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College Administrators Strategies to Implement Online Education Services for Increasing Enrollment Revenues

Denise Williams

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Walden University
2021

Abstract

College Administrators Strategies to Implement Online Education

Services for Increasing Enrollment Revenues

by

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MA, Central Michigan University, 2014

MSA, Central Michigan University, 2012

BBA, Siena Heights University, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2021

Abstract

Financial stability in higher education continues to decrease as enrollment declines. Higher education administrators who do not address declining enrollment may experience lost revenues, potentially leading to inoperability. Grounded in Kotter's eight-stage process for leading change, the purpose of this qualitative single case, descriptive study was to explore strategies college administrators use to increase enrollment revenues. The participants were four college administrators who successfully increased enrollment revenues. Data were collected using semistructured, virtual interviews and organizational documents. Yin's 5-step approach was used to analyze the data, and five themes emerged: dedicated support from leadership, enhance online services, improve communication, reinforce technology, and strengthen training and development. A key recommendation is to enhance professional development to facilitate transitioning from brick-and-mortar to online. Implications for social change include the potential to empower change makers to optimize professional development for teachers within college communities. Moreover, an effective transition of learning modalities can provide citizens with improved online services and more education access.

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Dedication

I would like to dedicate this study to my wonderful husband Pierre Williams. The support, encouragement, patience, and unconditional love he provided enabled me to achieve this important educational milestone. I would also like to thank my family. They are amazing role models, and I would not have pursued this degree without them.

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Section 1: Foundation of the Study

In Section 1, I explored organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues by first methodically laying out the background of the problem, the problem, and purpose statement. As I outline the nature of the study by detailing the research and interview questions, I then explore the conceptual framework, the significance of the study, and review the academic and professional literature pertaining to organization change strategies and online education service.

Background of the Problem

In higher education, administrators have used varying forms of education for many years; however, in the last 10 years, online education has become more prevalent. The diversity of students in higher education has increased dramatically in the last 2 decades and indications are that the trend will continue for the foreseeable future (Hurlbut, 2018). The fastest growing segment of learners in higher education is the online learner (Gonzalez-Gonzalez et al., 2020); comprised of both traditional and nontraditional students. Therefore, college administrators are investigating the need to move forward with offering online education to reach this rapidly growing segment of the market.

While college administrators continue to struggle with decreasing graduation rates, this has caused administrators to recognize the demand to transition from traditional to online education services to meet the diverse needs of their student population and offer a variety of instructional settings for students. As the lives of today's higher education students become busier with family and careers, the needs for

nontraditional vehicles for delivery of degree programs in higher education are becoming increasingly important to assist in preparing graduates for the job market of today and the future.

To maintain and increase financial viability, it is crucial college administrators implement new strategies to combat increasing competitive pressures, growing stakeholder demands, and population changes (Bryan et al., 2018). For traditional institutions to keep pace, they too must investigate whether online education can fit their institutional culture of academics and consider implementing online education to supplement their traditional format of offering degree programs on-campus, during the daytime hours (Elliott, 2016). To gain and maintain a competitive advantage in the highly competitive market for higher education students, traditional universities are finding it necessary to explore organization change strategies college administrators use to develop and implement online education service opportunities.

Problem Statement

Some traditional brick-and-mortar college administrators are missing opportunities to capitalize on technology advances by expanding service offerings with online learning (Gonzalez-Gonzalez et al., 2020). The enrollment growth for nontraditional students, a key demographic for community colleges, is down 20% from 2014, due to student transition from traditional to online education services (Elliott, 2016). The general business problem was that brick-and-mortar college administrators who neglect to develop online educational service options for students experience lower organization performance. The specific business problem was that some college

administrators lack organization change strategies to develop and implement online education service opportunities to increase enrollment revenues.

Purpose Statement

The purpose of this qualitative, single case, descriptive study was to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. The target population was college administrators at one college in Michigan who have successfully implemented organization change strategies to implement online modality education services in a traditional brick-and-mortar higher education organization to increase enrollment revenues. The potential social change benefits include flexibility in communication, customized learning environment, student scheduling improvements, enriched student satisfaction, and an innovative and productive community. Moreover, an effective transition of learning modalities can provide opportunities for citizens with improved online services and more access to education within college communities.

Nature of the Study

The three research methods are qualitative, quantitative, and mixed methods (Yin, 2018). A quantitative method researcher measures the level of occurrences based on numbers and calculations and examines relationships among and between numerically measured variables with the application of statistical techniques (Moser & Korstjens, 2018). Therefore, a quantitative methodology was not suitable because the purpose of my study includes no focus on examining variables' relationships or groups' differences. Mixed methods researchers collect, analyze, and combine data of both the qualitative and

quantitative methods (Levitt et al., 2018). A mixed method was not appropriate because the method includes quantitative research and the testing of a hypotheses. Qualitative researchers attempt to collect, integrate, and present data from a variety of sources of evidence as part of any given study (Yin, 2018). I used a qualitative method to explore organization change strategies college administrators use to increase online education service opportunities to increase enrollment revenues.

I considered three qualitative research designs to use for a qualitative study on organizational change: (a) case study, (b) ethnographic, and (c) phenomenological. A qualitative, descriptive, single case study is a valuable research technique in the exploration of organization change strategies to increase online education service opportunities to increase enrollment revenues. A single case study design is an investigation of what, how, and why an event is influenced by its context relating to a personal experience (Yin, 2018). The use of a single case study allows the researcher the opportunity to gain a deeper understanding of the participant responses and organization document data. An ethnographic design includes researcher immersion into a participants' natural setting by watching routine, daily interactions, and listening to conversations over a prolonged period (Trnka, 2017). Ethnography was not appropriate for this study because the research question does not indicate the need to embed within the population. Similarly, a phenomenological design researcher explores the meanings of human experiences through the descriptions provided by the participants (Thompson et al., 2017). A phenomenological design was not appropriate because I did not focus on descriptions of the meanings of participants experiences in the study. Understanding the

college administrator's strategy of increased online education service opportunities may improve effectiveness and increase enrollment revenues. Therefore, the qualitative single case was appropriate for the study because of the in-depth understanding of real-life phenomena and rational conclusions.

Research Question

The central research question for this study was as follows: What organization strategies do college administrators use to develop and implement online education service opportunities to increase enrollment revenues?

Interview Questions

The following interview questions were used to address the research question:

1. What organization change strategies did you use to increase online education service opportunities to increase enrollment revenues?
2. What served as an organization catalyst to use organization change strategies to develop and implement online education service opportunities to increase enrollment revenues?
3. What experiences relating to change management did you use during the planning phase to develop and implement online education service opportunities to increase enrollment revenues?
4. What experiences relating to change management did you use during the implementation phase to provide online education service opportunities?
5. What organization change strategies worked best to develop and implement online education service opportunities?

6. How was the effectiveness of the organization change strategies to develop and implement online education service opportunities to increase enrollment revenue evaluated?
7. What principal barriers did you experience when implementing organizational change strategies to develop and implement online education service opportunities to increase enrollment revenues?
8. What did you do to overcome principal barriers to implementing organizational change strategies to develop and implement online service opportunities to increase enrollment revenues?
9. What additional information would you like to share about organization change strategies used to develop and implement online education service opportunities to increase enrollment revenue.

Conceptual Framework

The conceptual framework for this study is Kotter's eight-stage process for leading change. Kotter's (1995) eight-stage process for change provided a model by which administrators may enact successful and sustainable change. According to Kotter (1995), to create a successful implementation of change the process goes through a series of eight phases which include (a) creating a sense of urgency regarding the need for change, (b) creating a guiding coalition, (c) develop a vision and strategy, (d) communicate the change vision, (e) empowers employees, (f) create short-term wins, (g) combine gains and make more change, and (h) attach new approaches in the corporate culture. Kotter's eight steps has three macro phases: creating a climate for change,

engaging and enabling the organization, and implementing and sustaining the change. Kotter's model to conceptualize the change process was relevant to my study because implementing change strategies to increase online education service opportunities to increase enrollment revenues within educational organizations involves organizational change.

Operational Definitions

This section provides the meanings of common terms in this study.

Administrator: Administrators are individuals who are responsible for achieving college objectives through instructional and faculty responsibilities (Esfijani, 2018).

Brick-and-mortar school: A brick-and-mortar school is a traditional school setting within a physical building or classroom (Quezada et al., 2020).

Nontraditional student: Nontraditional students are individuals over 25 years of age who are working and attending college (Chung et al., 2017).

Online education or distance education: Online education or distance education is an option of learning in which learners enroll in a degree program that certified faculty teach through educational institutions with technological capabilities through internet use by a computer system (Bryan et al., 2018).

Online educational services: Online educational services are education-related services to support teaching-related functions (Hurlbut, 2018).

Online learning: Online learning is a method of teaching and learning that uses technological capabilities and internet connections to teach students with limited or no face-to-face time during instruction (Hurlbut, 2018).

Traditional learning: Traditional learning is the instruction of students in the same location at the same time to complete degree programs (Chung et al., 2017).

Traditional student: Traditional students are individuals between 18 and 24 years of age (Chung et al., 2017).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are facts the researcher considered to be true before verifying actual evidence (Marshall & Rossman, 2016). There were three assumptions in this study. The first was that a qualitative methodology is an appropriate methodology for the study. The second assumption was that Kotter's eight-stage process for leading change was an appropriate conceptual framework for exploring organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. The third assumption was that the interviewees would be open and truthful with their responses.

Limitations

Limitations are potential circumstances that could affect the research method which cannot be addressed by the researcher (Marshall & Rossman, 2016). One limitation was that I am limited to the organization document data and interview responses provided by the participants. Participants may affect the authenticity of the findings if their responses are not honest.

Delimitations

Delimitations represent the scope of the study that researcher set for the study (Marshall & Rossman, 2016). Because my purpose was to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues, I selected participants who worked as college administrators. I further restricted my selection of participants to those who lived in Michigan.

Significance of the Study

The study findings may be of value to business organizational change initiatives within higher education, specifically the traditional, brick-and-mortar institutions that are exploring the use of online education services to remain competitive in the marketplace with changing demographics. The information and analysis in this study may provide leadership strategies used by administrators to investigate the need to adapt, implement, and evaluate the change management for adding online education service opportunities into their traditional, brick-and-mortar institutions to increase enrollment revenues. The findings from this study may contribute to the effective practice of business improvement, a decrease in costs, and others may experience increased employee involvement and efficiencies.

The results from this study might contribute to positive social change by empowering change makers and to optimize professional development for teachers within college communities. The information in this study may prove useful for strategic administrators implementing a transition of learning modalities and increase access to

education. With more access to education, communities' citizens could be more innovative and productive. Also, college administrators could potentially identify organization change strategies for developing more efficacious learning environments. The results from this study may also create more accessible and affordable education opportunities for citizens within college communities.

A Review of the Professional and Academic Literature

The purpose of this qualitative, single case, descriptive study was to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. The business problem was that brick-and-mortar college administrators who neglect to develop online educational service options for students experience lower organization performance. The research question was "What organization strategies do college administrators use to develop and implement online education service opportunities to increase enrollment revenues?" As the conceptual framework for this study, Kotter's eight-stage process for leading change is the first topic covered in this literature review. Once I explain the conceptual framework, I present a synthesis of the topics and ideas that emerged from a review of the relevant literature and critical analysis of various sources. Exploring how institutions have managed change provided a basis for this study. Reviewing the history of online education or distance education as it has evolved in various forms, along with its various uses within institutions, was explored.

Selecting and identifying literature for this review required comprehensive search strategy and synthesis. The review of the literature is imperative to the research process

because it helps inform the reader of research opportunities, research design, data interpretation and analysis, and conclusions of previous studies (Marshall & Rossman, 2016). The literature was reviewed for understanding what online education is, and its various forms, enrollment trends, managing change in higher education, administration involvement in online education, and leadership in higher education. To implement change in the form of online education, institutions need to have leaders throughout the entire process. Reviewing the literature on leadership in higher education helped to identify its importance in the change process as well as identify successes and failures of leadership on related projects of online education implementation.

Managing Change in Higher Education

Organizations are facing a continuous state of uncertainty in today's world of increased competition, technological breakthroughs, and globalization. Change management has been implemented in almost every aspect of all business sectors because the world is a constantly dynamic community, where the opportunities and risks rotate regularly. The work environment is significantly different than it was a decade ago. Technology is altering the way companies operate and how the workforce communicates. These factors have resulted in competition for resources. The key factor in obtaining great opportunities in this constantly changing environment is within proper change management.

Several factors influence the success of change management and organizational change within higher education. According to Appelbaum et al., (2017), the term "change" implies to the disruption of the present conditions prevailing in the external and

internal environment. The change can be strategic and have high impact across an organization, or it can be operational with less impact. Several key aspects relevant to change management significantly affect the success or failure of an initiative: leadership, governance, management, organizational culture and the approach to learning and training relevant to the organization (Appelbaum et al., 2017). Similarly, Palumbo and Manna (2019) highlighted the importance of preparing staff for the change, “assessing the human dimension”, “managing fear and anxiety” and clearly specifying the “function of change teams”. Change initiation and management is most successful if individuals understand the rationale for change and believe in its benefit before supporting it more widely and allowing the initiative to move forward with critical mass (Andrade et al., 2019). Managing change as part of a deliberate process has its own set of challenges.

For change to be effective, it must be desirable. A successful change management campaign should help the stakeholders understand the organization's change by effectively communicating problems with the current system and soliciting advice in making the transition successful (Kotter, 2007). This desirability toward change is where an actionable vision comes into play. King et al. (2018) suggested that creating a desirable and compelling message about what the change is intended to achieve will create an identity among the stakeholders and develop an understanding of what will be delivered to service users. Moreover, the proposed change should be relevant. The organization must present a vision to stakeholders by outlining its goals and illustrating how the change system will achieve them. This process should break down the benefits and how they apply to the stakeholders. The literature suggests that a change plan must

be in place. Wentworth et al. (2020) argued that it is impossible to move forward without a goal because the organization's members must know what comprises the new plan and why it is vital to be implemented successfully.

Communication is one of the critical areas of importance in any change management plan. Organizations with a great vision can serve a useful purpose even if just a few people understand it (Kotter, 2007). Undeniably, the real power of a vision is released when most of those involved in an enterprise understand its mission. Baloh et al. (2018) studied the importance of communication in a hospital setting change process and found that it was of utmost importance in determining if a team could communicate about hurdles. The researchers found that if obstacles could be transmitted along the way with a well-designed plan on overcoming the barrier, then the stakeholders had a much better chance of being successful. Kotter (2012) argued that employees tend to resist change more when introduced suddenly and they have little time to adjust. It is essential in any change effort for the organization to release information as soon as possible and then roll out the change process in incremental steps.

Wentworth et al. (2020) found that early success in an organization centers on the time of a change process. Getting staff on board promptly is vital in announcing and promoting change efforts. These methods can be used as a change model for an organization and demonstrate its effectiveness in the change process (Wentworth et al., 2020). An organization should choose widely respected individuals amongst their teams. Change agents should train these employees first and allow them to set a positive and encouraging atmosphere while guiding other employees through the change process. The

literature recognizes that attitudes are a crucial driver of individual behaviors (Rafferty & Minbashian, 2019). Rafferty and Minbashian (2019) acknowledged change readiness as a mediator of relationships amongst the change beliefs and positive reactions around change and supporting behaviors.

Institutions of higher education have a significant role in promoting change to sustainable development models as centers of knowledge and innovation. As such, business organizations seeking effective change management commonly refer to Kotter's eight-stage process for leading change. Kotter (1995) introduced an eight-stage model for implementing significant change as a process that includes building strong collaborative teams with a solid strategy, creating effective communication channels, supporting staff empowerment, using a phased and strategic approach, and securing the change within an organization's culture. Kotter's eight-stage model provides a tested, workable method to manage large-scale change in organizations (Kang et al., 2020). In addition to creating a sense of urgency, the stages of Kotter's model also focus on creating a guiding coalition, developing a compelling vision and strategy, communicating to leaders and staff, empowering others, celebrating wins through reinforcement and momentum, and ensuring the change is aligned with the organization's culture. To facilitate effective change, there are best practices listed in the literature that should support and expedite a successful change management initiative. Kotter (2007) suggested that significant change is often said to be impossible unless the organization's leader is an active supporter. Kotter described building a powerful coalition. Within that coalition should be an

individual with strong communication, collaboration, and problem-solving skills and the capacity to work effectively in various situations.

Administrators implementing this model are selecting the right change agents, making change desirable, making change relevant, communicating the change on all levels, recruiting help from within, fully integrating the change, and giving the change process time to develop (Appelbaum et al., 2017). The change process, in its initial stages, can be challenging and unpredictable. It is crucial that an organization plan to select the right change agents that will support the change process and keep it running smoothly from the beginning. Specht et al. (2018) described change agents as sponsors that promote change initiatives in organizations, actively construct their environment, and act as a catalyst in convincing their organization to support relevant issues. Similarly, Specht et al. examined how change agents implemented projects to improve teaching climates in a university setting with a strong research tradition and found that if a change agent can successfully motivate stakeholders, they can keep them engaged and shape the environment.

A change-management approach driven by management can be useful where clear, tangible outcomes can be predetermined with confidence and there is agreement on the desired outcomes (Kotter, 2007). Change-management outcomes can also be influenced by several additional factors including technology issues, personnel changes, perceived pressure to deliver, opposition, project creep, and unofficial procedures and systems (Palumbo & Manna, 2019). It is much more effective to adopt Kotter's change model when the change management starts with the senior leadership.

Kotter (2012) stated that cultural change comes last, not first. One of the major barriers to creating change in a group is culture. Therefore, organizations must follow the best practices of ensuring that the change process is retained. Assisting with employee adaption to change faster and is significant to keeping a change effort in place. Change agents and other key stakeholders should continue to check in with their teams and encourage their employees to provide feedback on the modified operations and identify what is working and what is not. More importantly, change is a process, and it must be given time. Organizations should be flexible and collaborative, allowing them to perfect the change effort even if it looks different from when it started. As Kotter argues, if organizations are not prepared for a change in the future, they might be left behind in an everchanging business environment.

In contrast, innovation is not the only reason for the change. An innovative and robust culture within the organization will provide a relationship to remain relevant in the future (Kotter, 2007). Influential leaders have confidence in improvement and able to articulate what activities are necessary (By et al., 2018). Organizational culture is often seen as a building block, and organizational leaders must ensure that culture is devoted to quality (By et al., 2018).

Enrollment Trends

To maintain and increase financial viability, business and academic leaders must continue to deliver products or services that meet and exceed consumer expectations. While college tuition is steadily increasing, college debt is at its highest and a secondary degree is the most sought-after form of advancing one's life (Manning-Ouellette &

Black, 2017). Online courses are attractive because they are cost effective, convenient for college students, and often fit better into an individual's schedule. Discovering the management strategies that are likely to influence students' selection of online or face-to-face class format may allow administrators to manage budgets more efficiently.

In the United States, many state governments are in severe debt. This debt has an impact on higher education, as some state governments have cut higher education funding by 10% or higher since 2007 (Jacob & Gokbel, 2018). Furthermore, reductions are evident as officials in at least 37 states made deep financial cuts to higher education with budgets reflecting 2008 levels for 2012 (Jacob & Gokbel, 2018). These reductions have resulted in students having the option to take courses in a face-to-face, online, or a hybrid setting. Governments worldwide continue to diversify their higher education financing models, with a trend of providing less proportionately than they have in the past. There is a growing global push toward greater government oversight to help stem the tide of financial corruption that exists in some areas of higher education. Although the course modalities that college students in the United States experience learning in has changed, properly managing cost efficiencies considering reduced funding levels is a significant responsibility of government officials (Jacob & Gokbel, 2018).

The National Center for Education Statistics (NCES, 2006) reported that enrollment in increased by 17% between 1984 and 1994 within higher education institutions. Further, enrollment increased 21% between 1994 and 2004 to 17.3 million students. Between 1999 and 2015, the number of students enrolled in at least one online course increased from 10% to 30% (NCES, 2018). Of the 6 million students currently

enrolled in at least one distance-learning course, close to half are enrolled in programs that are offered exclusively online (Allen & Seaman, 2017; NCES, 2018). According to Allen and Seaman (2017), approximately 7.1 million college students have taken at least one online course. There is a lack of data related to student preferences for online and traditional course selection even though enrollment has risen (Allen & Seaman, 2017). Identifying and understanding the challenges experienced by higher learning institutions transitioning from traditional to online education can lead to an increased positive effective learning experience. Many institutions now offer degree programs that can be completed entirely online. The Distance Education Enrollment Report compiled by BABSON Survey Research Group highlighted that, between 2012 and 2015, the number of students enrolled in distance-learning degree programs increased from 12.6% to 14.3% (Allen & Seaman, 2017). This enrollment growth demonstrates that distance learning continues to be a desired platform. High attrition rates, however, are alarming to both educators and the institutions providing these programs (Hobson & Puruhito, 2018).

According to Manning-Ouellette and Black (2017), the cost of higher education continues to increase at an alarming rate. Public and private funding sources are increasingly under pressure to reduce allocations toward higher education while at the same time raising outcome expectations. Due to growing financial deficits and constraints, public higher education institutions in the United States are accepting larger numbers of applicants from overseas and out-of-state locations to the detriment of residents (Jacob & Gokbel, 2018). There is also a trend toward increased admissions standards, which often are coupled with increased tuition prices. The variation in the

quality, cost, and prestige of higher education programs has led to growing competition among students, seeking to enter high quality and elite institutions, acquire better and marketable degree qualifications, and secure employability in an increasingly competitive labor market (Jacob & Gokbel, 2018). Furthermore, students also tend to put a significant effort to link their higher education experience with their future participation in the job market. Thus, graduate employability and the transition from higher education to the workforce remains a major issue. Ultimately, due to these changing competition trends, people are willing to invest more of their time, resources, and efforts in the promise that employability skills, which are more closely aligned with industry needs, will better enable them to find quality jobs.

Face-to-Face Format

The delivery formats of college administration provide students to continue to expand because of technology advancement. A face-to-face classroom allows the instructor to be committed to just one block of time, provide structure and immediate feedback, teach with direct eye contact, and respond immediately to questions (Clayton et al., 2018). Similarly, students continue to enroll in classes taught in the traditional form, which requires less than 30% of course content delivered virtually (Allen & Seaman, 2017). With the introduction of online learning, initial presumptions included on-campus delivery yields improved performance because students have access to interactivity, professor immediacy, and immediate feedback (Dumford & Miller, 2018). Various research studies have concluded opposing results: Asarta and Schmidt (2017) found no difference in student performance between the delivery modalities, whereas Baldwin et

al. (2018) discovered students performed better in online classes than traditional courses. An analysis of the reasons for selecting an online educational setting also aligns with the benefits of flexibility, convenience, and self-paced learning (Hobson & Puruhito, 2018). The traditional learning format also allows for a deeper level of comprehension through in-person interactions, material synthesis, idea generation, and linkages to academic or real-world topics, resulting in learners holding instructors to higher knowledge standards (Clayton et al., 2018).

Online Format

The fast-growing pace of computer technology and the changing needs of adult learners have increased the use of distance education (Susanto et al., 2020). An online classroom allows the instructor to organize online communication via emails, discussion boards, chats, and web conferencing. The rapid growth in online higher education, in terms of course offerings and student enrollment, has often been celebrated on the grounds that moving education online is an innovative way to increase the accessibility of education (Blankenberger & Williams, 2020). Community colleges have increasingly embraced online education and enrollment is rapidly rising throughout the United States (Lee, 2017). Higher learning institutions are working on strategic plans in response to these changes in enrollment demands to implement online education. The literature addresses student satisfaction and achievement as two means to assess the quality of online education. Furthermore, some researchers found that online education can be effective as traditional classroom instruction.

Recognizing the challenges and critically giving thought to mend or meeting the demand for online learning is a positive step to prepare for a successful transition. Lenert and Janes (2017) supported the idea that online instruction and traditional instruction are similar. However, online faculty members assume more roles and must be prepared to demonstrate more competencies when teaching (Lenert & Janes, 2017). Although online and traditional teaching may share similarities and the challenges may be minimal, there are novel factors to consider when teaching online. Administrators and faculty must understand the differences between traditional teaching and online teaching to offer quality education and services.

According to Levy (2017), online education is a continuing and developing medium of providing educational access to millions of learners throughout the world. Administrators must be prepared to offer instruction and services to diversified adult learners. Asarta and Schmidt (2017) realized the challenges faced when transitioning into online teaching and the globalization impact. They designed a model of teaching to address the needs and preferences of a global learning population to provide effective teaching and support student learning.

Hurlbut (2018) defined online learning as a method of teaching and learning that uses technological capabilities and internet connections to teach students with limited or no face-to-face time during instruction. Though learning does transpire through technology, the amount of technology is significant as web-based learning necessitates delivering at least 80% of the course content virtually (Allen & Seaman, 2017). The integration of electronic communications, such as email, text messages, instant

messaging, web conferences, and previous experience with distance learning, has positively influenced students' acceptance of online education. New communicative options have eliminated the exclusivity once associated with web-based distance education (Dumford & Miller, 2018). The functionality of class management systems has also benefited from technological advancements; resulting in a streamlined distribution of course information and social networking tools, such as discussion boards, chat rooms, and meeting spaces (Dumford & Miller, 2018).

The popularity of online education continues to grow as many college students attend classes while engaging in other activities related to work and family (Filak & Nicolini, 2018). Traditional students are no longer between 18 and 21 years of age, full-time students who live on campus. Many students work between 20 to 35 hours a week or work full-time and attend college full-time (Andrade et al., 2019). In addition to work and family commitments, travel schedules, as well as campus location, may prevent students from participating in a traditional learning environment. Commitments and other challenges support prior research that suggests the most common reasons students select virtual courses because of flexibility and convenience (Clayton et al., 2018). The acceptance of online education also continued to increase with a growth rate of over 100% between 2002 and 2007 (Allen & Seaman, 2017). With such a significant growth rate in five years, individuals could assume that all institutions support virtual learning, yet this is not an accurate assumption.

Resistance by administrators is prevalent at some institutions as leaders strive to maintain a reputation as an elite institution that provides higher quality education through

face-to-face instruction (Klempin & Karp, 2018). Leadership at these elite institutions is resistant to online education and does not include virtual learning in their strategic planning (Levy, 2017). Regardless of a college's status, revenue is largely dependent on student enrollment. Institutions that do not adjust to the demands of their student body may experience a reduction in enrollment. Students may select other institutions that support their balance of work, family, and higher education (Filak & Nicolini, 2018). It is essential for college administrators to understand the needs of their students and provide reasons to select or remain at their college.

In addition to responding to students' needs, traditional brick-and-mortar institutions that integrate online offerings are experiencing the benefits of expansion in an institution's geographical reach (Filak & Nicolini, 2018). Online course offerings also increase enrollment numbers as students have greater scheduling flexibility, and the infrastructure investment required with a traditional learning format lack (Levy, 2017). It is beneficial for administrators to be aware of the benefits and challenges of online learning, thus ensuring the maximization of revenue growth opportunities.

Blended Learning

In higher education, a growing number of universities and colleges offer blended learning courses for students, to join the best features of both class teaching and online learning to promote active, self-directed learning opportunities for students with added flexibility. Blended learning has steadily increased in the past decades and has been an effective approach for accommodating a diverse student population. Blending significant elements of the educational environment such as traditional and online learning lead to

better student experiences and outcomes with more efficient instruction and course management practices. Evaluating the effectiveness and knowing which environments work best are critical for course management.

According to Cundell and Sheepy (2018), a key determinant of effectiveness is the ability of the online environment to engage the learner within blended learning. There is evidence that blended learning has several potential benefits compared to traditional and online courses. These benefits include providing students with more control over learning and helping students foster creative and critical thinking, improving students' learning achievements, enhancing students' learning satisfaction and reducing stress level, and producing a stronger sense of community among students (Serrano et al., 2019). A better learning achievement is a persistent concern in education. Some studies have reported the effectiveness of blended learning on students' learning achievements as compared with traditional learning.

Wei et al. (2017) explored the effects of blended learning at a university in information science course by using a learning management system and found that students' academic achievements were better than expected. Findings from similar research conducted by Ibrahim and Nat (2019) demonstrated that blended learning had the potential to improve students' achievements on exams when compared to a traditional classroom model. Serrano et al. (2019) found that blended learning should be viewed as an opportunity to restructure the way courses are developed, delivered, and scheduled through a combination of physical and virtual instruction. The inconsistent results

showed that the effect of blended learning on students' learning achievements is still unclear.

Benefits

There are advantages to the learning process that are not readily available in other ways. The most prominent of these are more access to learning; better allocation of teaching resources; shared learning content; deeper learning; and a social component to learning. It is evident that the learning potential of technology can provide solutions to the growing demand for education, skills, and training.

The benefits associated with a face-to-face learning environment include instructor and student interactions, more significant course structure than an online class, immediate feedback, connectivity through a high degree of two-way communication and visibility, body language, familiarity, and learning by listening to teacher's experiences (Clayton et al., 2018). Benefits for online learning include flexibility, convenience, self-paced learning, reaching a larger population, elimination of logistical demands, more personal dialogue between instructor and students, and development of practical skills (Hobson & Puruhito, 2018). Convenience and flexibility are benefits students most commonly cite of online classes, yet the benefits of convenience and flexibility are also applicable to faculty who can teach anyplace or anytime, this includes being in a different state or time zone (Filak & Nicolini, 2018).

An additional element of flexibility is students' ability to learn at their own pace. Self-paced learning is possible because students have continuous access to all course materials and can manage when and how they participate in the class (Hobson, &

Puruhito, 2018). Online education also eliminates demands such as commuting, parking, and daycare as students can participate in learning without physically being in a classroom. Institutions are also able to maximize available resources through the elimination of overcrowded classrooms and scheduling challenges, and family obligations (Levy, 2017). More courses can also be offered during highly demanded times as a physical location is not necessary (Hobson & Puruhito, 2018).

According to Dumford and Miller (2018), most students who take classes online live within 50 miles of the campus. Although 50 miles may not seem like a significant distance, it could result in significant travel time. The online format also improves institutions servicing a larger population of students no longer hindered by logistical challenges (Susanto et al., 2020). The elimination of logistical challenges is beneficial to the institution and students. Similarly, the inclusion of virtual teams allows management to bridge time and space through attaining a broader geographic reach (Arasaratnam-Smith & Northcote, 2017); a benefit not associated with face-to-face platforms.

Although the level of interaction might vary by course, online students do report greater participation through electronic communications, fewer peer distractions, and less instructor favoritism (Levy, 2017). Though virtual learning offers numerous benefits, the discussion of obtaining practical skills may lack. A significant functional ability of online learning relates to the use of cutting-edge technology and an increase in personal literacy of computer applications. Additional skills include enhancing time management skills, reading and writing comprehension, taxonomy of critical thinking, and problem-solving skills through self-reflection (Asarta & Schmidt, 2017). Although many of the practical

skills apply to on-campus classes, obtainment of the skills could evolve at a deep level since students are more responsible for personal learning in an online environment.

Best practices applied in the online classroom can be transferred to the face-to-face classroom to improve student learning in any environment (Lee, 2017). Additionally, instructors require time each week to administer an online course, though work on asynchronous courses can be conducted at times that are most convenient for the instructors' schedule in each week. Less committed time in their schedules may result in the instructors' ability to serve on committees or attend meetings related to campus or community service.

Challenges

Contrary to andragogical assumptions about adult learners, distance students in higher education frequently express frustrations attributable to their lack of skills in self-regulating their learning, including basic time management (Dumford & Miller, 2018). Thus, their learning processes often proceed more slowly than their or institutional expectation. Institutions of higher learning generally set the pace for educational innovation; however, some higher education faculty members are not convinced of the value and legitimacy of distance education. A great number of students report that it is challenging to complete courses, and that they tend to spend more time to complete their courses than the 'standard' time allotted (Dumont & Raggo, 2018). Further challenges include isolation, quality concerns, information overload, communication distortion, technology issues, greater self-discipline and motivation, lack of social cues, and unrealistic expectations (Dumford & Miller, 2018).

Although students have the flexibility with web-based learning, a feeling of isolation or disconnectedness may result if students struggle to create an identity for themselves in a virtual classroom (Dumont & Raggo, 2018). Feelings of seclusion are also relevant to virtual work teams as employees could become detached from the work and other team members (Arasaratnam-Smith & Northcote, 2017). A lack of community through student-to-student and student-to-instructor interactions could influence the amount of isolation students' experience, which affects the sense of belonging in the learning environment (Mullen, 2020). To reduce or eliminate the feeling of isolation, faculty need to develop course material that is engaging and promotes collaboration through discourse, resulting in inhuman interaction and a greater sense of community (Dumford & Miller, 2018). A lack of social cues might also influence students' feeling disconnected since voice tone, eye contact, and nonverbal communication are not present in online learning. A lack of social cues could also affect the faculty ability to assess learners' emotions, feelings, attitudes, and understanding of materials (Asarta & Schmidt, 2017). To balance the lack of social cues, instructors and students need to have clear and precise written communication (Asarta & Schmidt, 2017).

Many students prefer online education because of the convenience and flexibility it provides; however, misconceptions and unrealistic expectations associated with web-based learning could have negative implications. Misconceptions may include: (a) course content is easy to understand and navigate, (b) decreased time commitment, and (c) little interaction exists since web-based learning may function as an independent study instead of a structured learning environment (Anthony et al., 2019). A student's experience with

online learning also influences misconceptions. Students with significant web-based learning confirmed that virtual courses were more difficult, required more time per week, viewed virtual classes as more favorable, and greater learning occurred than in traditional courses (Mullen, 2020). Students with no online experience disagree with the confirmations of students with web-based experience (Mullen, 2020).

The amount of time required for web-based courses is not specific to students as teachers often cite increased workload because web-based course takes longer to prepare. According to Lee (2017), 64% of instructors indicated teaching virtual classes takes somewhat more or a lot more time because the response is in the form of written communication, which requires more time than oral communication (Asarta & Schmidt, 2017). In addition to time constraints for lecturers, written communication may also present a challenge. Challenges with written communication might include personal interpretation, a lack of social cues, and poorly written messages. These challenges could result in message distortion and require several exchanges to come to an understanding (Asarta & Schmidt, 2017). An additional challenge student's encounter is dealing with large amounts of written course content, especially at the start of a class. Learners could feel overwhelmed and uncertain of how to manage the material, resulting in the overlooking of relevant information. If students feel overwhelmed, they might not take the time to read the syllabi carefully, may skim longer emails, or miss course announcements, resulting in lost information (Anthony et al., 2019).

Technological advancements have played a vital role in administrators offering online classes as well as teaching students through unique environments (Asarta &

Schmidt, 2017). Although technology plays a pivotal role in web-based learning, it is often a key frustration for learners. The use of technology could result in students feeling anxious, questioning their ability to manage course requirements, feeling that they lack proper training to participate effectively in the class, or the inability to adjust to situations when technology does not work properly (Kebritchi et al., 2017).

Regardless of students' expectation of online learning, motivation and self-discipline is necessary. According to Clayton et al. (2018), a student's enthusiasm influences class participation as well as the ability to receive, interpret, and comprehend concepts that are harder to learn as direct contact with the instructor decreases. Students' motivation may also influence their aptitude to expand their skills, knowledge, or task performance of a specific reward. The attributes all positively support a student's success (Filak & Nicolini, 2018). Asarta and Schmidt (2017) maintained that students should have greater self-discipline to ensure reading, understanding course materials, and properly executing class deliverables as each student controls the review of instructional material. According to Klempin and Karp (2018), the perception among administrators and faculty reflects that online education is inferior or somewhat inferior to face-to-face learning. At the same time, there is no accepted assessment of quality process assurance to measure the quality of online learning (Evans et al., 2017). Similar to misconceptions, individuals' experiences with online learning influence their quality perception and favorability of the learning format. Mullen (2020) stated that students who had not taken a virtual class believed more learning took place in a traditional classroom because of the

ability for live debate and interaction, compared to Wei et al. (2017), who stated students receive a quality education in both delivery modalities.

Technology in Higher Education

Online education, and the technology that drives it is causing a significant shift in the perception that traditional academia has about the culture of teaching and learning in higher education. Technology remains essential in the development and expansion role of online education. Therefore, many colleges have reported an increase in the use of online educational services. Over the past decade, administrators have sought to integrate developing internet technologies into instruction and learning in higher education. Logistical challenges college students encountered two decades ago have attenuated because of technological advancements. This change is apparent with enrollment in online education steadily rising.

Tokareva et al. (2019) research revealed that many in higher education cling to the ideal that includes soft-focus images of professors wearing academic regalia, students reading on grassy quadrangles, and ancient, ivy-covered buildings. The current reality is that higher education must compete for prominence, and often survival, in a global society. In this competition, it is unlikely that thoughtful investment in and use of technology will serve to differentiate the winners and losers (Tokareva et al., 2019).

Tokareva et al. (2019) identified various reasons for the need to change. First, the number of students being served by institutions of higher education is increasing while the funding to educate this increase in students has remained static. Second, society is forcing higher education to change. More careers are requiring post-secondary degrees,

so traditional-age students are staying in school longer while nontraditional students are returning to school to earn a degree or a second and even third degree. Third, students require more flexibility in their degree program by requesting a variety of vehicles for offering courses and services at varying times and locations.

Advances in online education have been portrayed as a solution to the rising cost of postsecondary education and a means of improving access to higher education (Klempin & Karp, 2018). To meet the rapidly changing demands of students, technology in the form of online education is being implemented by colleges and universities worldwide. Extensive reorganization and restructuring are required for the implementation of online education. Utilizing a systems perspective that is built around total teamwork amongst the organization is a crucial success factor to managing change. However, since most institutions of higher education operate on a “Fordist” model steeped on the structure and distinct hierarchies, change has been difficult. This traditional model works with a top-down management style that exhibits a tremendous amount of inflexibility and slowness to change (Tokareva et al., 2019). Thus, meeting the rapidly changing needs of the students is difficult at best.

Drewes et al. (2018) reported that organizations will not prosper in the years ahead without a vibrant and innovative community of diverse technical talent. The accurate measure of innovation is the ability to convert technology into products, services, and solutions that transform institutions of higher education to deliver new and lasting value. Also, these changes should be designed to enrich the quality of life for everyone they serve. Innovation does not happen in isolation. It occurs through

collaboration across diverse communities within higher education. Therefore, the integration management area of project management will play a key role within institutions undertaking projects to change (PMI, 2000).

Research by Tokareva et al. (2019) showed the need for change management related to technology in higher education as being built around a strategic framework comprised of five factors: strategy, technology, structure, management processes, staff skills, and roles. The framework served as an aid to help construct an overall picture of the key factors and stakeholders, as well as manage the transition holistically in nature, also known as a systems-type of change management. Those universities that genuinely embrace this holistic approach by acting as learning organizations have proven successful in making the transition from a traditional brick-and-mortar institution to an academic institution that includes technology, distance education, and online education. Hobson and Puruhito (2018) reported findings related to the work of Tokareva et al. in attempts to incorporate technology via online/distance education into their existing strategic framework. The researcher showed that the framework was intended to aid the leaders in determining if the state's policy priorities and the role it assumed aligned with higher education's structure. However, his findings showed that there was little if any alignment between the different areas of the South Dakota higher education system, and as a result, infusing technology via online education would be challenging at best.

The research performed by Okunoye et al. (2006) on Enterprise Resource Planning (ERP) implementation in higher education suggested a pre-implementation plan along with implementation phases. They provided substantial evidence that systems do

exist to implement change into traditional academia a manageable process. The ERP system brings integration to numerous business activities within complex organizations. By using methodologies outlined in the PMBOK, AGORA University was able to successfully transform itself from a traditional university into one that infused technological change into its entire business processes, including program delivery via online education. An early stage of the PMBOK's strategies for managing projects is to pre-plan by developing a comprehensive project plan that has input from all employees (key stakeholders). With the development of the project plan, implementation, and evaluation systematically fall into place throughout the life cycle of the project (PMI, 2000).

The work of Okunoye et al. (2006) found that by engaging employees in the pre-implementation phase of the projects, leaders (project managers) can gather all attitudes and reactions of the key stakeholders that will be involved in supporting the change. With the complexity of higher education (Appelbaum et al., 2017) requiring optimum planning, gaining full involvement early in the process by employees is often the key to making or breaking a significant change in higher education.

The Web is critically important in assessing the impact and fulfilling the potential of managing change in higher education (Martin et al., 2018). The Web is the focus of online courses. Therefore, Martin et al. outlined the critical factors for combining the Web with a university IT staff and faculty members to make online education an effective part of university academic offerings. Martin et al. reported that a critical component to the success of the implementation of online education was the inclusion of the faculty

members providing the instruction. Once the faculty has embraced the change and accepts the technical and instructional training to be successful, a key factor for success will be in place (Martin et al., 2018).

Klempin and Karp (2018) reported on community colleges managing the changes of implementing online education through technology into their academic offerings. Linking technology closely to institutional mission and goals and working with a broad range of stakeholders before the financial decisions increased the likelihood of buy-in and helped to smooth a rough decision process of change. In addition to engaging trustees and faculty in financial decisions, strong leadership and specific implementation plans are needed to guide a procedure that may substantially alter the structure, culture, and functions of the college (Evans et al., 2017). A broad-based team approach is most likely to capture the best thinking for strategy development (Tokareva et al., 2019). Community colleges have embraced distance education to provide increased flexibility and access to their large numbers of nontraditional students. As a result, more courses are now supported by online technology or offered entirely online. As institutions implement online education, the need to understand change management in higher education is vital to the success of such projects. In addition, it is essential institutions of higher education diversify the methods of delivering courses to the changing requirements of the marketplace.

Although some discussions in the literature relate to effective practices in the use of emerging technologies for online education, there is evidence lacking support of the effectiveness of such technologies and guidance on how to use the tools efficiently.

Research has demonstrated that colleges are staying current with technological innovations resulting in improved course development outcomes and satisfaction.

Leadership in Higher Education

As online learning becomes a strategic focus of colleges and universities, the effectiveness of online education administrative leaders assumes an increasingly critical role in achieving institutional goals (Page & Schoder, 2019). According to Drewes et al. (2018), a change in the learning culture is deep and pervasive, affecting all aspects of the organization, is intentional, and occurs over time. Important characteristics of change are clarity and communication of vision, the inclusion of all employees in the change process, and the need to approach change holistically, interdependently, and concurrently to ensure the change initiatives strengthen not weaken the intended outcome.

Administrators as well as other institutional staff are key players in initiating successful programs and activities for students. They are critical to a student's need for a myriad of services and functions. Staff, at all levels, play an important role on college campuses and are active in providing support services to faculties and administration. Additionally, staff at all levels in the institution play a significant role in assisting all groups of students in their transition to college. Effective and efficient operation of an institution requires experienced, highly trained, competent administrators to be successful in carrying out institutional vision and goals (Hassan et al., 2018). It is imperative leaders continue the processes that keep the institution functioning effectively. They must continuously analyze and be seen to respond to the evident needs of students, staff, and other stakeholders.

To change the traditional institution of higher education to include online education, strong leadership and careful planning are critical to the success of any attempt at campus-wide technology change, especially online education. Incorporating online education into the academic experience is an essential part of becoming more responsive to the needs of higher education's diverse constituencies (Tokareva et al., 2019). To compete in higher education which contains the ever-changing needs of learners, change is necessary. Change may require a redefinition of organizational values through values-based leadership. To redefine a traditional institution with an infusion of online education, a deep change is needed in the learning culture of the institution.

There is a rising recognition that leadership development is vital to various types of organizations, including institutions of higher learning (Faupel & Sub, 2019). Leaders are held responsible for the success and failure of planned change initiatives (Hobson & Puruhito, 2018). The leadership role for creating a meaningful environment in the success of a planned change is critical (Hobson & Puruhito, 2018). Page and Schoder (2019) mentioned that one of greatest challenges of any leader in higher education is to effect change and bring staff together to consider preferred futures and current realities. Effective leaders are likely to engage in planning, understand the nature of the change, seek to engage with the external environment and understand when to exert authority, influence, and power (Hassan et al., 2018). Similarly, Page and Schoder (2019) maintained that successful organizations have great leaders consistently, an argument that could have resonance in the context of institutions of higher education.

Leadership is critical in determining the results of change-management programs (Appelbaum et al., 2017). During periods of change management, leaders must demonstrate skills and behaviors that deepen commitment, align strategies, focus actions, expand capabilities, and clarify progress. Hassan et al. (2018) described higher-education leaders as having many multi-faceted roles such as experts, beneficiaries, heroes, tyrants, negotiators, and facilitators. Faupel and Sub (2019) found that a similar effort is needed in higher learning institutions to develop leadership skills. Leaders working within a distributed leadership model also require specific leadership literacies to ensure they are effective (Page & Schoder, 2019) and positively influencing change-management outcomes. Drewes et al. (2018) also highlight the importance of professional development for leaders in higher education, particularly those involved with change-management initiatives. Leaders develop adaptability of employees for new roles after the change is implemented. A benefit that remains an organizational priority of leadership development is that leaders advance the business by using their improved leadership skills.

It is critical that leaders express an inspirational vision, and effectively communicate it via multiple channels to improve change readiness. Leadership skills and abilities are positively associated with success in implementing change being capable of communicating, coaching, involving others, all in order to motivate, reward and build teams, and calls for their critical ability to recognize and respond to individual needs during change (Appelbaum et al., 2017). The literature on trends in general leadership research within community college leadership has explored positions of formal authority

college presidents and other high-level administrators. Given the urgent calls for higher education reform, a growing body of literature is defining college leadership more broadly by applying theories of change management to higher education (Klempin & Karp, 2018).

Training and Development

Due to increased use of technology and the popularity of online courses for advancing student learning, many faculty members are confronting the compelling challenge of online teaching. Based on existing literature and national survey data about faculty resistance to online teaching, faculty described hesitation and frustration about online teaching. Faculty professional development is the best route to helping instructors improve their professional knowledge and alter their classroom practice to promote higher student achievement (Drewes et al., 2018).

Training and development are crucial for administrators who are implementing new roles and competencies in online learning environments. Transition to online teaching requires advanced levels of instructor training and support (Adnan, 2018). Many colleges offer support and skills training in the form of informal learning environments, mentoring, in-service training, or structured certificate trainings. The adoption of new strategies and skills to create an effective teaching presence for successful teaching and learning is essential, irrespective of discipline, and certainly applies to online language teaching.

Faculty support is a critical component of quality online education. The literature suggest that faculty perform different roles between the traditional classroom versus the

online classroom. Research of faculty development indicate that such programs have a positive impact on transitions from a traditional to an online setting. Satisfaction is key in determining the effectiveness and quality of online education. Examining student, staff, and faculty satisfaction aids researchers to understand the process, as well as determining success of the overall design and implementation (Vo et al., 2017). Cutri and Mena (2020) noted that faculty members believe that their willingness to participate in online transitions has enabled universities to gain a competitive advantage in today's higher education marketplace. Budget cuts and decreasing population of college-age students create enrollment and financial pressures for college administrators (Mansbach & Austin, 2018). The researcher's highlighted focus on a range of circumstances, including part-time, full-time, tenured, and non-tenured faculty members from different disciplines, some of whom are new to online teaching and others who are not. The literature suggests that there is an opportunity for professional growth motivated faculty to teach online.

Transition

In this section, I included a discussion of the study's problem, purpose, nature, research questions, and interview questions. The research question aligns to the study purpose to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. In addition, I described the conceptual framework, operational definitions, assumptions, limitations, delimitations, and significance. In the conceptual framework, I explored and synthesized existing literature on online modality organization change strategies.

Section 2 contains details of the current research, including the purpose statement,

the role of the researcher, and methodological decisions, such as the population and sampling strategy. The section also includes a discussion of ethical considerations and strategies for data collection, organization, and analysis. In Section 3, presented study findings and their application to professional practice. In addition, Section 3 includes implications for social change and recommendations for future research.

Section 2: The Project

In Section 2, I describe the anatomy of this study on the organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. The section begins with the purpose statement, the role of the researcher, and a description of study participants. I also discuss the research method, ethical considerations, data collection, instrumentation, data organization, data analysis, reliability, and validity.

Purpose Statement

The purpose of this qualitative, single case, descriptive study was to explore organization change strategies that college administrators use to develop and implement online education service opportunities to increase enrollment revenues. The target population was college administrators at one college in Michigan who have successfully implemented organization change strategies to implement online modality education services in a traditional brick-and-mortar higher education organization to increase enrollment revenues. The potential social change benefits include flexibility in communication, customized learning environment, student scheduling improvements, enriched student satisfaction, and an innovative and productive community. Moreover, an effective transition of learning modalities can provide opportunities for citizens with improved online services and more access to education within college communities.

Role of the Researcher

Qualitative research is critical as the researcher collects data and implements analysis (Marshall & Rossman, 2016). The role of the research involves a thorough

understanding of the purpose of study (Cumyn et al., 2018). According to Yin (2018), the primary responsibility of the researcher is to safeguard participants and their data. Cumyn et al. (2018) refined the role of the researcher and developed a standard the researcher should apply. Therefore, my role in this study is was as an observer-as-participant, as I was the primary instrument of data collection and analysis that who collected, coded, and analyzed the data from organization document data and interviews to uncover the emerging concepts and patterns.

I have worked with community colleges located throughout Southeast Michigan for the past 4 years. My experience in academia and services for nontraditional students is the reason for my interest in this research topic. My experience as a faculty member could add value to the research through an understanding of the participant's experiences. Because I have some knowledge of effective transitions from brick-and-mortar to online education services, I did not influence the participants by sharing my personal beliefs or thoughts.

It is crucial that all researchers are aware of research ethics. Ethics relate to two groups of people; those conducting research, who should be aware of their obligations and responsibilities, and those who have basic rights that should be protected (Yin, 2018). Because research often involves a substantial collaboration among participants, it is important to follow ethical standards such as those established by the National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research [NCPHSBBR] in the *Belmont Report* (NCPHSBBR, 1979). The *Belmont Report* is a standard for ethical treatment of human used in research (NCPHSBBR, 1979).

It was imperative that I remained aware of the ethical implications of data collected in my research. I followed the requirements outlined in the *Belmont Report* and ensure ethical practices in current research. The requirements outlined in the NCPHSBBR includes ethical treatment of participants, respect for the individual, ensuring informed consent, and assurance that I would not benefit personally from research. Ethical standards promote the values that are essential to collaborative work, such as honesty, accuracy, and fairness (NCPHSBBR, 1979). The study, therefore, was conducted fairly and eliminated all potential risks.

In addition to ethical practices, it was important to reduce bias. One way to mitigate bias is to balance the act of being objective and nonjudgmental in my thoughts, observations, and actions (Klamer et al., 2017). I work in higher education part-time and have taught as an adjunct instructor since June 2017. During my employment, there was a transition of brick-and-mortar to online service programs. However, I do not hold any of the position titles that was identified in my study. Therefore, the likelihood of any bias as the researcher in the analysis and the interpretation of data is unlikely as there is a minimal level of connection between me and leadership involved in the implementation of online education.

An interview protocol includes questions that the researcher should discuss during an interview (Castillo-Montoya, 2016). Kumi-Yeboah et al. (2017) used semistructured interviews to explore the perceptions of minority graduate students toward online collaborative learning activities. Likewise, Gonzalez-Gonzalez et al. (2020) explored the motivational factors when accepting and implementing online learning using qualitative

semistructured interviews. Therefore, semistructured interviews and organization document data were used to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. The protocol served as a guide to reframe deviating of the original purpose and to use consistency. I constructed an interview protocol which is in Appendix A. The focus of the semistructured interview questions gave me the flexibility to implement themes and concepts and the opportunity to understand experiences and knowledge of how policies impact administrator's experiences with online services.

Participants

Qualitative researchers rely on interviews to support their study as reliable (Marshall & Rossman, 2016). During the research process, the selection of eligible participants is significant (Yin, 2018). I selected participants from a single college in Michigan. Eligible participants were college administrators who have successfully implemented organization change strategies to online modality education services in a traditional brick-and-mortar higher education organization to increase enrollment revenues. The selection of participants from an organization with characteristics that aligned with the study was appropriate because participants served as representatives of the larger group (Marshall & Rossman, 2016). Maher et al. (2018) used a similar approach with a single case study by selecting participants from an institution in the early implementation stage of adoption to explore factors that influence strategy, structure, and decisions of blended learning adoption.

After I received approval from the Walden University Institutional Review Board (IRB), I began the process of recruiting and selecting participants for this study. Gaining and maintaining access to participants is often a difficult task (Amundsen et al., 2017). To gain access to eligible participants, I used the contact information of administrators available on the college website. The website provides public contact information of their employees and promotes services. I used the publication as the major source for determining the institution and target population for the study. All communication with administrators was conducted through email and phone.

I sent the participant recruitment request (Appendix B) to 10 college administrators. I contacted the potential participants to explain my study, provide total disclosure, and ask for their consent to participate in the study. A key component of recruiting study participants is to provide total disclosure about the study to them (Marshall & Rossman, 2016). Potential participants were contacted by phone and e-mail, and they were invited to participate in the study. After the participants agreed to participate in the study, I provided them with a consent form to sign.

It is crucial that researchers build a working relationship with participants. Amundsen et al. (2017) noted that securing access to participants and research site requires two-way open communication. Communication must be facilitated among researchers for a collaboration of knowledge to occur (Castillo-Montoya, 2016). Yin (2018) advised researchers to give respondents adequate time to review the consent form and address any concerns and clarification. To establish a working relationship,

researchers should build good rapport by providing an environment for a warm, friendly, and relaxed environment to share experiences (Yin, 2018).

The purpose of the study should be the primary factor when choosing participants for a qualitative study (Yin, 2018). The selection process for eligible participants must align with the research purpose (Marshall & Rossman, 2016). The participants must have significant experience within the subject area to provide substantial relevant information (Bokolo et al., 2020).

I followed recommendations from other researchers to develop a rapport with study participants. Accordingly, during the virtual semistructured interviews, I developed rapport and encouraged forthcoming responses by detailing the study purpose, establishing eye contact, asking follow-up questions, and providing a secure environment that allows for relaxed conversation. These strategies helped me communicate my level of interest to participants while creating an environment that facilitated open and honest responses.

Research Method and Design

Research Method

The process of determining the research method included the evaluation of qualitative, quantitative, and mixed methods approaches. I chose to use a qualitative method to gather rich, meaningful data on organization change strategies college administrators use to increase online education service opportunities to increase enrollment revenues. Qualitative research serves as a platform for exploring and understanding social phenomena (Yin, 2018). Likewise, using the qualitative method, the

researcher could have open discussions with participants regarding phenomena under investigation (Castillo-Montoya, 2016). Qualitative researchers explore participants in their natural setting (Levitt et al., 2018). Therefore, the qualitative approach was appropriate for this study.

A quantitative method researcher measures the level of occurrences based on numbers and calculations and examines relationships among and between numerically measured variables with the application of statistical techniques (Saunders et al., 2015). Quantitative studies involve statistical tests and provide less depth than qualitative methods (Yin, 2018). Quantitative researchers focus on relationships among variables by testing theories using structured data collection methods (Yin, 2018). According to Bryman and Buchanan (2018), the quantitative researcher can answer researcher questions according to the statistical analysis results. Therefore, a quantitative methodology was not suitable because the purpose of my study did not focus on examining variables' relationships or groups' differences.

Mixed methods researchers use a combination of qualitative and quantitative approaches. Mixed methods researchers collect, analyze, and combine data of both the qualitative and quantitative methods (Yin, 2018). According to Guetterman et al. (2019), researchers who use mixed methods provide deeper understandings of analyzed data from both qualitative and quantitative research methods. The mixed methods approach involves using a qualitative method to explain, discuss, and justify the results of the quantitative analysis (Levitt et al., 2018). A mixed method was not appropriate for this study because the method includes quantitative research and the testing of hypotheses.

Qualitative researchers attempt to collect, integrate, and present data from a variety of sources of evidence as part of any given study (Yin, 2018). I used a qualitative method to explore organization change strategies college administrators use to increase online education service opportunities to increase enrollment revenues.

Research Design

I chose a single case study for this research study. The case study design was appropriate for my study because it allowed me to gather data from participants in an unbiased way while exploring the meaning of the case under study. I considered three qualitative research designs to use for a qualitative study on organizational change: (a) case study, (b) ethnographic, and (c) phenomenological. A qualitative, descriptive, single case study was a valuable research technique in the exploration of organizational change strategies to increase online education service opportunities to increase enrollment revenues. A single case study design is an investigation of what, how, and why an event is influenced by its context relating to a personal experience (Yin, 2018). Marshall and Rossman (2016) found that the key features of the case study are defined cases aligned with a study's intent, and multiple data sources and analysis procedures. In qualitative designs, researchers draw conclusions from data, such as interview transcripts, common themes, and trends among participants responses (Yin, 2018). Therefore, the qualitative single case was appropriate for the study because of the in-depth understanding of real-life phenomenon and rational conclusions.

An ethnographic design includes researcher immersion into a participants' natural setting by watching routine, daily interactions, and listening to conversations over a

prolonged period (Saunders et al., 2015). In ethnography, researchers provide a cultural understanding of entire cultures (Yin, 2018). As Trnka (2017) explained, ethnography involves formal descriptions of people in their native habitats. In addition, ethnography requires extensive, long-term work in the field (DeVaney et al., 2018). Ethnography was not appropriate for this study because the research question does not indicate the need to embed within the population.

Similarly, a phenomenological design researcher explores the meanings of human experiences through the descriptions provided by the participants (Saunders et al., 2015). Phenomenology involves the exploration of individuals' interpretations and perceptions of experiences (Thompson et al., 2017). The focus of phenomenology is individuals' lived experiences of phenomena, which is often explored via qualitative interviews (Yin, 2018). A phenomenological design would not be appropriate because I did not focus on descriptions of the meanings of participants experiences in the study. Understanding the college administrator's strategy of increased online education service opportunities may improve effectiveness and increase enrollment revenues. Therefore, the qualitative single case was appropriate for the study because of the in-depth understanding of real-life phenomena and rational conclusions.

Researchers use data saturation as a standard for discontinuing data collection and analysis in qualitative research (Fusch & Ness, 2015). According to Yin (2018), data saturation is achieved at a single stage when the interview questions do not offer any further information. Sim et al. (2018) mentioned that the focus of qualitative research should not be maximizing numbers but attaining data saturation. Therefore, I explored

different models of saturation across different qualitative approaches. In the current study, data saturation was necessary to ensure I captured all key themes and categories related to the study site's organizational change strategies.

Population and Sampling

I selected a purposeful sampling method for this study. According to Yin (2018), purposeful sampling allows for the criterion-based selection of the subset of participants who meet specific inclusion criteria. Gentles and Vilches (2017) noted that through purposeful sampling, researchers can select participants who are experts in their fields. Sim et al. (2018) maintained that there are criteria for regulating nonprobabilistic sample sizes and suggested to use the saturation point as a determinant for the appropriate sample size. Therefore, I used the purposeful sampling method to select three participants as my initial sample, which was increased to achieve saturation.

Four individuals' administrators participated in individual semistructured interviews. The participants were four college administrators at one college in Michigan. The participants were administrative leaders in higher education who have successfully implemented organizational change strategies to implement online modality education services in a traditional brick-and-mortar higher education organization to increase enrollment revenues. Choosing participants with the necessary experience and expertise allowed for rich and more meaningful data. When interviewing qualitative research participants, the selection of experts in the field allows researchers to explore topics in detail (Yin, 2018). According to Marshall and Rossman (2016), the criteria used for selecting participants should be from an organization with characteristics that align with

the study. Marshall and Rossman's approach were appropriate because participants served as representatives of the larger group. Maher et al. (2018) used a similar approach with a single case study by selecting participants from an institution in the early implementation stage of adoption to explore factors that influence strategy, structure, and decisions of blended learning adoption. Eligible participants were college administrators who have successfully implemented organization change strategies to online modality education services in a traditional brick-and-mortar higher education organization to increase enrollment revenues. The selection of participants from an organization with characteristics that aligned with the study was appropriate because participants served as representatives of the larger group.

Researchers also must consider the settings in which interviews occur. As recommended by Castillo-Montoya (2016), I held each interview virtually using Zoom online meeting software. The four individual interviews took place separately. I provided an environment that allowed for casual and safe conversation that created a sense of privacy which encouraged participants to provide more information. The selection of the interview and location is purposeful to promote privacy and rich discussion.

Fusch and Ness (2015) defined data saturation as the stage when there is no additional information that the researcher can observe in the data. Nelson (2017) stated that at saturation, the researcher sees similar instances repeatedly and is confident that no additional data are being found. Therefore, I ensured that data saturation was reached at the point when there was enough data to ensure the research question was answered.

Ethical Research

A critical element of research is the assurance of ethical practices during data collection and analysis (Carey & Griffiths, 2017). Karbwang et al. (2018) suggested that researchers apply ethical practices in research. Ethics refers to data collection and data analysis procedures (Klamer et al., 2017). I ensured ethical research by obtaining informed consent from all study participants. The consent form and a copy of the interview protocol detailed a description of the purpose of the study and participation requirements. The process of informed consent added assurance of ethical practice. The consent form offers participants the option to withdraw from the study at any point during the research process (Shahu et al., 2017). Participants should be free to stop participating without any adverse social or economic consequences (Bryman & Buchanan, 2018). Marshall and Rossman (2016) advised researchers to inform participants to send notification of any need to quit the study.

My process for ensuring ethical practices began with the study invitation, which I emailed to prospective participants. Once a participant agreed to the study, I assigned him or her to an individual interview. Next, I sent the individual a consent form and a copy of the interview protocol (Appendix A). I asked the participant to return the consent form to me by email. Securing a participant's consent to take part in the interview, including reviewing the risks and voluntary nature of the participation is part of ensuring quality research process (Carey & Griffiths, 2017). I ensured receipt of participants' consent forms by asking participants to email me back to indicate they have received the

information. At that time, I also scheduled semistructured interviews at the designated location and addressed participants' questions and concerns.

Researchers should offer instructions to respondents concerning the nonreceipt of monetary compensation and incentives for participating in the study (Kelly et al., 2017). I did not provide study participants with any incentives to participate. However, I followed up with participants with summary of the research findings and a thank you note.

In addition to collecting data through face-to-face and virtual semistructured interviews, I conducted a document review of the strategic plan to validate organization change strategies reported during the semistructured interviews. I secured the written strategic plans from institution's website. The benefit of document analysis is the data that consists of existing written text that requires no obtrusive collection methods. Also, document analysis is free of unwanted interactions that can occur during semistructured interviews (Klamer et al., 2017). For research conducted within organizational settings, document analysis can provide insiders' perspectives while allowing researchers to explore data across multiple groups and geographic locations (Bryman & Buchanan, 2018). Finally, organizational documents provided context as they represent the strategy of the organization, making them useful resources grounded in the real world (Marshall & Rossman, 2016).

The protection of participant confidentiality is critical to ethical research (Marshall & Rossman, 2016). Watkins (2017) maintained that after ending the study, the researcher should keep all study materials locked up safely for 5 years in a personal filing cabinet. I stored all research data on my personal password protected computer to protect

the names of individuals and organizations confidential. The study materials included the interview records and transcripts, the study organization strategic plans, all electronically received consent messages and forms, and all analysis documentation.

As required by Walden University, I will store the study materials for 5 years with a password-encrypted folder. After 5 years, I will hire a professional data destruction company to destroy all study documentation, including digital and hard copies of data. To ensure confidentiality, I used pseudonyms in lieu of participants' names in all study materials. In addition, no one other than I will gain access to the stored hard copies of the data. I will not use the data collected from the research participants for any other purpose other than the intended study. To ensure a higher level of confidentiality, Yin (2018) noted that researchers suggest participants sign a nondisclosure agreement on the nature of the study. Finally, prior to gathering data I secured a Walden IRB approval number. Walden University's approval number for this study is 07-17-20-0741055, and it expires on July 16, 2021.

Data Collection Instruments

I was the sole collector of data for this study. As the primary data collection instrument, I collected data using semistructured interviews and organization documentation. According to Moser and Korstjens (2018), qualitative researchers are the primary data collection instruments in qualitative research. Marshall and Rossman (2016) noted that interviewers should interview participants who had experienced the phenomenon. Kumi-Yeboah et al. (2017) took a similar approach when gathering data from face-to-face semistructured interviews to explore the perceptions of minority

graduate students toward online collaborative learning activities. I opted to conduct semistructured interviews virtually instead of face-to-face to maximize safety among participants and myself. The primary data sources for this study included individual semistructured interviews and organizational documentation to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues.

According to Marshall and Rossman (2016), field notes can help researchers remember important details for later. Yin (2018) maintained that researchers should take notes and audio record the interviews during the data collection process. Castillo-Montoya (2016) advised researchers to create an interview protocol as a guide for simpler data collection. The interview protocol served as a guide to reframe deviating of the original purpose and to use consistency. I constructed an interview protocol which is in Appendix A. The focus of the semistructured interview questions allowed me the flexibility to implement themes and concepts and the opportunity to understand experiences and knowledge of how policies impact administrator's experiences with online services. A review of organization documentation allowed me to note any discrepancies with interview data. After the semistructured interviews, I thanked each participant for their contributions and conducted a follow-up with a phone call to verify the accuracy of the analysis and interpretation. Therefore, semistructured interviews and organization document data were used to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues.

The data collection instrument's reliability and validity were useful in validating interview responses (Yin, 2018). According to Fusch and Ness (2015), triangulating primary and secondary data sources can improve the reliability and validity of data. In addition to methodological triangulation, I employed member checking to ensure validity and reliability. Member checking is the process of validating the accuracy of the interview analysis with interview participants (Williams, 2020). Following the interviews, I had audio files professionally transcribed and conducted for initial analysis and interpretation. After completion of the analysis and interpretation of the interviews, I contacted participants via email to set up a phone call to review the analysis and interpretation of the interview summary for the member checking process.

Data Collection Technique

For this qualitative single case study, I collected data via virtual semistructured interviews and organizational documents as data sources. The use of semistructured interviews in this study allowed for open-ended questions and discussion. Semistructured interviews are productive discussions that allow researchers to explore research topics in detail (Marshall & Rossman, 2016). Bryman and Buchanan (2018) declared that semistructured interviews involve the use of an interview guide, to collect similar types of data from all participants, thus creating a sense of order. Bryman and Buchanan added that during semistructured interviews the researcher is free to change the order and wording of the questions and to ask additional questions for clarification Marshall and Rossman (2016) maintained that semistructured interviews allow researchers to ask follow-up questions to ensure all key ideas are captured.

According to Bryman and Buchanan (2018), a benefit of open-ended interview questions is that researchers capture the experiences of participants. Castillo-Montoya (2016) noted that semistructured interviews has the advantage of allowing the interviewer to work flexibly with the guide and allowed room for the interviewee's clearer descriptions and narratives. Another significant advantage of in-person interviews is that they allow researchers to gain additional context through conversations when observation alone is insufficient (Marshall & Rossman, 2016). In addition, semistructured interviews provide participants with opportunities to modify or adjust questions and their responses to them while placing the researcher close to the data (Yin, 2018).

Although there are many benefits to in-person, semistructured interviews, there are also challenges with this form of data collection. (Klamer et al., 2017) noted that new researchers using this technique found it hard to identify where to probe for responses and leaving out necessary data. To avoid this problem, I practiced the interviews in advance. Another disadvantage is the difficulty for participants to make time for semistructured interviews, and it may be challenging for researchers to accommodate participants' schedules (Bryman & Buchanan, 2018). According to Yin (2018), it is also possible that visual cues provided to researchers during face-to-face interviews can negatively impact interactions. However, research conducted by Maher et al., (2018) indicated that visual cues had little effect on interview data quality.

In addition to collecting data through virtual interviews, I used organization documents. Organization documents is a significant contribution in data collection within case study research (Yin, 2018). For research conducted within organizational settings,

document analysis can provide insiders' perspectives (Klempin & Karp, 2018) while allowing researchers to explore data across multiple groups and geographic locations. According to Marshall and Rossman (2016), document analysis is free of unwanted interactions that can occur during semistructured interviews. An advantage of organizational documents is that they present background, context information, and insights that can be valuable supplements to an existing knowledge base (Yin, 2018). Organizational documents provide context as they represent the strategy of the organization, making them useful resources grounded in the real world (Yin, 2018). Despite the many benefits of document analysis, this type of data also has potential disadvantages. For example, organizational records are not always accurate and may contain some bias. In addition, document analysis can be time-consuming and inappropriate for exploratory research (Marshall & Rossman, 2016). Therefore, I used the data collected from organizational documents to support data from the semistructured interviews.

I used member checking to ensure validity and reliability. Member checking is the process of validating the accuracy of the interview analysis with interview participants (Williams, 2020). During member checking, qualitative researchers show participants the interpretations of the analyzed data to check the accuracy of the researcher's understanding of the participant's discussion (Fusch & Ness, 2015). Sharing study findings serve as a method of employing member checks (Bergh et al., 2017). Following the interviews, I transcribed audio files and conducted an initial analysis and interpretation. Upon completion of the analysis and interpretation of the interviews, I

contacted participants via email to set up a phone call to review the analysis and understanding of the interview summary for the member checking process.

Data Organization Technique

The purpose of this qualitative, single case, descriptive study was to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. Marshall and Rossman (2016) advised researchers to keep a research log to store interview schedules and other valuable information. Desouza and Jacob (2017) maintained that researchers need to assign a unique code to each respondent to safeguard identities and maintain privacy.

Data collection included hard copy and digital forms. I used the same audio recording device to record the semistructured interviews digitally but saved the recordings as separate files. I also took field notes during the semistructured interviews. According to Marshall and Rossman (2016), field notes can help researchers remember important details for later analysis and interpretation.

All the data that was collected for this study was input into NVivo data analysis software. I used NVivo data analysis software to organize collected data. Microsoft Excel was used to create graphs from the data that was generated in NVivo. NVivo can be used to organize unstructured data. Unstructured data consists of audio files, videos, text, and photos (Desouza & Jacob, 2017). I also used NVivo to transcribe the recorded interviews. Virtual interviews were conducted using Zoom online meeting software.

Upon completion of the semistructured interviews, I transferred the field notes from my journal into a word processing document. During the five-year period, researchers should keep the hard copy under lock and key, and the electronic versions with a password (Renner et al., 2018). I stored all study data on a cloud server that is password-protected for five years following the research. Following the five-year period, I will hire a professional data destruction company to destroy all study documentation, including digital and hard copies of data.

Data Analysis

Data collection and analysis is developed together in an iterative process (Yin, 2018). Data analysis consists of examining, categorizing, tabulating, and testing both quantitative and qualitative evidence to address the initial propositions of a study (Saunders et al., 2015). Yin's 5-step approach was a valuable part of the analysis and enhanced validity of my case study. Analyzing the data enhanced by referencing existing literature and using it to raise questions about whether the findings are consistent with or different from extant research.

Triangulation may include multiple methods of data collection, such as observation, interviews and documents review and data analysis but does not suggest a fix method for the researcher's review (Yin, 2018). The methods chosen in triangulation to test the validity and reliability of a study depend on the criterion of the research (Rizvi, 2019). Yin (2018) advocated that triangulation in case study method have a major strength for example, the researcher could use many different sources of evidence in data collection. Furthermore, the need to use multiple sources of evidence far exceeds that in

other research methods, such as experiments, surveys, or histories. To improve the analysis and understanding of construction of others, triangulation is a step taken by researchers to involve several investigators or peer researchers' interpretation of the data at different time or location (Yin, 2018).

To analyze the data for this qualitative study, I used methodological triangulation. Methodological triangulation involves the use of multiple sources of data on the same subject and is useful for identifying points of convergence within the data (Abdalla et al., 2018). Method triangulation can result in identifying points in divergence that provide opportunities to convey a deeper meaning in data (Yin, 2018). Researchers also use method triangulation to strengthen the validity of a case study (Yin, 2018). Therefore, because method triangulation involves the use of multiple data sources, it was the most appropriate for my study.

After receiving approval from Walden's IRB, I began collecting data using semistructured interviews and document analysis and observation. During the analysis process, I addressed the research question. The data within my study consisted of the responses arising from interviews and organization documents. According to Marshall and Rossman (2016), interview questions should support the framework for the study. I compiled all the data and notes I collected in Microsoft Excel and Word, and I saved electronic data in electronic folders on a secure, password-protected computer. I transferred collected data into NVivo data analysis software to disassemble and assign codes to categorize the data. I used NVivo to reassemble data and identify patterns, themes, and negative outliers in the data. I used NVivo to organize the data. NVivo is

useful for organizing data for analysis because it allows researchers to assign searchable markers, flag text, and create data clusters. NVivo is useful in uncovering common themes among the data (Marshall & Rossman, 2016) which enhanced my manual analysis. It is important to note that researchers do not perform any data analysis using NVivo software, but instead can identify categories and themes, and effectively organize clusters of information.

The categorizing strings of text into thematic clusters can help determine if there are gaps in the data (Marshall & Rossman, 2016). Researchers should derive basic units of meaning from the data collected from the participants (Yin, 2018). Yin (2018) maintained that the researcher should ensure that findings addressed the overall research question. Therefore, NVivo was the most suitable data analysis tool for this study.

Organizing data into key themes is helpful for data interpretation (Yin, 2018). According to Carey and Griffiths (2017), the process of thematic content analysis begins with reading the data to develop an in-depth understanding of it. The next step was to create categories of the data as key themes start to emerge (Carey & Griffiths, 2017). Themes emerge from analyzing the interview transcripts (Yin, 2018). After developing a preliminary list of categories, I reconciled the data to eliminate unnecessary categories. I also searched for similarities between categories to organize them into themes and subthemes. Using NVivo, I compared this study's literature review to any newer studies that were published after this proposal was approved, along with Kotter's eight-stage process for leading change conceptual framework for this study. This comparison allowed me to correlate any key themes and began developing the findings for this study.

Reliability and Validity

Researchers use reliability as the processes to ensure data is consistent.

Qualitative research achieves trustworthiness through credibility, transferability, dependability, and confirmability (Karagiozis, 2018). The validation of data collected from semistructured interviews can occur through member checking, bracketing, and methodological triangulation (Marshall & Rossman, 2016). Yin (2018) noted that researchers could maintain the quality of case study research by consciously bracketing their views and putting the focus of the study on understanding perspectives of the participant. In this study, I consistently followed data collection and analysis processes, interview protocols, and data collection and validation techniques for research quality to enhance trustworthiness.

Reliability

Maher et al. (2018) noted that researchers need to record thoughts about decisions made throughout research to enhance dependability and transparency of the process. Therefore, using only one concept of reliability could become a problem for qualitative researchers. Adhering to consistent interview protocols can improve the reliability of the study (Thomas, 2017). Recording the semistructured interviews, documenting the data collection process, and journaling throughout the current study ensure a consistent process that allows for replication (Yin, 2018). Qualitative researchers must take specific steps to ensure reliability (Moser & Korstjens, 2018). Dependability is an aspect of reliability in qualitative research, which is the consistency in the research procedures (Marshall & Rossman, 2016). Transcript review can aid in the dependability of the data

(Castillo-Montoya, 2016). Such tools as the interview protocol and member checking process allows researchers to contribute to the dependability of the study (Brear, 2019). The decisions I documented during collection was helpful to develop final themes and subthemes.

Validity

To uphold the quality of research, qualitative researchers focus on four areas of the research findings (Yin, 2018). Yin (2018) maintained that the criteria for judging the validity of qualitative research involved credibility, confirmability, and transferability. Ensuring credibility, transferability, and confirmability can add to the validity of qualitative research (Rose & Johnson, 2020).

Credibility involves the process of exploring the research subject through the participants viewpoints (Yin, 2018). Methodological triangulation of data sources adds to the credibility of the data by allowing the researcher to review multiple sets of data (Crick, 2020). Ensuring credibility is critical to allow other researchers to leverage the study findings and transfer the data of their research (Rashid et al., 2019). Data collected throughout the study, including field notes, data summaries, member checking, and analysis procedures provided an audit trail and allowed for reflection of the data and study findings.

Transferability refers to whether a researcher can communicate the findings from a study to the audience and apply them to other settings or groups (Yin, 2018). Marshall and Rossman, (2016) emphasized that researchers of a qualitative study should state the boundaries of the study to the readers. Yin (2018) noted that the researcher can address

transferability by describing the context of the study and the characteristics of the participants. Adhering to strict protocols and processes throughout the study can allow for transferability (Maher et al., 2018). To enhance transferability, I adhered to the protocols and processes for data collection, analysis, and reporting described in this study.

Researchers use confirmability to validate the participant's data output with the removal of personal bias (Nelson, 2017). Likewise, Galdas (2017) suggested that the use of confirmability is to explore the assumption that researcher bias influence the results of the study. Confirming the output of the interviews can help remove personal bias as it allows the participant to review the interpretation of their words. There is a need identify the extent to which researchers can support the research results. Therefore, I addressed the issue of confirmability using the method triangulation.

Researchers use data saturation as a standard for discontinuing data collection and analysis in qualitative research (Fusch & Ness, 2015). According to Yin (2018), data saturation is achieved at a single stage when the interview questions do not offer any further information. Sim et al. (2018) mentioned that the focus of qualitative research should not be maximizing numbers but attaining data saturation. Ensuring data saturation addresses the research question and confirm if the findings are valid (Fusch & Ness, 2015). Therefore, I explored different models of saturation across different qualitative approaches. Once new data tends to be redundant of data already collected, I determined that data saturation was reached. At this point, I stopped collecting information started analyzing what was collected.

Transition and Summary

The purpose of this qualitative, single case, descriptive study was to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. In Section 2, I outlined the study purpose, my role as the sole researcher, criteria for participants, rationale for my selected design of a single case study, population, sampling strategy, and the ethical procedures I followed. In addition, I outlined data collection instruments and thematic analysis techniques, and reliability and validity. Section 3 contains an overview of collecting and analyzing data, presentation of the findings, professional application, implications for social change, recommendations and further studies, and my personal reflection and conclusion.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative, single case, descriptive study was to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. College administrators were the selected target population for this study. Data for this study came from semistructured interviews conducted with four college administrators at one college in Michigan. The findings for this study included insight into the change strategies that college administrators have chosen to use and the factors that have influenced their decisions and education services. The five themes that emerged from data analysis include (a) dedicated support from leadership, (b) enhance online services, (c) improve communication, (d) reinforce technology, and (e) strengthen training and development. The findings showed strategies that administrators used to implement online education services to increase enrollment revenue. This section includes a thematic presentation of study findings. In addition, I discuss the application of findings to professional practice, implications for social change, and recommendations for action and future research. Finally, I close the study with my reflections and conclusions.

Presentation of the Findings

The overarching research question was “What organization strategies do college administrators use to develop and implement online education service opportunities to increase enrollment revenues?”. To retain confidentiality for the four study participants, they are identified as P1, P2, P3, and P4. The participants were administrators employed

at the same college in Michigan and have worked there over 5 years. This information helps to show that the participant perspectives are reliable in offering information to address this research study due to the years of experience in administration.

Using NVivo 12 software to code, cluster, and organize data, I discovered five major themes: (a) dedicated support from leadership, (b) enhance online services, (c) improve communication, (d) reinforce technology, and (e) strengthen training and development. All four study participants acknowledged these themes in describing what factors have influenced their organization change strategies. The five major themes relate to the conceptual framework for this study because the themes are factors that support the successful implementation that the four study participants chose to put in place for their institution. The conceptual framework for this study is Kotter's (2007) eight-stage process for leading change. Kotter's eight-step process is designed to ensure change managers create the right environment to effect change, develop the support they need to make the change happen, and keep the momentum going throughout the change process. The data collected from P1, P2, P3 and P4 included evidence that supports Kotter's eight-stage process for leading change.

I used NVivo transcription services to transcribe the study participants' interview responses. I then used NVivo 12 software to code the interview transcripts. NVivo 12 software was helpful in identifying frequencies in words used in the interview transcripts. Several factors emerged during the data analysis process. NVivo 12 has a coding stripes feature. Coding stripes are colored bars that researchers can use to see how they have coded data. Table 1 includes all the factors that emerged from the study participants'

interview responses when I analyzed the interview transcripts. I used the coding stripes feature to determine the connection between the factors and the participants.

Table 1

NVivo 12 Coding Stripes Detail for Strategy Factors

Organizational Change Strategy Factors	P1	P2	P3	P4
Organizational Change				
Strategies	X	X	X	X
Management	X	X		X
Types of Learning				
Online Learning	X	X	X	X
Blended Learning	X	X	X	
Remote Learning	X			X
Barriers & Challenges				
Training and Development	X	X		X
Technology	X	X	X	X
Communication	X	X		X
Services				
Online Services	X	X	X	X
Support Services	X		X	X
Student Services		X	X	X
Library Services		X	X	
Enrollment Revenues	X	X		X

Theme 1: Dedicated Support from Leadership:

Dedicated support from leadership emerged most frequently as a factor affecting study participants. All four study participants identified dedicated support from leadership as a factor that affected their decision about the type of organization change structure they put in place. Further, dedicated support from leadership emerged was a

major factor for the study participants as they decided the types of business management strategies to obtain.

Reviewing the participants' organizational documents provided additional evidence in support of dedicated support from leadership as a major theme. The participants collectively developed strategies to meet the overarching vision and reported against milestones for assessment-tool redesign and development stretch targets. The vision and associated strategies were developed based on common change-management principles. It became imperative to manage any resistance and offer additional support services to staff as part of the change-management process. The senior educators and administrative staff were primarily responsible for motivating and facilitating assessment-tool development in a supportive manner. The support staff had no positional influence and could only report on progress based on their personal experience. Some team members felt personally responsible for not being able to shift staff motivation and tangible progression based on the stretch targets. During these complex times, the value of strong leadership understanding staff motivation varied.

The development team provided each staff member with the support to refocus and continue with the change management process. P4 stated that dedicated support from leadership was one of the overarching reasons behind the success of increase enrollment and revenues. P3 indicated that higher education is being dramatically affected by the Covid-19 pandemic. The campus shutdowns led to a quick change to remote learning, displaying the fragmented adoption of high-quality education technology and digital capabilities for the college. The tumultuous fall semester, complete with aborted campus

openings and widely diverging online and blended options, has only increased the pressure on all colleges and universities (Klempin & Karp, 2018). P1 indicated that a task force was created to analyze the current advising process and make recommendations for improvement. Administrators hired a team of skilled teachers and instructional designers. During Covid, staff informed the students that institution would adhere to the Centers for Disease Control and Prevention guidelines as a method to let the students know that their safety was important to the school.

Kotter's (1995) model indicates key steps and actions that can motivate and enable the change process resulting in greater effectiveness and sustainability. Administrators identifying various challenges and sharing them with department staff served to fulfill the first step in Kotter's change model: "Establish a sense of urgency." According to Kotter (1995), "Establishing a sense of urgency is crucial to gaining needed cooperation" (p. 36). Kotter (1995) maintained that as much as 75% of employees need to believe that considerable change is essential for positive transition.

Klempin and Karp (2018) highlighted the reality that several classes of fortification are necessary to create changes so that organizations introduce strengthening tactics during change phases. Verbal reinforcement of behaviors that prompt action into the organizational change could increase worker replication of those new change behaviors. The importance of staff cooperation is particularly vital during organizational change.

Theme 2: Enhance Online Services

Online services emerged as the second most frequent factor affecting the study participants. Online services were a major factor for the study as all four participants expressed concerns over how to translate teaching in a brick-and-mortar classroom where the instructor is physically present to teaching online, especially when it came to the integrity of student work.

P1 indicated that many of the traditional teaching methods can transfer over to teaching online. P2 stated that a good teacher is a good teacher no matter whether they are online or in a traditional classroom because their goal is to help the students learn and succeed. Differentiation can be accomplished through a variety of assessment methods, alternate assignments, and various interactive activities (Aguilar-Smith & Gonzales, 2021). The participants expressed that there would be similarities between teaching online and teaching in a traditional setting and indicated that effective course management was essential. Additionally, participants celebrated the many avenues for differentiation of student instruction in an online environment.

P1 and P2 referenced emergency assistance and how it was implemented to aid current and upcoming students who have been affected during the pandemic. P3 and P4 discussed implementing enrollment policies and procedures, maintaining accreditation and professional standards, analyzing time-to-degree factors, and retention patterns. P4 further stated that the institutions learning communities approach represents an intentional structuring of students' time, credit, and learning experiences to foster more explicit intellectual connections between students and faculty, and between disciplines of

smaller subgroups of students, with a common sense of purpose, leading to an integration of classroom and no classroom experiences.

Kotter's (2007) sixth step involves planning for short-term wins. Organizational transformation takes an extensive amount of time, so the loss of momentum is a major factor. Staff will not continue to work hard for change if they see no evidence of the success of their efforts. Hence, it is important to plan for visible improvements, create those improvements, and recognize and reward those involved.

Aguilar-Smith and Gonzales (2021) stated that the curriculum should be well designed for online learning to maintain both student learning and student retention. The challenge facing the online instructor is to arrange the course content creating a coherent e-learning path using multiple technologies. The design of effective learning environments and embedding online technologies can serve as catalysts for faculty to experiment new things, explore creative alternatives and reflect on their own practices. For higher education institutions around the world to be competitive, evidence of faculty preparedness in terms of professionalism is necessary (Kang et al., 2020). Kotter (2007) maintained that successful efforts use the credibility afforded by short-term wins to tackle even bigger problems.

Theme 3: Improve Communication

Communication emerged as the third most frequent factor affecting study participants. Three participants discovered that although they felt they were much more connected with their students in a brick-and-mortar environment than in an online setting, frequent communication with students and strong student relationships were required to

make change work. P1 indicated that not seeing students on a day-to-day basis can cause problems if communication between the instructor and student is not established. P3 concurred and stated that in a brick-and-mortar, “I spent a lot of time building and you really don’t have the opportunity to do that online, so trying to find different ways to do that is critical.” The field of organizational behavior has long credited communication of the change method as a driver of change readiness among employees (Rafferty & Minbashian, 2019).

Participants further expressed that implementing online education service opportunities met their communication and learning styles. P2 stated that e-learning tools and activities such as group presentations and student-centered learning met their learning styles and goals to maximize learning tools, materials, and formats. The participants’ experiences revealed that the inclusion of online collaborative activities met their learning and communication styles.

Reviewing the participants’ organizational documents provided additional evidence in support of improving communication as a major theme. The need to ensure that faculty, administration, and students all knew of the changes, understood the new system, and why it had been chosen was addressed through a variety of communication channels. Representatives took responsibility for informing their colleagues and providing training opportunities. This was done through a variety of methods which included classroom training sessions, online training sessions, training sessions held during college faculty meetings, webinars provided by the vendor, construction and dissemination of materials, and one-on-one interactions to explain the system, answer

questions, and allay fears. All of these provided opportunities to inform the community about the upcoming changes, explain the new system, answer questions, and ensure continuity across the college. Both formal and informal feedback from faculty, administration, and staff indicated that these reports played an important role in helping move people forward.

Kotter's (2007) fourth step requires communication of the vision. This step involves using every opportunity possible to continuously communicate the change. Some key elements to effectively communicating the vision include leading by example, explanation, repetition, and the use of multiple forums (Kotter, 1995). As Kotter's model recommends repetition of the change vision and using different forums for communication, the various activities were helpful to staff because of its enhanced learning styles as well as the way they communicate with peers, instructors, and students. Several higher education institutions have also used Kotter's model to help institute major changes. Kayas et al. (2020) recommended use of the model in planning university sustainability programs while Hilton and Jacobson (2012) closely followed the Kotter model in ensuring faculty involvement to attain accreditation status for their business school. Borrego and Henderson (2014) suggested using the Kotter model in helping higher education instructors adapt to change in teaching STEM related classes. This provided a balance that ensured faculty interests and needs would be fully represented as well as ensuring that the right administrative department would have input and responsibility for implementation. An organization must present the vision to the stakeholders by outlining its goals and illustrating how the change system will achieve

such goals. Additionally, administrators must believe in the destination chosen, visually communicate the better future, and assist staff to visualize the same future.

Theme 4: Reinforce Technology

Technology emerged as the fourth most frequent factor affecting study participants. While all participants were confident in their ability to handle technology, a few of them expressed that learning any new technology is a challenge. P1 stated that “I felt confident that I could master the technology. I felt that my technological proficiency was strong and that I could learn any skills that I lacked”. P3 indicated that the online environment technology is constantly changing, and it is just a part of the job to stay abreast of those changes and learn as changes progress.

Participant assumptions about being capable of managing the technology requirements were correct in that all participants agreed that although time consuming and frustrating at times, they had all been able to master the required technology and continued to learn new technology. All participants had confidence in their technology skills. P2 and P4 expressed similar opinions when they claimed that the teachers who they initially hired to teach online at this school all had very strong technology skills in the traditional setting. All participants made general statements that technical support would be influential. Three administrators felt technological functionality was important for staff.

While participants indicated that they had a positive experience with faculty and staff, they raised concerns to the academics about the institutional support. Their comments focused on the need for a stronger relationship and good communication between

all work units involved in a subject design and development to ensure appropriate use of technologies in teaching. There is a learning and memorization process of technology involved with teaching in the virtual format. The participants indicated that there is a challenge with learning the technological aspect of teaching online, but it is necessary to teach online successfully. Working in curriculum teams created stronger links between technology support and curriculum design staff, making it a good experience. Reviewing the participants' organizational documents provided additional evidence in support of reinforcing technology as a major theme.

Kotter's (2007) third step involves creating a vision. Creating the vision requires the guiding coalition to develop a picture of what the future with the change will look like. The vision serves three important purposes. First, by illustrating the general direction of the change; second, by motivating people to act; and third, to help coordinate the actions which individuals will take (Kotter, 1995). Administrators' creating a vision should be able to easily communicate and appeals to customers, stakeholders, and employees.

An effort to improve the organizational culture and climate in Boise State University's School of Nursing was implemented using the Kotter model (Springer et al., 2012). Sidorko (2008) described the successful integration of library and support services at an Australian university using the Kotter model while Penrod and Harbor (1998) explained how the University of Memphis changed the culture of its Information Technology Department through applying the Kotter model. McGill University's medical

school followed the Kotter model while executing a faculty development program (Drewes et al., 2018).

Theme 5: Strengthen Training and Development

Training and development emerged as the fifth most frequent factor affecting study participants. The participant responses about training and development proved to be deeply informative towards a project direction. P1, P2, and P4 of the participants agreed training is needed and necessary when transitioning from brick-and-mortar teaching into implementing online education. These participants shared similar thoughts about certain components or factors involved in training of faculty transitioning into online instruction. P2 stated that instructors are typically offered staff development opportunities throughout the year to help improve their skills and keep abreast of current educational trends and issues.

Reviewing the participants' organizational documents provided additional evidence in support of strengthening training and development as a major theme. The participant's responses reflect that training and development is necessary to assist faculty and staff with organization and present the content in a way that ensures student learning. It is imperative to provide faculty and staff with access to teaching and learning resources through open content and help them integrate this content into their instruction.

According to the responses, training should include learning the methodology involved in online learning and the concepts with implementing online education. This evidence supports Kotter's (2007) fifth stage to Empower Staff for Broad-Based Action

which indicates the importance of providing necessary training. The first action in the fifth step requires removing any obstacles to the change. This may involve changing systems or structures within the organization. It may also involve allocating more money, time, or support needed to make the change effective.

Kotter's (2007) successful business experience in which he planned and helped drive the implementation of real organization wide changes within a wide variety of companies over a period of many years. Higher education institutions are facing a more dynamic and competitive environment than ever before, and it is likely that forces for change will accelerate over time. Kotter's eight-step model is a useful tool in analyzing change effort. The model helped administrators focus the direction of the change and inform the community in positive ways.

The research on ongoing faculty support notes that instructors who receive on-the-job support, guidance and feedback from a supervisor or a trained support person apply new skills and strategies more frequently and appropriately and adopt a more diverse range of instructional practices than instructors who do not receive such supports (Wentworth et al., 2020). In addition, continuous input from faculty allows administrators to provide the support that is responsive to faculty needs and desires (Wasserman & Migdal, 2019). This allows for an open dialogue between faculty members and administrators.

The findings of this study suggest that assessing staff perceptions of organizational change using Kotter's eight step change model can provide valuable information useful in planning and executing actions to improve change success. The

finding further suggests that in addition to structural and procedural changes, online education services had an impact on faculty and administrator roles, teaching and learning, and the community of students and faculty members who comprise the college. Kotter's (1995) model indicates key steps and actions that can motivate and enable the change process resulting in greater effectiveness and sustainability.

Applications to Professional Practice

The data collected and analyzed for this study provided valuable insight into how college administrators make business decisions on organizational change. Evidence emerging from the analysis of the collected data provided insight into the specific factors that affect how college administrators determine what types of business strategies to use and in what order they chose to provide educational services and increase revenue.

The findings from this study have important implications for professional practice, for institutions of all sizes. The driving message from participants was that regardless of the strategies and platforms administrators use, they must always stay focused on the end goal, which is to increase enrollment revenues. Moreover, the findings of this study can provide college administrators a better understanding of the challenges that transitioning institutions might face. A clearer understanding of the roles and responsibilities of college administrators could prove useful to faculty and staff when preparing for change and future ongoing staff development programs that help support faculty, staff, and students. Recognizing the qualities that contribute to effective transition of learning modalities could also be beneficial to administrators when seeking

to hire new faculty. When organizations implement effective strategic management, it can help them sustain their businesses for many years (Ansoff et al., 2018).

Additionally, it is essential that the administrators of college institutions recognize and assist to support their faculty due to the increased workload of the online setting. Although online faculty have more flexibility in an online environment, the time commitment because of the many forms of communication between the instructor and student, level of technology usage, and course management responsibilities can create a very challenging workload. Some of the existing data and research pertaining to organization change strategies is outdated, has conflicting findings, lacks information about specific online education service topics, and lacks information about enrollment revenues. Therefore, the findings of this study could add valuable information to the body of literature on organization change strategies and provide contributions to effective business practice processes.

Implications for Social Change

The findings from this study may foster social change by bringing positive support to individuals at a local, national, or global level. Social change is a positive change to lessen negativity on every level. Every small or large contribution supports and aids people and societies, and it is imperative that scholar practitioners strive for improvement. An improved organization change strategy illustrates social change because adult learners will be able to experience quality learning. Learners who have access to education can develop helpful skills and behaviors that can allow personal and professional opportunity. An expansion effort to offer additional online courses or online

degree programs creates social change because individuals who did not have access because of timing or location can now pursue their education, with a flexible schedule and can still carry out professional and personal responsibilities.

Recommendations for Action

The findings of this study provide insights that administrative professionals from various institutions of higher education can consider. The findings also provide pertinent information on strategies that may assist administrators enhance process improvements to institute change. These recommendations for action may be most helpful for smaller education institutions or those are just beginning to develop or implement an organization change strategy.

The first recommendation is to incorporate change and innovation. When an institution is going through change, it is essential that the organization establish effective leadership. A leader may initiate change, but it is the responsibility of organizational stakeholders to implement change processes over time. There is high value in taking a step back to investigate the literature and exposing a deeper understanding of a leader's use to initiate change, as that increases the ability to embrace organizational change more effectively.

Organizational change is a complex process, and all actions must be properly integrated. In this regard, the leadership plays a decisive role. Commonly, leaders recur to change when the organization faces difficulties, and therefore the process is envisioned as a hardship. Organizational leaders that display characteristics of personal development influence change in their organization because of their continued commitment to seek

growth for themselves and everyone around them. These types of leaders embrace change in their professional lives on a continuous basis and incorporate a continuum of learning and support in their leadership. Administrators should be educated to foresee the positive opportunities that change may and might bring and this way to give a stronger stimulation to employees and optimize organizational processes.

The second recommendation is to provide resources. Effective change generally requires adequate resources to support the process. A consistent finding in the literature is that change is not inexpensive. Strategic organizational change involves a reorganization of scarce organizational resources toward a host of new activities, including communicating the need for change, developing a plan or strategy for implementing the change, developing new processes, restructuring and reorganizing the organization, experimenting with innovations, testing, and training employees (Appelbaum et al., 2017).

The third recommendation is to include innovation in technology. Technology should be advanced, accessible, user friendly, and cost effective. Creative thinking, collaboration, and decision making should be conducted by administrators who will also be responsible for the implementation and delivery of new educational platforms. This is becoming more evident in higher education and the shift to a growing online learning delivery system that is responsive to the needs of the learner.

To support institution technology use in an online or blended setting, new technologies should not be introduced without consideration of the learning design implications. Academic staff should be provided consistent information and support to

produce, edit, and distribute learning materials. Software and hardware requirements associated with new technologies should be considered before implementation in core learning experiences. Evaluation processes are essential to determine teaching and technical requirement and impacts. Furthermore, space to explore new and emerging technologies for teaching should be provided.

The fourth recommendation is to enhance and continue to provide professional development opportunities. One of the prime reasons for lack of good faculty input in online courses is the lack of drive of educational institutions to create good training programs for their faculty. The emphasis is more on developing and deploying online courses rapidly to increase enrollment, rather than create a body of well-trained faculty to boost retention (Liu et al., 2020).

Professional development played a large part in altering faculty and administrator opinions about online education. At the request of the faculty, training was mandatory for full and part-time faculty members and administrators also chose to participate in the training. Participants revealed a need for preservice training in preparation for teaching online courses. Study participants all described very similar experiences with staff transitioning from teaching in a brick-and-mortar setting to teaching in an online environment. Participants also uncovered issues that they felt were specific to online learners. Professional development made it possible for faculty members and administrators at different levels to test the environment and their comfort level with it, reducing the anxiety related to learning a new process. It is further recommended that higher learning institutions and organizations should spend more effort on training

faculty and changing expectations for online courses and course designs that involve the use of various technologies and media to deliver course content.

Recommendations for Further Research

The findings of this study suggest recommendations for future research. Future studies may benefit from exploring learning communities, institutional support, and financial aid on the retention of enrollment. Student engagement in college has been identified as the key to success. However, how to promote engagement and help student stay engaged remain key questions in the educational research agenda. Institutions facing tightening budgets and controlling costs are often not able to innovate and implement experiments to improve the teaching and learning processes.

Faculty and institutional involvement, as well as the importance of creating more interactive and better-designed online course content in the retention equation, must also be studied. The causes of poor retention are many, and although there has been some headway in providing viable solutions to this issue, much deeper and wider studies are required to develop a better understanding of ways and means to solve enrollment issues and improve service opportunities and course designs to facilitate and benefit both learners and educators.

Furthermore, additional studies focusing on faculty and students' experiences should be conducted. Throughout this study, there appeared a recurring theme related to the students and support resources. Future research that might uncover a clearer understanding of how students adjust to organization change and the transition from brick-and-mortar to online learning could be beneficial.

Limitations

This qualitative study of the perspectives of administrators of organizational change strategies adds to the growing body of research related to online education. This study explored organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. Although there have been many studies related to administrators making similar transitions within college institutions, very few addressed the education service opportunities to enrollment revenue.

The limitations inherent in the research design aspects such as the study setting, the target population and the sample size may have impacted the generalizability of the study findings. The study was conducted at one college in Michigan. However, due to the differences in institutional characteristics, resources and cultures, the findings from a single-institution study might not generalize well to other institutions.

Other limitations include the recruitment process. The recruitment of participants proved challenging and required the use of multiple outreach strategies simultaneously. The data provided by the participants in the study was limiting due to the small sample size. Although participants were encouraged to provide honest, comprehensive responses, some information may have been held back.

Reflections

The process of working on the doctoral study was challenging and rewarding. I gained valuable experience in performing qualitative research that may be of benefit in my future professional and scholarly endeavors. As a professional in higher education, it

was important for me to have an expanded base of knowledge intellect and practical applications.

This study provided me with the opportunity to explore organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues; specifically exploring how and why administrators employed certain strategies, and how they believed those strategies ultimately influenced the organization's bottom line. Because of my professional experience in higher education, I had to be very cognizant of my personal biases, perceptions, and opinions. As described in Section 2 of this project, I took measures to prevent personal bias from influencing data. I set aside my personal biases and opinions. As a researcher in a field that I was already close to, I knew it was critical for me to remain as neutral and objective as possible throughout the entire research process. I found this to be a great exercise in neutrality.

As for the themes that emerged from the study data, I did not find any of them particularly surprising. Overall, results from this study were strongly aligned with the scholarly research discussed in Section 1, as well as the study's conceptual framework, which was Kotter's eight-stage process for leading change.

Conclusion

Organizational change occurs in every organization that deals with transition and development. Caves (2018) maintained that organizational change is directly related to the effectiveness of the organizational leader and their willingness for continuous learning. Strategic institutional change will only happen if there is a shared vision and

energy that touches all parts of an organization. Consequently, the proposed change must base on a consultative approach through which administrators to ask their employees to express their feeling and opinions. Reducing resistance to change among employees is basing on the managers' capacity and intelligence to manage the whole process.

Therefore, to achieve organizational change, managers must convince their employees for which reasons is change necessary and only afterwards to motivate them to apply the behavioral strategies.

Community colleges are known for their ability to change quickly, and their adoption of online education is no exception. As community college students enter the digitally driven workplace, the skills and expertise gained from learning discipline specific content through the online environment will inform their professional competencies and drive their performances at work. Rather than questioning whether online learning and services belongs in community colleges, institutions must continue to focus their efforts on increasing access, enhancing online education, and expanding student and faculty support systems to foster student success in the online learning environment.

If utilized properly, technology can help community college students succeed academically and prepare them for future career success. Making it through the abrupt transition to remote learning has required grit, resilience, and self-reliance on the part of administration, faculty, and students. However, what comes next is an opportunity for a more thoughtful, strategic transformation of higher education. Taking the time to rethink

and redesign the scope and scale of higher learning also frees up resources to invest in the very best of what makes campus learning uniquely valuable.

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Appendix A: Interview Protocol

What you will do	What you will say—script
Introduce the interview and set the tone	Script: I am conducting a study on organization change strategies college administrators use to develop and implement online education service opportunities to increase enrollment revenues. I believe your input Would be helpful
<ul style="list-style-type: none"> • Watch for non-verbal queues • Ask follow-up probing questions to get more in depth 	<ol style="list-style-type: none"> 1. What organization change strategies did you use to increase online education service opportunities? 2. What served as an organization catalyst to use organization change strategies to develop and implement online education service opportunities to increase enrollment revenues? 3. What experiences relating to change management did you use during the planning phase to develop and implement online education service opportunities to increase enrollment revenues? 4. What experiences relating to change management did you use during the implementation phase to provide online education service opportunities? 5. What organization change strategies worked best to develop and implement online education service opportunities? 6. How was the effectiveness of the organization change strategies to develop and implement online education service opportunities to increase enrollment revenue evaluated? 7. What principal barriers did you experience when implementing organizational change strategies to develop and implement online education service opportunities to increase enrollment revenues?

8. What did you do to overcome principal barriers to implementing organizational change strategies to develop and implement online service opportunities?
9. What additional information would you like to share about organizational change strategies used to develop and implement online education service opportunities to increase enrollment revenues?

Wrap up interview thanking participant	Script: Thank you for your time today
Schedule follow-up member checking interview	Script: You should hear back from me soon to schedule a follow up discussion.
Introduce the follow up interview	Script: I would like to have more time with you to share feedback.
Share a copy of the succinct synthesis for each individual question	Script: I am going to go over some questions with you.
Bring in probing questions related to other information that you may have found— note the information must be related so that you are probing and adhering to the IRB approval.	<ol style="list-style-type: none"> 1. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed. 2. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed. 3. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed. 4. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed. 5. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed.

Walk through each question, read the interpretation and ask:

Did I miss anything? Or, what would you like to add?

6. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed.
 7. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed.
 8. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed.
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Appendix B: Research Participant Recruitment Script

Dear Invitee,

My name is Denise Williams. I am a doctoral student at Walden University's Doctor of Business Administration Program. I am kindly requesting your participation in a doctoral research study that I am conducting titled: College Administrators Strategies to Implement Online Education Services for Increasing Enrollment Revenues. The intention is to explore on organization change strategies college administrators use to increase online education service opportunities to increase enrollment revenues. Participation is completely voluntary, and you may withdraw from the study at any time. If you would like to participate in the study, please contact me directly.

Respectfully,

Denise Williams, MSA, M.A, Doctoral Student, Walden University