

References

- Baker, J., & Tukhvatulina, S. (2023). Reflections of adult learners in asynchronous online degree programs. *Journal of Effective Teaching in Higher Education*, 6(1), 47-65.
- Cameron-Standerford, A., Menard, K., Edge, C., Bergh, B., Shayter, A., Smith, K., & VandenAvond, L. (2020). The phenomenon of moving to online/distance delivery as a result of COVID-19: Exploring initial perceptions of Higher Education faculty at a rural Midwestern University. *Frontiers in Education*, 5, 583881. <https://doi.org/10.3389/feduc.2020.583881>
- Carter, H., Baker, C., Rynearson, K., & Reyes, J. M. (2020). Degree attainment in online learning programs: A study using national longitudinal data. *International Journal of Innovative Teaching and Learning in Higher Education (IJITLHE)*, 1(3), 19-43. <http://doi.org/10.4018/IJITLHE.2020070102>
- Chakraborty, S. (2024). Digital quality's role in US online higher education. *Quality Assurance in Education: An International Perspective*, 32(1), 1–16. <https://doi-org/10.1108/QAE-05-2023-0083>
- DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147–160. <https://doi.org/10.2307/2095101>
- Hakkarainen, T., Salminen, L., Alastalo, M., & Virtanen, H. (2024). Online degree programmes in nurse education—Students' perceptions and academic performance: An integrative review. *Nurse Education Today*, 136. <https://doi-org/10.1016/j.nedt.2024.106148>
- Hardy, D. W., Robinson, R., & Ramgopal, S. V. (2024, June 26). *Building & scaling high-quality online programs: An institutional commitment* [Webinar]. The Hardy Strategic Consulting Group, LLC. <https://www.thehardygrp.com/firesidechat-videoregistration>
- Joshi, M. S. (2022). Holistic design of online degree programmes in higher education -- A case study from Finland. *International Journal of Educational Management*, 36(1), 32–48. <https://doi.org/10.1108/IJEM-12-2020-0588>
- Joshi, M. & Kantola, M. (2022). Teachers' experiences and role in the design process of online degree programmes in higher education. *Seminar.Net*, 18(1). 1-23. <https://doi.org/10.7577/seminar.4698>
- Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2), 340–363. <https://doi.org/10.1086/226550>
- Ortagus, J. C., Hughes, R. P., & Allchin, H. (2023, October 19). *The problem with exclusively online degree programs*. The Century Foundation. <https://tcf.org/content/commentary/the-problem-with-exclusively-online-degree-programs/>

- Ortagus, J. C., Hughes, R., & Allchin, H. (2024). The role and influence of exclusively online degree programs in Higher Education. *American Educational Research Journal*, 61(2), 404-434. <https://doi.org/10.3102/00028312231222264>
- Özcan, H., & Yildirim, S. (2018). Administrators' perceptions of motives to offer online academic degree programs in universities. *International Review of Research in Open and Distributed Learning*, 19(1), 327–342.
- Peck, D. (2024, January 11). *Online learning statistics: The ultimate list in 2024*. <https://www.devlinpeck.com/content/online-learning-statistics>
- Rojas, F. (2020). Understanding faculty resistance to change in adopting online degree programs [Doctoral dissertation, Frank J. Fielding Graduate University]. *ProQuest Dissertations & Theses Global*.
<https://www.proquest.com/openview/8199942c4ca62ea52c5e13fb000097c4/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Roseland, D., & Saeger, K. (2023). Addressing the elephant in the room: What one graduate program did to preserve program quality when converting a face-fo-face program to an online, asynchronous degree program. *Journal of Educators Online*, 20(2), 155–170. doi:10.9743/jeo.2023.20.2.10
- Shepherd, C. E., & Bolliger, D. U. (2023). Institutional, program, and professional community: A framework for online higher education. *Educational Technology Research and Development*, 71(3), 1233–1252. <https://doi.org/10.1007/s11423-023-10214-3>
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89–125.
<https://doi.org/10.3102/00346543045001089>
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.
- Turnbull, D., Chugh, R. & Luck, J. (2021). Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge?. *Education and Information Technology* 26, 6401–6419. <https://doi.org/10.1007/s10639-021-10633-w>
- Watson, S., Fulton, K., & Ketron, S. (2024). Understanding student perceptions and motivations in non-traditional online degree completion programs: An exploratory case study. *Journal of Adult and Continuing Education*, 30(2), 502-531.
<https://doi.org/10.1177/14779714241235599>
- Welding, L. (2024, April 3). *Online learning statistics*.
<https://www.bestcolleges.com/research/online-learning-statistics/>

- Yang, D., Baldwin, S., & Snelson, C. (2017). Persistence Factors Revealed: Students' Reflections on Completing a Fully Online Program. *Distance Education*, 38(1), 23–36. <https://dx.doi-org/10.1080/01587919.2017.1299561>
- Zawacki-Richter, O. (2009). Research areas in distance education: A Delphi study. *The International Review of Research in Open and Distance Learning*, 10(3). <http://www.irrodl.org/index.php/irrodl/article/view/674>
- Zawacki-Richter, O., & Anderson, T. (2014). Introduction: Research areas in online distance education. In O. Zawacki-Richter & T. Anderson (Eds.), *Online distance education: Towards a research agenda* AU Press. <https://www.aupress.ca/index.php/books/120233>