	The OPM doesn't follow through on some promises or share some information back to the institution	DOESN'T DELIVER ON PROMISE TRANSPAREN	168 - 168	Michael Graham
3:53	The institution has not received timely or adequate	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	The institution has not received timely or adequate marketing for 2 of its programs. <small>SEP</small>	POOR MARKETING/ENROLLMENT	169 - 169	Michael Graham
3:54	We didn't get anticipated results	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	We didn't get anticipated results	DOESN'T DELIVER ON PROMISE	170 - 170	Michael Graham
3:55	recruiting and retaining students in older programs	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT POOR SERVICE	Poorly	recruiting and retaining students in older programs <small>SEP</small>	POOR MARKETING/ENROLLMENT POOR SERVICE	171 - 171	Michael Graham
3:56	They have been reluctant to collaborate fully with marketing budgets a...	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT TRANSPARENCY	Poorly	They have been reluctant to collaborate fully with marketing budgets and gave up on areas outside of the market directly surrounding the university which created competition issues	HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT TRANSPAREN	172 - 172	Michael Graham
3:57	Our OPM has no Customer Relations Management aspect, and it does a	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT TRANSPARENCY	Poorly	Our OPM has no Customer Relations Management aspect, and it does a poor job in running reports	POOR MARKETING/ENROLLMENT TRANSPAREN	175 - 175	Michael Graham
3:58	Marketing development is slow, clunky and/or	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Marketing development is slow, clunky and/or unsophisticated	POOR MARKETING/ENROLLMENT	186 - 186	Michael Graham

3:59	We did not renew the contract bc we did not have sufficient volume of...	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT	Poorly	We did not renew the contract bc we did not have sufficient volume of students in the program and we felt we could move forward on our own w/out OPM.	HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT	187 - 187	Michael Graham
3:60	Enrollment has been poor. We have received many	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Enrollment has been poor. We have received many applications to process but low return on actual	POOR MARKETING/ENROLLMENT	188 - 188	Michael Graham
3:61	Hasn't performed as expected in terms of producing	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Hasn't performed as expected in terms of producing enrollments.	POOR MARKETING/ENROLLMENT	193 - 193	Michael Graham
3:62	he biggest let down with the current OPM was the sales	poorly_dissertation_comments	POOR SERVICE	Poorly	he biggest let down with the current OPM was the sales pitch to assist with	POOR SERVICE	194 - 194	Michael Graham
3:63	With one partner, there is a sense of greater pressure to comply with...	poorly_dissertation_comments	TRANSPARENCY	Poorly	With one partner, there is a sense of greater pressure to comply with their recommendations because, "we have used significant	TRANSPARENCY	194 - 194	Michael Graham

3:64	We could use more interaction with the academic side of the house. The...	poorly_dissertation_comments	TRANSPARENCY		We could use more interaction with the academic side of the house. There is a miss understanding that faculty don't want to ""play"" well with the OPM marketing and enrollment folks, that is not true. in my experience, the faculty would like to be more involved and included with the performance numbers (i.e. lead	TRANSPARENCY	197 - 197	Michael Graham
				Poorly				
3:65	If the OPM has an advising model, there needs to be a stronger relationship...	poorly_dissertation_comments	POOR SERVICE TRANSPARENCY		If the OPM has an advising model, there needs to be a stronger relationship between advising and the academics. Understanding the thin line between	POOR SERVICE TRANSPARENCY	199 - 199	Michael Graham
				Poorly				
3:66	OPM staff can disregard certain institutional processes and take up FA...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR SERVICE		OPM staff can disregard certain institutional processes and take up FAR more staff time (business office, financial aid, enrollment) than	DOESN'T DELIVER ON PROMISE POOR SERVICE	203 - 203	Michael Graham
				Poorly				
3:67	We are extremely disappointed with the amount of students they've been...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT		We are extremely disappointed with the amount of students they've been able to recruit. It is far below what we were lead to believe prior to signing the contract	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	205 - 205	Michael Graham
				Poorly				

3:68	Sharing information and updating web presence when	poorly_dissertation_comments	TRANSPARENCY	Poorly	Sharing information and updating web presence when changes are needed. [P] [SEP]	TRANSPARENCY	207 - 207	Michael Graham
3:69	The OPM does not share information about its marketing and	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT TRANSPARENCY	Poorly	The OPM does not share information about its marketing and recruitment activities in a timely fashion, nor	POOR MARKETING/ENROLLMENT TRANSPARENCY	208 - 208	Michael Graham
3:70	everything	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	Poorly	everything. [P] [SEP]	DOESN'T DELIVER ON PROMISE HIGH COST/CANNIBALIZATION POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	209 - 209	Michael Graham
3:71	They are slow to evolve with student's needs. Synchronous online cour...	poorly_dissertation_comments	POOR SERVICE	Poorly	They are slow to evolve with student's needs. Synchronous online courses were developed at the college and not through our OPM. This is just a single example of how slow the	POOR SERVICE	210 - 210	Michael Graham
3:72	Understanding that we are focused on enrolling qualified, engaged stud...	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Understanding that we are focused on enrolling qualified, engaged students for academic courses, and not	POOR MARKETING/ENROLLMENT	213 - 213	Michael Graham

3:73	duplicate roles, student	poorly_dissertation_comments	POOR SERVICE	Poorly	duplicate roles, student modality transitions ^{[P] [SEP]}	POOR SERVICE	220 - 220	Michael Graham
3:74	They are not recruiting outside of our dominant	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	They are not recruiting outside of our dominant market area. The enrollment has	POOR MARKETING/ENROLLMENT	222 - 222	Michael Graham
3:75	It has not been able to get us additional enrollment	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	It has not been able to get us additional enrollment ^{[P] [SEP]}	POOR MARKETING/ENROLLMENT	224 - 224	Michael Graham
3:76	Focuses more time on other partner schools	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	Focuses more time on other partner schools	DOESN'T DELIVER ON PROMISE	229 - 229	Michael Graham
3:77	No transparency on marketing	poorly_dissertation_comments	TRANSPARENCY	Poorly	No transparency on marketing spend	TRANSPARENCY	230 - 230	Michael Graham
3:78	-Have negotiated certain services only to have the contract change at...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE TRANSPARENCY	Poorly	-Have negotiated certain services only to have the contract change at the last moment ^{[P] [SEP]}	DOESN'T DELIVER ON PROMISE TRANSPARENCY	231 - 231	Michael Graham
3:79	Don't provide good integration	poorly_dissertation_comments	POOR SERVICE	Poorly	Don't provide good integration into our systems ^{[P] [SEP]}	POOR SERVICE	232 - 232	Michael Graham
3:80	Too much turnover in retention	poorly_dissertation_comments	POOR SERVICE	Poorly	Too much turnover in retention services	POOR SERVICE	233 - 233	Michael Graham
3:81	Ask the same questions over and over since	poorly_dissertation_comments	POOR SERVICE	Poorly	Ask the same questions over and over since there is so much turnover	POOR SERVICE	234 - 234	Michael Graham
3:82	Don't have good sense of our programs since they	poorly_dissertation_comments	POOR SERVICE	Poorly	Don't have good sense of our programs since they don't have the same level of	POOR SERVICE	235 - 235	Michael Graham
3:83	adjust as quickly as I would like	poorly_dissertation_comments	POOR SERVICE	Poorly	adjust as quickly as I would like ^{[P] [SEP]}	POOR SERVICE	236 - 236	Michael Graham

3:84	retention, ID services, takes far too much revenue	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION POOR SERVICE	Poorly	retention, ID services, takes far too much revenue	HIGH COST/CANNIBALIZATION POOR SERVICE	237 - 237	Michael Graham
3:85	heavy on for-profit mindset in the sales side of student	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	heavy on for-profit mindset in the sales side of student recruitment conversations,	POOR MARKETING/ENROLLMENT	247 - 247	Michael Graham
3:86	lack of transparency due to ""proprietary""	poorly_dissertation_comments	TRANSPARENCY	Poorly	lack of transparency due to ""proprietary"" systems/processes	TRANSPARENCY	248 - 248	Michael Graham
3:87	managed relationship with non-OPM enrollment team in a	poorly_dissertation_comments	POOR SERVICE TRANSPARENCY	Poorly	managed relationship with non-OPM enrollment team in a way that heightened	POOR SERVICE TRANSPARENCY	249 - 249	Michael Graham
3:88	lacked respect of the institutional cultural ethos of	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	lacked respect of the institutional cultural ethos of student-centeredness	DOESN'T DELIVER ON PROMISE	250 - 250	Michael Graham
3:89	introduced numerous redundancies to share information across systems,...	poorly_dissertation_comments	POOR SERVICE	Poorly	introduced numerous redundancies to share information across systems, strained departments that supported their work (IT, bursar, financial aid,	POOR SERVICE	251 - 251	Michael Graham
3:90	Retaining students	poorly_dissertation_comments	POOR SERVICE	Poorly	Retaining students	POOR SERVICE	261 - 261	Michael Graham
3:91	Revenue share has been a sore point with faculty.	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION	Poorly	Revenue share has been a sore point with faculty.	HIGH COST/CANNIBALIZATION	265 - 265	Michael Graham

3:92	We discontinued the relationship because we went in another direction...	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION POOR SERVICE	Poorly	We discontinued the relationship because we went in another direction for instructional design. The help desk function was not used by students or faculty	HIGH COST/CANNIBALIZATION POOR SERVICE	266 - 266	Michael Graham
3:93	Unwillingness to renegotiate contract to new win-win	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION	Poorly	Unwillingness to renegotiate contract to new win-win solutions	HIGH COST/CANNIBALIZATION	267 - 267	Michael Graham
3:94	Overestimating marketing capabilities and efficiencies	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	Poorly	Overestimating marketing capabilities and efficiencies	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	267 - 267	Michael Graham
3:95	Marketing, admissions, sharing information, planning process with coll...	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	Poorly	Marketing, admissions, sharing information, planning process with college	POOR MARKETING/ENROLLMENT POOR SERVICE TRANSPARENCY	268 - 268	Michael Graham
3:96	The OPM did not do a good job of articulating the mission and values o...	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	Poorly	The OPM did not do a good job of articulating the mission and values of the institution. The OPM focused heavily on enrolling the student versus ensuring the	DOESN'T DELIVER ON PROMISE POOR MARKETING/ENROLLMENT	271 - 271	Michael Graham

3:97	Program flexibility: OPM partner has specific and limited programs	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Program flexibility: OPM partner has specific and limited programs it is interested in marketing	POOR MARKETING/ENROLLMENT	274 - 274	Michael Graham
3:98	Quality of student	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Quality of student	POOR MARKETING/ENROLLMENT	276 - 276	Michael Graham
3:99	doesn't produce equity-	poorly_dissertation_comments	POOR SERVICE	Poorly	doesn't produce equity-minded online content	POOR SERVICE	282 - 282	Michael Graham
3:100	Flexibility in course offering	poorly_dissertation_comments	POOR SERVICE	Poorly	Flexibility in course offering	POOR SERVICE	283 - 283	Michael Graham
3:101	STUDENT SERVICES	poorly_dissertation_comments	POOR SERVICE	Poorly	STUDENT SERVICES	POOR SERVICE	297 - 297	Michael Graham
3:102	Enrollment, marketing, filling the top of the funnel	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Enrollment, marketing, filling the top of the funnel	POOR MARKETING/ENROLLMENT	300 - 300	Michael Graham
3:103	s with all partnerships, there is only a certain amount of transparency ...	poorly_dissertation_comments	TRANSPARENCY	Poorly	s with all partnerships, there is only a certain amount of transparency - we can't know all that they do, like what issues other institutions participating in the OPM consortium	TRANSPARENCY	303 - 303	Michael Graham
3:104	costs a lot	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION	Poorly	costs a lot	HIGH COST/CANNIBALIZATION	305 - 305	Michael Graham
3:105	defines strategy for different geographical locations	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	defines strategy for different geographical locations	POOR MARKETING/ENROLLMENT	308 - 308	Michael Graham

3:106	Marketing for non-specific programs is not as effective as for some of...	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Marketing for non-specific programs is not as effective as for some of our programs. i.e. it is easier to market for a teacher to get a master's degree than for an UG University Studies	POOR MARKETING/ENROLLMENT	310 - 310	Michael Graham
3:107	Nurture inquiries	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Nurture inquiries ^{P} _{SEP}	POOR MARKETING/ENROLLMENT	311 - 311	Michael Graham
3:108	I think it can lead to cannibalization of face to face students and	poorly_dissertation_comments	HIGH COST/CANNIBALIZATION	Poorly	I think it can lead to cannibalization of face to face students and unwanted competition with	HIGH COST/CANNIBALIZATION	313 - 313	Michael Graham
3:109	getting student interest	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	getting student interest	POOR MARKETING/ENROLLMENT	317 - 317	Michael Graham
3:110	Identifying potential programs to move online based on	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Identifying potential programs to move online based on solid market research	POOR MARKETING/ENROLLMENT	321 - 321	Michael Graham
3:111	Converting leads to enrollments	poorly_dissertation_comments	POOR MARKETING/ENROLLMENT	Poorly	Converting leads to enrollments	POOR MARKETING/ENROLLMENT	322 - 322	Michael Graham
3:112	coaching	poorly_dissertation_comments	POOR SERVICE	Poorly	coaching ^{P} _{SEP}	POOR SERVICE	324 - 324	Michael Graham
3:113	Doesn't do all it promised	poorly_dissertation_comments	DOESN'T DELIVER ON PROMISE	Poorly	Doesn't do all it promised ^{P} _{SEP}	DOESN'T DELIVER ON PROMISE	327 - 327	Michael Graham
5:1	The industry has changed significantly since we entered into	Additional_Comments_Dissertation	Philosophical	Additional Comments	The industry has changed significantly since we entered into the agreement.	Philosophical	34 - 34	Michael Graham

5:2	The industry has changed significantly since we entered into the agree...	Additional_Comments_Dissertation	Advice		The industry has changed significantly since we entered into the agreement. The OPM agreement needs to be short enough to renew with changes to keep up with the	Advice	34 - 34	Michael Graham
5:3	OPMs are too often seen as a one size fits all approach. While they ca...	Additional_Comments_Dissertation	Philosophical		OPMs are too often seen as a one size fits all approach. While they can be expensive, regardless of funding model, they have approaches, speed, and flexibility that can be hard for higher ed institutions to match, which has been intentionally designed to be slower moving organizations. I	Philosophical	41 - 41	Michael Graham
5:4	The sales pitch for our OPM did not match the actual	Additional_Comments_Dissertation	Experiences		The sales pitch for our OPM did not match the actual services they provide. [SEP]	Experiences	48 - 48	Michael Graham
5:5	The College should have the leverage over the OPM partnership.	Additional_Comments_Dissertation	Philosophical		The College should have the leverage over the OPM partnership. Evaluate the best OPM	Philosophical	57 - 57	Michael Graham

5:6	In higher education, there remains a need to continually measure the u...	Additional_Comments_Dissertation	Philosophical	Additional Comments	In higher education, there remains a need to continually measure the use and benefit of OPM; this has especially been proven with COVID. To this end, OPM partnerships need	Philosophical	56 - 56	Michael Graham
5:7	it is an expense so developing a process improvement	Additional_Comments_Dissertation	Advice	Additional Comments	it is an expense so developing a process improvement plan to monitor success	Advice	55 - 55	Michael Graham
5:8	We were able to leave the agreement because we threatened	Additional_Comments_Dissertation	Advice	Additional Comments	We were able to leave the agreement because we threatened to take our grievance to	Advice	60 - 60	Michael Graham

5:9	Our university expected much higher enrollments from our OPM partnersh...	Additional_Comments_Dissertation	Advice Experiences Philosophical		Our university expected much higher enrollments from our OPM partnerships than we have realized. When I look at the projections from 2014 and 2015 they were overly optimistic given the rapid growth in online master's degree competition and the price and rankings sensitivity of prospective students. I think we assumed if we build the degrees with the OPM partner, students will come. They have but just not in the numbers that my predecessors projected. I also believe that a revenue share model with an OPM is not as	Advice Experiences Philosophical	64 - 64	Michael Graham
5:10	Our institution would not have been able to be successful in online le...	Additional_Comments_Dissertation	Experiences	Additional Comments	Our institution would not have been able to be successful in online learning without our OPM's support. Perhaps we would have started programs but they would not	Experiences	69 - 69	Michael Graham
5:11	they absorb significant risk and provide up front capital for an	Additional_Comments_Dissertation	Advice	Additional Comments	they absorb significant risk and provide up front capital for an uncertain return that many	Advice	70 - 71	Michael Graham
5:12	Eficiencia	Additional_Comments_Dissertation	Philosophical	Additional Comments	Eficiencia <small>P SEP</small>	Philosophical	75 - 75	Michael Graham

5:13	Expand and make partnership with OPM	Additional_Comments_Dissertation	Advice	Additional Comments	Expand and make partnership with OPM	Advice	90 - 90	Michael Graham
5:14	What an OPM is is becoming fuzzy. Is Coursera and edX and OPM? In some...	Additional_Comments_Dissertation	Philosophical	Additional Comments	What an OPM is is becoming fuzzy. Is Coursera and edX and OPM? In some senses, they are acting like OPMs. They provide funding and marketing. They will even hook schools up with 3rd party instructional design players, and handle the payments. So I think that the idea	Philosophical	101 - 101	Michael Graham
5:15	We only considered fee-for-service arrangements with our current OPM	Additional_Comments_Dissertation	Philosophical	Additional Comments	We only considered fee-for-service arrangements with our current OPM because we did not want an	Philosophical	133 - 133	Michael Graham
5:16	Fee-for-service appears to be the waive of the future as the days of r...	Additional_Comments_Dissertation	Philosophical	Additional Comments	Fee-for-service appears to be the waive of the future as the days of revenue share have proven to be tilted heavily to the OPM. Personalized	Philosophical	148 - 148	Michael Graham
5:17	Institutions need to be VERY wary of for-profit OPM partnerships. Contr...	Additional_Comments_Dissertation	Philosophical	Additional Comments	Institutions need to be VERY wary of for-profit OPM partnerships. Contracts should contain expectations and "cancel" clauses for poor work. Academia needs	Philosophical	156 - 156	Michael Graham
5:18	How OPM is chosen; i.e., referral, review, open	Additional_Comments_Dissertation	Philosophical	Additional Comments	How OPM is chosen; i.e., referral, review, open solicitation.	Philosophical	157 - 157	Michael Graham

5:19	PM's have their place, but in my case we had competing accountabilities...	Additional_Comments_Dissertation	Advice		PM's have their place, but in my case we had competing accountabilities for same programs in the same target market. If I was to do another agreement, the OPM should have full responsibility for a program, not just for a modality. Also, the	Advice	170 - 170	Michael Graham
5:20	o, first, contracts should be set up with clear accountabilities and n...	Additional_Comments_Dissertation	Advice		o, first, contracts should be set up with clear accountabilities and no competition in the same market for the same programs. Second, I would never have another contract in which an OPM focuses solely on modality while the in house team is working the campus based	Advice	172 - 172	Michael Graham
5:21	Seems to be the wave of the future in higher ed	Additional_Comments_Dissertation	Philosophical	Additional Comments	Seems to be the wave of the future in higher ed ^[P] _{SEP}	Philosophical	176 - 176	Michael Graham
5:22	We are being forced to discontinue the contract due to state	Additional_Comments_Dissertation	Experiences	Additional Comments	We are being forced to discontinue the contract due to state legislation. We believe this	Experiences	182 - 182	Michael Graham
5:23	The partnership has been too expensive based on the	Additional_Comments_Dissertation	Experiences	Additional Comments	The partnership has been too expensive based on the benefits received. ^[P] _{SEP}	Experiences	188 - 188	Michael Graham

5:24	While the relationships are positive, the have increase demand on need...	Additional_Comments_Dissertation	Experiences	Additional Comments	While the relationships are positive, the have increase demand on need for additional faculty (full-time and adjunct) this is an increase in cost and workload to find hiring. In particularly in the	Experiences	194 - 194	Michael Graham
5:25	It would be interesting to learn more about a successful relationship b...	Additional_Comments_Dissertation	Philosophical	Additional Comments	It would be interesting to learn more about a successful relationship between OPMs and the Marketing departments/teams at the universities, and the cross-section of that relationship with Faculty or program leaders. The tides are turning, today faculty are very much interested in knowing if their program will "sell" or not..and who	Philosophical	197 - 197	Michael Graham
5:26	OPMs have peaked -- the future is for universities	Additional_Comments_Dissertation	Philosophical	Additional Comments	OPMs have peaked -- the future is for universities that can figure out how	Philosophical	207 - 207	Michael Graham
5:27	PM's present a huge challenge to traditional academic ways of thinking...	Additional_Comments_Dissertation	Philosophical	Additional Comments	PM's present a huge challenge to traditional academic ways of thinking. This can be good, but it also fuels the commoditization debate. For instance, our OPM refers to faculty as Subject Matter Experts (SME's).	Philosophical	220 - 220	Michael Graham

5:28	he problem is that with a revenue share that the partnership should be...	Additional_Comments_Dissertation	Philosophical	Additional Comments	he problem is that with a revenue share that the partnership should be set up as a win/win partnership, but it doesn't work that way. OPM will send the marketing dollars	Philosophical	227 - 227	Michael Graham
5:29	Venture capital money in the OPM space skews the focus and	Additional_Comments_Dissertation	Philosophical	Additional Comments	Venture capital money in the OPM space skews the focus and the drive for profits that undermines	Philosophical	228 - 228	Michael Graham
5:30	On balance, regret the decision to partner with these people	Additional_Comments_Dissertation	Experiences	Additional Comments	On balance, regret the decision to partner with these people	Experiences	230 - 230	Michael Graham
5:31	Revise the contract when major changes happen at	Additional_Comments_Dissertation	Advice	Additional Comments	Revise the contract when major changes happen at the College	Advice	254 - 254	Michael Graham
5:32	OPMs are only as good as the project management of each element instit...	Additional_Comments_Dissertation	Philosophical	Additional Comments	OPMs are only as good as the project management of each element instituted at the college or university. There needs to be a clear plan for all of	Philosophical	255 - 255	Michael Graham
5:33	The costs for OPM varies greatly, an area of study could also be what...	Additional_Comments_Dissertation	Experiences Philosophical	Additional Comments	The costs for OPM varies greatly, an area of study could also be what are you getting for how much money. I know that we pay based upon enrolled students and a %age of	Experiences Philosophical	299 - 299	Michael Graham

5:34	they absorb significant risk and provide up front capital for an	Additional_Comments_Dissertation	Philosophical	Additional Comments	they absorb significant risk and provide up front capital for an uncertain return that many	Philosophical	71 - 71	Michael Graham
5:35	We hit some bumps in year 3 with the OPM not supporting us and trying...	Additional_Comments_Dissertation	Experiences	Additional Comments	We hit some bumps in year 3 with the OPM not supporting us and trying to dictate more of how we do business. That	Experiences	100 - 100	Michael Graham
5:36	We only considered fee-for-service arrangements with our current OPM	Additional_Comments_Dissertation	Experiences	Additional Comments	We only considered fee-for-service arrangements with our current OPM because we did not want an	Experiences	133 - 133	Michael Graham
5:37	OPM's have their place, but in my case we had competing accountabilities ...	Additional_Comments_Dissertation	Experiences	Additional Comments	OPM's have their place, but in my case we had competing accountabilities for same programs in the same target market. If I was to do another agreement, the OPM should have full responsibility for a program, not just for a modality. Also, the	Experiences	170 - 170	Michael Graham
5:38	After two years, I see little value to the OPM contract. If I	Additional_Comments_Dissertation	Experiences	Additional Comments	After two years, I see little value to the OPM contract. If I could leave it today, I would. [P] [SEP]	Experiences	257 - 257	Michael Graham
5:39	We will be off ramping our relationship with our	Additional_Comments_Dissertation	Experiences	Additional Comments	We will be off ramping our relationship with our OPM over the next few years	Experiences	289 - 289	Michael Graham
5:40	he OPM has been extremely flexible	Additional_Comments_Dissertation	Experiences	Additional Comments	he OPM has been extremely flexible across all areas.	Experiences	24 - 24	Michael Graham

5:41	Our OPM is not a traditional third party, ours is a collection of camp...	Additional_Comments_Dissertation	Experiences		Our OPM is not a traditional third party, ours is a collection of campuses within the state system. The administration (system) offices are providing the OPM services which is allowing	Experiences	94 - 94	Michael Graham
5:42	The ability to think outside the "traditional box" on	Additional_Comments_Dissertation	Philosophical	Additional Comments	The ability to think outside the "traditional box" on marketing of programs.	Philosophical	110 - 110	Michael Graham
5:43	Ours is not a traditional partnership	Additional_Comments_Dissertation	Experiences	Additional Comments	Ours is not a traditional partnership ^[P] _{SEP}	Experiences	262 - 262	Michael Graham
5:44	As a specialized health sciences university serving graduate	Additional_Comments_Dissertation	Experiences	Additional Comments	As a specialized health sciences university serving graduate and professional students, we do not have the same	Experiences	293 - 293	Michael Graham
7:1	Increased participation of faculty within the LMS	COVID_IMPACT_COMMENTS	increase_online NO IMPACT	COVID	Increased participation of faculty within the LMS environment.	increase_online NO IMPACT	1 - 1	Michael Graham
7:2	-had no impact on our	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	-had no impact on our relationship	NO IMPACT	5 - 5	Michael Graham
7:4	The COVID-19 Pandemic has not altered our	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	The COVID-19 Pandemic has not altered our OPM relationship at all. ^[P] _{SEP}	NO IMPACT	10 - 10	Michael Graham
7:5	The OPM hasn't been	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	The OPM hasn't been affected.	NO IMPACT	16 - 16	Michael Graham
7:6	not significantly.	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	not significantly ^[P] _{SEP}	NO IMPACT	27 - 27	Michael Graham

7:7	Our OPM offered many services to help respond to the pandemic, but we...	COVID_IMPACT_COMMENTS	increase_online	COVID	Our OPM offered many services to help respond to the pandemic, but we did not see them as a good fit or value for us at this time. The only impact I foresee is indirect, hard to measure, and will play out over time. By expanding the experience faculty and administrators have with remote learning, we will	increase_online	33 - 34	Michael Graham
7:8	None, really.	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	None, really.	Increased Reliance on	39 - 39	Michael Graham
7:9	Little change. Enrollment has not	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Little change. Enrollment has not changed much.	NO IMPACT	40 - 40	Michael Graham
7:10	It has made it stronger within the institution.	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	It has made it stronger within the institution.	Increased Reliance on	45 - 45	Michael Graham
7:11	it has not altered it, it has heightened it as we recognize people are...	COVID_IMPACT_COMMENTS	increase_online NO IMPACT	COVID	it has not altered it, it has heightened it as we recognize people are not stopping their educational progression.	increase_online NO IMPACT	46 - 47	Michael Graham
7:12	COVID continues to impact higher educational deliveries	COVID_IMPACT_COMMENTS	increase_online	COVID	COVID continues to impact higher educational deliveries and services. In this regard , the use of	increase_online	47 - 47	Michael Graham
7:13	increased usage, training	COVID_IMPACT_COMMENTS	increase_online Increased Reliance on OPM	COVID	increased usage, training	increase_online Increased Reliance on	50 - 50	Michael Graham

7:14	Covid-19 has drained excess cash that could have been used for additio...	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	Covid-19 has drained excess cash that could have been used for additional marketing. So the OPM decision was made perhaps	Increased Reliance on OPM	52 - 52	Michael Graham
7:15	Covid-19 prompted our university president to invest considerable reso...	COVID_IMPACT_COMMENTS	increase_online	COVID	Covid-19 prompted our university president to invest considerable resources in the online learning infrastructure at my university. This has been the silver lining of the pandemic. I now have instructional designers to work on our online degrees instead of depending on the OPM. As a result, I renegotiated our agreement with the OPM to decrease our revenue share. I now have the beginnings of an online student service team and an automated marketing team, though more work and funding will be needed to build	increase_online	55 - 55	Michael Graham
7:16	COVID-19 has not altered our OPM relationship, but it has illustrated...	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	COVID-19 has not altered our OPM relationship, but it has illustrated how important that relationship has been in keeping us	NO IMPACT	60 - 60	Michael Graham

7:17	We have placed more programs online and increased the	COVID_IMPACT_COMMENTS	increase_online	COVID	We have placed more programs online and increased the marketing of these programs.	increase_online	61 - 61	Michael Graham
7:18	no impact directly tied	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	no impact directly tied to Covid	NO IMPACT	62 - 62	Michael Graham
7:19	We had to move ALL classes to on line. Before to	COVID_IMPACT_COMMENTS	increase_online	COVID	We had to move ALL classes to on line. Before to COVID-19 we only had a few courses	increase_online	63 - 63	Michael Graham
7:20	No meaningful impact. We are obviously benefitting from our already ro...	COVID_IMPACT_COMMENTS	increase_online	COVID	No meaningful impact. We are obviously benefitting from our already robust online portfolio now being better marketed in a more crowded marketplace. Arguably, COVID will lead to greater and quicker conversion to online by other	increase_online	68 - 68	Michael Graham
7:21	as previously reported, we are using it more frequently to	COVID_IMPACT_COMMENTS	increase_online	COVID	as previously reported, we are using it more frequently to support online and	increase_online	78 - 78	Michael Graham
7:22	Have expanded other programs to	COVID_IMPACT_COMMENTS	increase_online	COVID	Have expanded other programs to make use online programs.	increase_online	81 - 81	Michael Graham
7:24	It has not altered our	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It has not altered our relationship	NO IMPACT	85 - 85	Michael Graham
7:25	COVID forced us to look at additional services from our OPM that we ma...	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	COVID forced us to look at additional services from our OPM that we may have needed anyway at some point in the future, but	Increased Reliance on OPM	90 - 90	Michael Graham

7:26	No real change. Our shifts to some face to face classes have not invo...	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	No real change. Our shifts to some face to face classes have not involved the OPM. Some students have petitioned for	NO IMPACT	91 - 91	Michael Graham
7:27	COVID-19 has done two things relevant to OPM relationships : 1) The ins...	COVID_IMPACT_COMMENTS	increase_online Increased Reliance on OPM	COVID	COVID-19 has done two things relevant to OPM relationships: 1) The institutional financial situation has become challenged, and therefore the push to develop new revenues through online learning has increased, and 2) The general	increase_online Increased Reliance on OPM	92 - 92	Michael Graham
7:28	It hasn't yet.	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It hasn't yet.	NO IMPACT	93 - 93	Michael Graham
7:29	More dependence	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	More dependence	Increased Reliance on	96 - 96	Michael Graham
7:30	Relatively unaffected	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Relatively unaffected	NO IMPACT	97 - 97	Michael Graham
7:31	COVID-19 did not alter our OPM	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	COVID-19 did not alter our OPM relationship	NO IMPACT	113 - 113	Michael Graham
7:32	It has not really changed	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It has not really changed anything.	NO IMPACT	124 - 124	Michael Graham
7:33	WE have asked our instructors to be more readily available as the stre...	COVID_IMPACT_COMMENTS	increase_online	COVID	WE have asked our instructors to be more readily available as the stresses of the situation have made normal	increase_online	127 - 127	Michael Graham
7:34	There has been no impact on our OPM relationship	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	There has been no impact on our OPM relationship related to COVID-19	Increased Reliance on OPM	146 - 146	Michael Graham
7:35	Made it stronger.	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	Made it stronger.	Increased Reliance on	142 - 143	Michael Graham

7:36	We have become more dependent on it; but	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	We have become more dependent on it; but with increased fees as a result.	Increased Reliance on OPM	152 - 153	Michael Graham
7:37	Improved it and made it more close knit.	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	Improved it and made it more close knit.	Increased Reliance on	155 - 155	Michael Graham
7:38	No impact at all	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	No impact at all.	NO IMPACT	158 - 158	Michael Graham
7:39	It had no effect.	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It had no effect.	NO IMPACT	159 - 159	Michael Graham
7:40	If anything, the relationship grew stronger as	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	If anything, the relationship grew stronger as the OPM offered help in numerous ways.	Increased Reliance on OPM	171 - 171	Michael Graham
7:41	Not altered our OPM relationship	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Not altered our OPM relationship at all.	NO IMPACT	35 - 35	Michael Graham
7:42	The College has been pro actively evaluating more OPM	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	The College has been pro actively evaluating more OPM partnership due to COVID-19.	Increased Reliance on OPM	48 - 48	Michael Graham

7:43	ovid-19 prompted our university president to invest considerable resou...	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM		ovid-19 prompted our university president to invest considerable resources in the online learning infrastructure at my university. This has been the silver lining of the pandemic. I now have instructional designers to work on our online degrees instead of depending on the OPM. As a result, I renegotiated our agreement with the OPM to decrease our revenue share. I now have the beginnings of an online student service team and an automated marketing team, though more work and funding will be needed to build this out. So, Covid	decrease_reliance_on_OPM	55 - 55	Michael Graham
7:44	he pandemic has resulted in a heightened interest in managing expenses...	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM	COVID	he pandemic has resulted in a heightened interest in managing expenses. A revenue share agreement	decrease_reliance_on_OPM	82 - 82	Michael Graham
7:45	I don't know that it has changed	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	I don't know that it has changed anything	NO IMPACT	160 - 160	Michael Graham

7:46	Our agreement with OPM was solely for online programs while the in hou...	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM		Our agreement with OPM was solely for online programs while the in house team managed all campus based programs. When Covid-19 hit, online became more attractive and hurt the inside teams as more	decrease_reliance_on_OPM	161 - 161	Michael Graham
7:47	None.	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	None.	NO IMPACT	164 - 164	Michael Graham
7:48	Added more courses	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	Added more courses	Increased Reliance on	165 - 165	Michael Graham
7:49	The pandemic has suppressed the university's	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM	COVID	The pandemic has suppressed the university's interest in new OPM agreements and forced our	decrease_reliance_on_OPM	166 - 166	Michael Graham
7:50	N/A We've had to compete with online programs in a bigger	COVID_IMPACT_COMMENTS	increase_online	COVID	N/A We've had to compete with online programs in a bigger market and therefore offered discounts	increase_online	176 - 177	Michael Graham
7:51	I don't know of any alterations. Both OPMs are showing growth in enrol...	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	I don't know of any alterations. Both OPMs are showing growth in enrollment. It seems COVID-19 hasn't affecting	NO IMPACT	183 - 183	Michael Graham

7:52	It hasn't but I wish it would be... I feel as though I have not heard...	COVID_IMPACT_COMMENTS	NO IMPACT		It hasn't but I wish it would be... I feel as though I have not heard anything from our OPM folks. There should have been more huddles and communication. Expand the circle of information beyond just key point persons at the University. If there is a director, or executive director, or associate dean, or other who is helping to lead these initiatives he or she shouldn't be the keeper of the information only. There needs to be more folks invited to the table when having conversations about program growth, program reach, success,	NO IMPACT	186 - 186	Michael Graham
7:53	This has required us to look for alternative routes that	COVID_IMPACT_COMMENTS	increase_online		This has required us to look for alternative routes that can support and help drive	increase_online	187 - 187	Michael Graham
7:54	We rely on their marketing reach and	COVID_IMPACT_COMMENTS	Increased Reliance on OPM		We rely on their marketing reach and expertise more.	Increased Reliance on	190 - 190	Michael Graham
7:55	It has only furthered our belief that we need to exit the	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM		It has only furthered our belief that we need to exit the partnership.	decrease_reliance_on_OPM	192 - 192	Michael Graham
7:56	it has shown that we must separate from the	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM		it has shown that we must separate from the OPM as fast as possible.	decrease_reliance_on_OPM	196 - 196	Michael Graham

7:57	Our IT department relies more on the OPM now than it	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	Our IT department relies more on the OPM now than it ever has. This puts a strain on an	Increased Reliance on OPM	197 - 197	Michael Graham
7:58	It really hasn't	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It really hasn't	NO IMPACT	200 - 200	Michael Graham
7:59	We had a large increase in several of our online programs during this...	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	We had a large increase in several of our online programs during this time. This has been beneficial to us, as several in-person underperforming programs were cancelled, and we were able to recoup revenue.	Increased Reliance on OPM	201 - 201	Michael Graham
7:60	Honestly, we did not refer to our OPM at all. We managed to build our...	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Honestly, we did not refer to our OPM at all. We managed to build our own online courses, and adjusted to hybrid teaching without them. We used video technology in all classrooms, integrating Zoom	NO IMPACT	210 - 210	Michael Graham
7:61	None	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	None	NO IMPACT	212 - 212	Michael Graham
7:62	None. We are exceeding goals through natural	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	None. We are exceeding goals through natural organic growth. The OPM is just able to ride this	NO IMPACT	217 - 217	Michael Graham
7:63	It hasn't.	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It hasn't.	NO IMPACT	219 - 219	Michael Graham
7:64	Zoom has overtaken most options, but least	COVID_IMPACT_COMMENTS	increase_online	COVID	Zoom has overtaken most options, but least effective in its use.	increase_online	222 - 222	Michael Graham

7:65	We are depending on it more than ever. In order to serve the	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	We are depending on it more than ever. In order to serve the same number of students safely, it	Increased Reliance on OPM	235 - 235	Michael Graham
7:66	None	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	None	NO IMPACT	243 - 243	Michael Graham
7:67	he Covid-19 Pandemic further validated the need to continue the instit...	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM increase_online	COVID	he Covid-19 Pandemic further validated the need to continue the institution's move toward Online excellence in all of our programs. In making such moves, fears of overly relying on,	decrease_reliance_on_OPM increase_online	245 - 245	Michael Graham
7:68	As a result of COVID, the OPM removed their ground	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM	COVID	As a result of COVID, the OPM removed their ground team, so our leads have	decrease_reliance_on_OPM	246 - 246	Michael Graham
7:69	The relationship has not been in altered in	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	The relationship has not been in altered in any discernable way	NO IMPACT	252 - 252	Michael Graham
7:70	WE have seen a small increase (under 10%) of our OPM	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	WE have seen a small increase (under 10%) of our OPM programs	Increased Reliance on OPM	254 - 255	Michael Graham
7:71	Before Covid- 19 we were engaged in a large online expansion, so our pa...	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Before Covid-19 we were engaged in a large online expansion, so our partners didn't need to change quantity or pace. We have employed them to help us with	NO IMPACT	258 - 258	Michael Graham
7:72	It has made us more dependent on the skills provided by	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	It has made us more dependent on the skills provided by the partner	Increased Reliance on OPM	269 - 269	Michael Graham

7:73	Our on-ground enrollment efforts have exceeded	COVID_IMPACT_COMMENTS	decrease_reliance_on_OPM	COVID	Our on-ground enrollment efforts have exceeded the OMP's efforts in light of Covid-19	decrease_reliance_on_OPM	278 - 278	Michael Graham
7:74	It has made it more urgent, as we need to give our students more oppor...	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	It has made it more urgent, as we need to give our students more opportunities to take online courses when they fail a course that won't be offered for another year,	Increased Reliance on OPM	281 - 281	Michael Graham
7:75	we have increased our spending to generate enrollments in the face	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	we have increased our spending to generate enrollments in the face of expected enrollment decline	Increased Reliance on OPM	283 - 283	Michael Graham
7:76	It has not altered our	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It has not altered our relationship ^[P] _[SEP]	NO IMPACT	286 - 286	Michael Graham
7:77	"it was more important than ever that we have enrollments for fall. W...	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	"it was more important than ever that we have enrollments for fall. We made some significant changes in our a	Increased Reliance on OPM	288 - 288	Michael Graham
7:78	More intense communication regarding calendar, schedules, courses	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	More intense communication regarding calendar, schedules, courses offered,	Increased Reliance on OPM	293 - 293	Michael Graham
7:79	It really hasn't altered it. We have	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	It really hasn't altered it. We have adapted, as have others. ^[P] _[SEP]	NO IMPACT	298 - 298	Michael Graham
7:80	We have used our OPM about the same for	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	We have used our OPM about the same for specific programs ^[P] _[SEP]	NO IMPACT	299 - 299	Michael Graham
7:81	Not at all. We had decided to move away from using an OPM as	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Not at all. We had decided to move away from using an OPM as we built out more programs, but this	NO IMPACT	304 - 304	Michael Graham

7:82	Covid has not altered the	COVID_IMPACT_COMMENTS	NO IMPACT	COVID	Covid has not altered the relationship.	NO IMPACT	307 - 307	Michael Graham
7:83	it has resulted in us working more closely with our	COVID_IMPACT_COMMENTS	Increased Reliance on OPM	COVID	it has resulted in us working more closely with our OPM to craft our messaging	Increased Reliance on OPM	101 - 101	Michael Graham

Appendix D

Email List of Communication Declining to Participate in Study

INSTITUTION	INSTITUTION TYPE		CITY	STATE	REGION	REASON FOR DECLINE
Phoenix Seminary	Private	4 YR	Phoenix	AZ	Southwest	Chancellor-no longer president-not appropriate for "we" to fill out survey
Valencia College			Orlando	FL	Southeast	Contact Geni Wright gwright31@valenciacollege.edu
Kettering				MI	Midwest	Informed me this is the wrong type of survey for OPMs
The New School			New York	NY	Southeast	Do not use OPM
Morgan						Do not use OPM
University of North Carolina Greenville				NC	Southeast	Do not use OPM
Marywood University						Do not use OPM
Vernon College			Vernon	TX	Southwest	Do not use OPM
idsva						Do not use OPM
Carroll						Do not use OPM
Coahoma Community College			Clarksdale	MS	Southeast	Do not use OPM
chc						Do not use OPM
lacollege						Do not use OPM
Marywood University						Do not use OPM
Montana Tech						Do not use OPM
Wisconsin Lutheran College				WI	Midwest	Do not use OPM
Dixie						Do not use OPM
Morehouse						Do not use OPM
Cleveland Institute of Music			Cleveland	OH	Midwest	Do not use OPM

San Jose State University			San Jose	CA	Northwest	Do not use OPM
Life Chiropractic College West	Private	4 YR	Hayward	CA	Northwest	Do not use OPM
Sinclair						Do not use OPM
NEC Music						Do not use OPM
St. Mary's						Do not use OPM
Saybrook University			Pasadena	CA	Northwest	Do not use OPM
Blackburn College						Do not use OPM
University of Missouri-Kansas City			Kansas City	MO	Midwest	Do not use OPM
Colby College	Private	4 YR	Waterville	MA	Northeast	Do not use OPM
Gratz College						Do not use OPM
Oakland						Do not use OPM
Cheyney University			Pennsylvania	PA	Northeast	Do not use OPM
North Carolina Central University	Public	4 YR	Durham	NC	Southeast	Do not use OPM
Artcenter						Do not use OPM
SUNY Oswego						Do not use OPM
Saint Francis University			Loretto	PA	Northeast	Do not use OPM
Williams						Do not use OPM
Cogswell						Do not use OPM
University of Louisville			Louisville	KY	Southeast	Do not use OPM
scuhs						Do not use OPM
Bastyr University			Kenmore	WA	Northwest	Do not use OPM
Guilford College			Greensboro	NC	Southeast	Do not use OPM
Simpson University						Do not use OPM
NCC						Do not use OPM

Granite State College	Public	4 YR	Concord	NH	Northeast	Do not use OPM
Centenary University			Hackettstown	NJ	Northeast	Do not use OPM
University of Wisconsin			Madison	WI	Midwest	Do not use OPM
Marion Technical College			Marion	OH	Midwest	Do not use OPM
Athens State						Do not use OPM
Clarks Summit University						Do not use OPM
Denver Seminary			Littleton	CO	Northwest	Do not use OPM-avoid OPM-developed inhouse
University of Connecticut	Public	4 YR	Storrs	CT	Northeast	Do not use OPM-built internal capabilities
North Iowa Area Community College	Public	2 YR	Mason City	IA	Midwest	Do not use OPM-did not know what OPM means
Peirce College	Private	4 YR	Philadelphia	PA	Northeast	Do not use OPM-do not want to sign a contract
Life University			Marietta	GA	Southeast	Do not use OPM-inhouse
Essex County College						Do not use OPM-inhouse
Colby Community College						Do not use OPM-inhouse
Johnson University			Knoxville	TN	Southeast	Do not use OPM-inhouse
Holy Apostles						Do not use OPM-inhouse
runiv						Do not use OPM-inhouse
University of the Virgin Islands			St. Thomas	VI	International	Do not use OPM-inhouse
University of San Diego			Barcelona			Do not use OPM-inhouse
Johnson & Wales University						Do not use OPM-inhouse

Frontier Nursing University	Private	4 YR	Versailles	KY	Southeast	Do not use OPM-inhouse
Fletcher Technical Community College			Schriever	LA	Southeast	Do not use OPM-inhouse
University of Texas Health Science Center			Tyler	TX	Southwest	Do not use OPM-inhouse
Baylor College of Medicine	Private	4 YR	Houston	TX	Southwest	Do not use OPM-Medical school-no undergraduates-not relevant
Mount Aloysius College			Cresson	PA	Northeast	Do not use OPM-minimal online programs
California State University Long Beach			Long Beach	CA	Northwest	Do not use OPM-never plan to
UCOP						Do not use OPM-No connection to OPM
Lycoming College			Williamsport	PA	Northeast	Do not use OPM-no online classes
Trinity						Do not use OPM-no online programs
DePauw University						Do not use OPM-no online programs-never heard of OPM
Ohio Northern University	Private	4 YR	Ada	OH	Midwest	Do not use OPM-Not many online courses
Western Tech						Do not use OPM-online programs have not officially started
CIA						Do not use OPM-Scant online presence
Harford Community College						Do not use OPM-strong history of online learning & instructional design
Moravian College			Bethlehem	PA	Northeast	Do not use OPM-worked with a company-not traditional OPM
albanytech			Albany	NY	Southeast	Does not want to participate
Lasell University			Newton	MA	Northeast	Does not want to participate

Abilene Christian University			Abilene	TX	Southwest	Does not want to participate
Cal State University			Long Beach	CA	Northwest	Does not want to participate
Southern New Hampshire University			Manchester	NH	Northeast	Does not want to participate
Berry College			Mount Berry	GA	Southeast	Does not want to participate
UC Hastings Law			San Francisco	CA	Northwest	Does not want to participate
Benedict College	Private	4 YR	Columbia	SC	Southeast	Does not want to participate
delhi						Does not want to participate
Agnes Scott College			Decatur	GA	Southeast	Does not want to participate
Edinboro						Does not want to participate
St Thomas Aquinas College			Sparkill	NY	Southeast	Does not want to participate
slhc						Does not want to participate
Dunwoody						Does not want to participate
Cedar Crest College	Private	4 YR	Allentown	PA	Northeast	Does not want to participate
Mary Mount California				CA	Northwest	Does not want to participate
Graceland University			Lamoni	IA	Midwest	Does not want to participate
Tougaloo College			Tougaloo College	MS	Southeast	Does not want to participate
Indiana University Southeast			New Albany	IN	Midwest	Does not want to participate
Belmont University	Private	4 YR	Nashville	TN	Southeast	Does not want to participate
Hope International University						Does not want to participate
nunm						Does not want to participate-at this time
Westmont						Does not want to participate-COVID & regular work

DOM						Does not want to participate- does not have the capacity to participate right now
Acupuncture College						Does not want to participate- does not have the time
Mills College						Does not want to participate- increased obligations from the pandemic
Keuka College						Does not want to participate- not a top priority-avoid overloading staff to protect from burnout
Chamberlain University			Chicago	IL	Midwest	Does not want to participate- not her forte for OPM
american						Does not want to participate- not much to add
Lynchburg						Does not want to participate- survey does not apply to institution
San Diego Community College District			San Diego	CA	Northwest	Does not want to participate- too many commitments
rts						Does not want to participate- too many surveys
Stillman College			Tuscaloosa	AL	Southeast	Does not want to participate- too many surveys
Charleston Law						Moved from Library to faculty so no help
Russell Sage College	Private	4 YR	Albany & nTroy	NY	Southeast	Not currently working with OPM
Lebanon Valley College			Annville	PA	Northeast	Not currently working with OPM
UF Online						Not currently working with OPM
Adler						Not currently working with OPM
CGU						Not currently working with OPM
dbq						Not currently working with OPM
AdventHealth University	Private	4 YR	Orlando	FL	Southeast	Not currently working with OPM-did for 15 years

Boston University Metropolitan College			Boston	MA	Northeast	Not currently working with OPM-discontinued contract 3 yrs ago
Grace						Not currently working with OPM-ended 2 years ago
LSUA						Not currently working with OPM-ended contract-flagship institution providing at lower costs
mmc						Not currently working with OPM-graduate studies, limited use of OPM past the first year
Georgetown College	Private	4 YR	Gerogetown	KY	Southeast	Not currently working with OPM-inhouse-not enough bang for the buck
Thomas More University			Crestview Hill	KY	Southeast	Not currently working with OPM-severed relationship-inhouse
The Chicago School of Professional Psychology	Private	4 YR	Chicago	IL	Midwest	Not currently working with OPM-stopped 6-7 years ago
Mount Vernon Nazarene University						Not the right person to fill out the survey
Ottawa University	Private`	4 YR	Ottawa	KS	Midwest	President of the resident campus-online unit is Nancy Wingert
University of North Florida			Jacksonville	FL	Southeast	Reach out to Deb Miller-"she run distance Ed"
Winthrop						Send to Jack DeRochi, Dean of Graduate School
Danville Area Community College			Hoopeston	IL	Midwest	Send to Natalie Page-VP of Academic Affairs
St. Mary's Seminary & University			Baltimore	MD	Northeast	Shared-academic divisions
Maricopa Community Colleges	Public	2 YR	Tempe	AZ	Southwest	Shared-Distributed across leadership
Northwestern Oklahoma			Alva	OK	Southwest	Shared-forwarded to "Tandy"-Thanksgiving week

State University						
Dillard University	Private	4 YR	New Orleans	LA	Southeast	Shared-Forwarded to Director of Academic Affairs
Front Range Community College	Public	2 YR	Westminster	CO	Northwest	Shared-Forwarded to online learning
						Shared-Forwarded to online programs
New Mexico State University			Almogordo	NM	Southwest	Shared-Forwarded to online Quality Assurance Group
Luther Rice College & Seminary			Lithonia	GA	Southeast	Shared-forwarded to those in that arena
University of Minnesota-Rochester	Public	4 YR	Rochester	MN	Midwest	Shared-Forwarded to Vice Chancellor
Penn State Scranton			Dunmore	PA	Northeast	Shared-IT director-online runs through University Park's Campus
Ivy Tech Community College						Shared-IvyOnline Program
Jacksonville College						Shared-Mike Creech IT man
Medaille College						Shared-passed on to colleagues
Alfred University			Alfred	NY	Southeast	Shared-Provost Beth Ann Dobie
University of Arkansas						Shared-VP for online programs-Cheryl Murphy
Teachers College Columbia University						Shared-Will share with colleagues
NYIT						Shared-Will share with colleagues
University of Delaware	Private-public	4 YR	Newark	DE	Northeast	Shared-Will share with colleagues
Great Basin College	Public	4 YR	Elko	NV	Northeast	Shared-Will share with colleagues
Dallas Theological Seminary			Dallas	TX	Southwest	Shared-Will share with colleagues

UW-La Cross						Shared-Will share with colleagues
Ashland University			Ashland	OH	Midwest	Thank you for the reminder
Lamar University			Beaumont	TX	Southwest	Willing to participate further