

University of Central Florida

**STARS**

---

Electronic Theses and Dissertations, 2020-

---

2023

## Employing Organizational Theory and Strategic Enrollment Management to Private School Student Enrollment

Jessica Adams

*University of Central Florida*



Part of the [Educational Administration and Supervision Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd2020>

University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2020- by an authorized administrator of STARS. For more information, please contact [STARS@ucf.edu](mailto:STARS@ucf.edu).

---

### STARS Citation

Adams, Jessica, "Employing Organizational Theory and Strategic Enrollment Management to Private School Student Enrollment" (2023). *Electronic Theses and Dissertations, 2020-*. 1874.  
<https://stars.library.ucf.edu/etd2020/1874>

EMPLOYING ORGANIZATIONAL THEORY AND STRATEGIC ENROLLMENT  
MANAGEMENT TO PRIVATE SCHOOL STUDENT ENROLLMENT

by

JESSICA MARGARET ADAMS  
B.A. University of Central Florida, 2012  
M.Ed. University of Central Florida 2018

A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education  
in the Department of Educational Leadership and Higher Education  
in the College of Community Innovation and Education  
at the University of Central Florida  
Orlando, Florida

Summer Term  
2023

Major Professor: Thomas Vitale

© 2023 Jessica Adams

## ABSTRACT

This correlational, quantitative study examined if any relationship existed between Bolman and Deal's Organizational Theory and Strategic Enrollment Management in regard to a private, Christian school's enrollment. The study used four years of historical survey data, five years of enrollment data, and cross-referenced data points to find any similarities or common threads as to areas that could potentially be plaguing the enrollment numbers. The population of this study or unit of analysis included the following groups: 3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and all faculty and staff. Historical survey data from focused climate and culture surveys completed through the EProve, Cognia website were used to provide data for the research. The survey instrument included both closed-ended and open-ended survey questions. Enrollment numbers provided by the private school's FACTS SIS enrollment management site, the school's hierarchal organizational chart, and their marketing plan were also investigated. There existed a potential link between the school's organizational framework, its enrollment system, and its enrollment numbers. While the findings of this study do not indicate that the current organizational framework and enrollment management system of the school is the sole reason for the increasing enrollment numbers, it is important to notate that there was a direct increase of enrollment following a change in both of these areas. These findings were discussed and recommendations for future research were provided.

Keywords: Student Enrollment, Private School, Strategic Enrollment Management, Organizational Theory, Team Leadership

## ACKNOWLEDGEMENTS

First and foremost, I dedicate this doctoral dissertation to my family who has seen my journey as a first-generation college student completing a full education through doctoral level come to fruition. I am so thankful to my parents, Mike and Cathy Quinn, and my husband, Jonathan Adams, who sacrificed countless hours in selfless support of me while I followed my dreams and added to our family twice during this process. I am thankful to all four of my sons, Ethan, Mason, Finn, and Dane for being patient with Mommy as I completed research and graduate writing amidst trying to be the best Mommy I can be. I love you all so incredibly much.

I would like to thank my Savior for opening up the opportunity to use the skills that He has gifted me with to try to make a difference for private, Christian education by researching in this method and mode. Without the grace of God, I could not have completed this journey, and I am forever grateful.

I would also like to thank my UCF family for never giving up on me and encouraging me through this process. I would particularly like to thank Dr. Thomas Vitale who chaired my final draft, helped provide the structure and support needed to complete the study, and did so- no matter what it took. I would like to specially thank my committee, Dr. Larry Walker, Dr. Marjorie Ceballos, and Dr. Nanci Dettra who guided and supported the formation of this study and its specific design in regards to private, Christian school while providing feedback, guidance, and encouragement. I would also like to thank Dr. Daniel Eadens, Dr. Bill Gordon, Dr. Sheila Moore, and Dr. RoSusan Bartee for encouraging and supporting us through the dissertation process and whom gave incredible guidance through the entirety of UCF's Educational Leadership Ed.D. Program

I would like to thank my school and our board in partnership with our pastoral staff for allowing me to examine our school's historical data and enrollment numbers to participate in this study. This study would have been impossible without their support, and I truly appreciate it. With sincerest thanks, I appreciate all the teachers, parents, and students who responded to the surveys over the four years and were willing to give honest feedback in order to facilitate this research. Without their honesty and openness, the results of this study would have been quite different.

Lastly, I would also like to thank all of the people who supported my affective health throughout this process, especially all members of Cohort 11 of the Educational Leadership program at the University of Central Florida and my healthcare providers. I would not have been able to complete this dissertation amidst giving birth to two sons without them.

## TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION.....	1
Background of the Study .....	1
Statement of the Problem.....	2
Purpose of the Study .....	2
Significance of the Study .....	3
Definition of Terms.....	3
Theoretical Frameworks .....	4
Research Questions.....	5
Limitations .....	5
Delimitations.....	5
Assumptions.....	6
Organization of the Study .....	6
CHAPTER TWO: REVIEW OF THE LITERATURE .....	8
Introduction.....	8
Background of Private School Enrollment .....	9
Holistic Student Growth .....	10
Serving Disadvantaged Families.....	10
Overcrowding in Public Schools .....	12
Continued Enrollment Decline .....	14
Factors that Affect Private School Enrollment .....	15
Culture.....	16
Economic Barriers .....	17
Retention, Attrition, and Migration of Educators .....	20
Retention, Attrition, and Migration of Students .....	22
Organizational Theory Framework.....	24
Background of Organizational Theory: The Structural Frame .....	27
Organizational Theory through the Lens of Team Leadership.....	29
Clarity of Goals: Alignment.....	32
Accountability: Performance .....	33
Building Trust: Cohesion.....	35

Strategic Enrollment Management Framework .....	36
Background of Strategic Enrollment Management: Focused Marketing .....	37
Strategic Enrollment Management through the Lens of Team Leadership .....	40
Building School Culture: Collaboration .....	42
Community Engagement: Communication.....	43
Graduate Preparation: Celebration.....	44
Summary .....	46
CHAPTER THREE: METHODOLOGY .....	47
Introduction.....	47
Research Design.....	47
Selection of Participants .....	47
Instrumentation .....	48
Data Collection .....	51
Data Analysis: Variables.....	52
Data Analysis: Reliability and Validity .....	49
Summary .....	53
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA .....	54
Introduction.....	54
Survey and Enrollment Analysis .....	55
Testing the Research Questions .....	60
Research Question 1: Organizational Theory .....	60
Clarity of Goals: Descriptive Statistics.....	62
Clarity of Goals: Inferential Statistics.....	64
Accountability: Descriptive Statistics.....	66
Accountability: Inferential Statistics.....	66
Building Trust: Descriptive Statistics .....	70
Building Trust: Inferential Statistics.....	71
Research Question 2: Strategic Enrollment Management .....	73
Building School Culture: Descriptive Statistics .....	76
Building School Culture: Inferential Statistics .....	77
Community Engagement: Descriptive Statistics .....	79
Community Engagement: Inferential Statistics .....	80



Graduate Preparation: Descriptive Statistics .....	82
Graduate Preparation: Inferential Statistics .....	84
Summary .....	86
CHAPTER FIVE: SUMMARY, DISCUSSION, AND CONCLUSIONS .....	88
Introduction.....	88
Summary of the Study .....	88
Problem Statement.....	88
Research Questions.....	89
Methodology .....	89
Analysis of Data.....	90
Discussion of the Findings.....	92
Discussion of Enrollment Analysis.....	92
Discussion of Research Question 1.....	93
Clarity of Goals.....	93
Accountability.....	94
Building Trust .....	95
Discussion of Research Question 2.....	96
Building School Culture .....	96
Graduate Preparation .....	97
Community Engagement .....	97
Implications for Practice.....	98
Recommendations for Future Research.....	99
Conclusions.....	100
APPENDIX A: APPROVAL FOR RESEARCH STUDY FROM UNIVERSITY OF CENTRAL FLORIDA INSTITUTIONAL REVIEW BOARD .....	102
APPENDIX B: SCHOOL BOARD MINUTES .....	104
APPENDIX C: HIERARCHAL ORGANIZATION CHART VERSION 1 .....	108
APPENDIX D: HIERARCHAL ORGANIZATION CHART VERSION 2.....	110
APPENDIX E: HIERARCHAL ORGANIZATION CHART VERSION 3 .....	112
APPENDIX F: MARKETING PLAN .....	114
APPENDIX G: PARENT SURVEY QUESTION EXAMPLE .....	121
APPENDIX H: STAFF SURVEY QUESTION EXAMPLE.....	132
APPENDIX I: ELEMENTARY SURVEY QUESTION EXAMPLE .....	145

APPENDIX J: SECONDARY STUDENT SURVEY QUESTION EXAMPLE.....	151
REFERENCES .....	160

## LIST OF FIGURES

Figure 1. <i>Enrollment Numbers 2019-2023</i> .....	57
Figure 2. <i>Enrollment Correlation Data Line Graph 2019-2023</i> .....	58
Figure 3. <i>Enrollment Numbers 2019-2023 Graph</i> .....	61
Figure 4. <i>Clear Goals Structural Framework Satisfaction Graph</i> .....	63
Figure 5. <i>Accountability Structural Framework Satisfaction</i> .....	67
Figure 6. <i>Trust-Building Approachability Structural Framework Satisfaction Graph</i> .....	70
Figure 7. <i>Enrollment Numbers 2019-2023 Graph</i> .....	75
Figure 8. <i>School Culture SEM Satisfaction</i> .....	77
Figure 9. <i>Community Engagement SEM Satisfaction Graph</i> .....	80
Figure 10. <i>Graduate Preparation SEM Satisfaction Graph</i> .....	83

## LIST OF TABLES

Table 1: <i>Instrumentation Table</i> .....	48
Table 2: <i>Convergent and Discriminant Validity of Domains, by Grade Span (provided by Cognia Assessments)</i> .....	50
Table 3: <i>Variable Definitions Table</i> .....	52
Table 4: <i>Analysis of Research Questions Table</i> .....	53
Table 5: <i>MICS Survey Data 2018-2022 Table</i> .....	56
Table 6: <i>MICS Survey Comparison Data 2018-2023 Table</i> .....	58
Table 7: <i>Pearson Correlation Data 2019-2023 and 2020-2023 Year Over Year Table</i> .....	60
Table 8: <i>MICS Survey Data 2018-2022 Table</i> .....	61
Table 9: <i>Analysis of Research Questions Table</i> .....	61
Table 10: <i>Clear Goals ANOVA Satisfaction and Dissatisfaction Table</i> .....	65
Table 11: <i>Clear Goals Tukey HSD Satisfaction and Dissatisfaction Table</i> .....	66
Table 12: <i>Accountability ANOVA Satisfaction and Dissatisfaction Table</i> .....	68
Table 13: <i>Accountability Tukey HSD Satisfaction and Dissatisfaction Table</i> .....	69
Table 14: <i>Building Trust ANOVA Satisfaction and Dissatisfaction Table</i> .....	72
Table 15: <i>Building Trust Tukey HSD Satisfaction and Dissatisfaction Table</i> .....	73
Table 16: <i>MICS Survey Data 2018-2022 Table</i> .....	74
Table 17: <i>Analysis of Research Questions Table</i> .....	75
Table 18: <i>Building Culture ANOVA Satisfaction and Dissatisfaction Table</i> .....	78
Table 19: <i>Building Culture Tukey HSD Satisfaction and Dissatisfaction</i> .....	79
Table 20: <i>Community Engagement ANOVA Satisfaction and Dissatisfaction Table</i> .....	81
Table 21: <i>Community Engagement Tukey HSD Satisfaction and Dissatisfaction</i> .....	82
Table 22: <i>Graduate Preparation ANOVA Satisfaction and Dissatisfaction Table</i> .....	85
Table 23: <i>Graduate Preparation Tukey HSD Satisfaction and Dissatisfaction Table</i> .....	86

## CHAPTER ONE: INTRODUCTION

### Background of the Study

The quantitative, correlational research study used four years of historical survey data and five years of enrollment data to gather information regarding a private, Christian school's structural frame and enrollment management as indicated through the work of Bolman and Deal's (2017) Organizational Theory and Strategic Enrollment Management (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017). The study was designed to examine any relationships between Bolman and Deal's Organizational Theory and Strategic Enrollment Management. It used four years of historical survey data and five years of enrollment data and cross-referenced data points to find if any statistically significant differences existed pre-implementation and post-implementation. This quantitative, correlational study used historical survey data collected from Cognia's Climate and Culture Surveys from the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years as well as enrollment data from the 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years. The survey participants were grouped in the following categories: 3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and all K-12<sup>th</sup> faculty and staff. The same survey was administered to each group in each of the school years described above. The data was examined by the school's leadership team for each year and each group to look for patterns of concerns that may be impacting enrollment. The surveys were anonymous and aggregated based on grade level. This chapter presents the introduction of the different facets behind the research study, theoretical frameworks, and organization of the study.

### Statement of the Problem

Many constructs under Bolman and Deal's Organizational Theory (2017) and Strategic Enrollment Management (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017) within a private K-12, Christian school may impact enrollment numbers such as clear goals, accountability, building trust, building school culture, community engagement, and graduate preparation. The background to this issue was that the continuous stagnant and declining enrollment numbers at the school plagued the overall effectiveness, stability, and viability of the school as a whole. Therefore, the problem of practice to be studied in this dissertation was to what extent organizational and enrollment management theories may be impacting the current student enrollment at a private, K-12, Christian school in the Central Florida area.

### Purpose of the Study

The rationale or purpose statement behind this study was: to identify the areas in which enrollment could be affected within the Structural Frame and enrollment management system of a private K-12, Christian school to then propose solutions to help improve the overall stability of the school. The goal was to determine the effectiveness of implementing a focused organizational structural frame in the form of a hierarchal organization chart and Strategic Enrollment Management system in the form of a marketing plan in the K-12 private, Christian school to identify any relationships that may exist between enrollment and Organizational Theory or Strategic Enrollment Management as determined by survey data. The findings will be shared with other private, Christian schools and district officials to be further evaluated with different populations and within settings.

### Significance of the Study

The significance of the research study is that it could impact private, Christian K-12 schools that aim to improve enrollment numbers by pinpointing factors that could help increase or maintain student enrollment. To narrow the factors, this study examined whether or not the enrollment numbers at a private, Christian school could be linked to Organizational Theory and/or Strategic Enrollment Management efforts within the school. If found to be a factor, true and clear thought must then go into these theories within the school construct to improve the enrollment.

### Definition of Terms

In order to fully understand the scope of the research it is imperative to define the following items for this study:

- Private school: refers to a school supported by a private organization, such as a church, rather than the government (Catt, 2019).
- Enrollment: refers to the attendance of a student at a specific school. School culture refers to guiding beliefs, values, or vision as to why a school operates in its individual fashion. Enrollment numbers can be measured by using the actual school enrollment numbers on a year-to-year basis for the 18-19, 19-20, 20-21, 21-22, and 22-23 school years (Henderson, 2017).
- Strategic Enrollment Management: pertains to the intentional plan to improve and grow enrollment and all programs pertaining to enrollment (Dolence, 1993).
- The structural frame: within Organizational Theory refers to the hierarchy of leadership, staff, parents, and students that exist in the framework of the school. This can be viewed

through the school's organizational chart and diagram as sourced from Bolman and Deal (2017).

- Team leadership: refers to the cooperative collaboration of the leadership members within the school to achieve aligned goals and implement strategic plans as a unit (Blanchard, 2019).

### Theoretical Frameworks

The theoretical framework of Organizational Theory and critical lens of Strategic Enrollment Management for this study were researched. Organizational Theory refers to the ideologies and applications that direct the operative and effectual procedures of an organization (Bolman & Deal, 2017). Whereas, Strategic Enrollment Management is a robust and intentional approach to student recruitment, retention, and graduation within educational institutions (Dolence, 1998). It involves aligning institutional goals with enrollment strategies to ensure long-term sustainability and success. Within private education, a need for a focused leadership approach exists and can be satisfied through Organizational Theory principles and Strategic Enrollment Management practices. In the article by Plash and Piotrowski (2006), they explain, "...there are many items that affect the retention and attrition of teachers and students in our educational system" (p. 125). As Plash and Piotrowski (2006) explained, teachers acknowledge that issues with attrition and retention existed due to the stress from the school, inadequate time management, a wide diversity of student needs, class sizes, excessive paperwork or requirements, and demands associated with IDEA compliance. This study exists to help ascertain the potential factors that affect student enrollment and retention issues in private schools.



The theoretical underpinnings include Organizational Theory and Strategic Enrollment Management.

### Research Questions

1. To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of specific elements of Organizational Theory as defined by Bolman and Deal?
2. To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of Strategic Enrollment Management constructs?

### Limitations

A limitation of the study could be that only one school was examined, therefore data may not be generalizable to larger populations. Additionally, participants of the survey that are nonresponsive could skew the results (Cognia Assessments, 2021). This skew could happen if there is not a true, holistic view of the entire stakeholder community. There may be issues impacting enrollment that are not captured by the current survey questions. Another limitation could be the valuable input that the excluded population, K- 2<sup>nd</sup> students, could afford.

### Delimitations

The delimitations include that this study was completed using historical data from one private, Christian school versus multiple private, Christian schools. Also, the historical data sourced was using four years of survey data and five years of enrollment data. Another delimitation included that two theories were focused upon, Organizational Theory and Strategic

Enrollment Management where other theories such as human capital theory, consumer choice theory, or grounded practical theory could have been assessed.

### Assumptions

One assumption is that the respondents are being truthful and complete in their answers. Another assumption includes that the management theories have been implemented.

### Organization of the Study

First, this research study was organized by including an introduction of the study in Chapter 1. This introduction included the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the definition of any terms, the theoretical framework pertaining to the study, the research questions, the limitations, the delimitations, the assumptions, and this breakdown of organization.

The second chapter of the research study will include an in-depth review of the literature. This chapter will include a general introduction to the research reviewed including what defines Organizational Theory and structural framework, the historical background of private school enrollment, the factors that affect enrollment, the information regarding the team leadership model, and information surrounding Strategic Enrollment Management.

The third chapter of the research study will be focused on the methods of the study itself. This chapter will include an introduction to the methods, the design of the study, the population, selection of participants, instrumentation, validity and reliability, data collection, data analysis organized by research question, procedural fidelity, and a summary.

The fourth chapter will include an introduction to the data; the analysis of enrollment numbers across five years; testing of the first research question using the four-year historical data regarding Organizational Theory where three concepts will be deconstructed: clarity of goals, accountability, and building trust; testing of the second research question using the four-year historical data regarding Strategic Enrollment Management where the next three concepts will be deconstructed: building school culture, graduate preparation, and community engagement; and a summary. This chapter will present the data using a clear narrative supported by tables, graphs, charts, and appendix items to highlight potential issues that have been found.

The fifth and last chapter will include discussion on the research study and any implications that the data points toward. This chapter will include an introduction of what was found: a summary of the findings; interpretation and discussions of the findings from the data, and a link from the current data to prior research as well as help satisfy research objectives and answer the research questions; suppose any implications for practice; and conclude the research.

## CHAPTER TWO: REVIEW OF THE LITERATURE

### Introduction

The purpose of this study was to inform private, Christian K-12 schools that aim to improve enrollment numbers and strategies. The sources that give context to the research study are organized into sections beginning with the background of private school enrollment, factors that affect private school enrollment, Organizational Theory framework (Bolman & Deal, 2017), and Strategic Enrollment Management framework (Hossler, 2014; Maguire, 2008). The first section regarding the background of private school enrollment is divided into four subsections: holistic student growth, serving disadvantaged families, overcrowding in public schools, and continued enrollment decline. The second section regarding the factors that affect private school enrollment is divided into four subsections: culture; economic barriers; retention, attrition, and migration of educators; and retention, attrition, and migration of students. The third section surrounding the key topic of Organizational Theory framework is divided into five subsections: background of organizational theory, organizational theory through the lens of team leadership, clarity of goals, accountability, and building trust (Bolman & Deal, 2017; Blanchard, 2019; Owens & Valesky, 2015). The fourth section regarding the key topic of Strategic Enrollment Management framework is separated into five subsections: background of Strategic Enrollment Management (SEM), Strategic Enrollment Management through the lens of team leadership, building school culture, community engagement, and graduate preparation (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017). This chapter presents the literature review and background behind the research and focused areas of private school enrollment.

Although there is research on the topic of student enrollment, the review of literature focused on the organizational or structural makeup of educational leadership coupled with Strategic Enrollment Management strategies to improve student enrollment and retention within the school. It was clear that results of the studies and research were centered quite frequently on Strategic Enrollment Management (Henderson, 2017, Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017) and the use of Organizational Theory (Blanchard, 2019; Bolman & Deal, 2017; Owens & Valesky, 2015) to improve private school enrollment and retention (Ahlstrom, 2013; Davis & Cole-Leffel, 2009; Hansen & Toso, 2007; Tinto, 1975). The research published regarding organizational strategies coupled with team leadership suggested that these topics have a long-term, positive level of success in working together to foster the improvement of student enrollment while also improving student retention. As Henderson (2017) stated, “Successful enrollment management... requires multiple units to work together seamlessly to create a student experience, a student journey, if you will, that will ensure success for the students and enrollment health...” (p. 144). Overall, improving the organizational structure and leadership of a school focused on teamwork had a positive impact both on the student and the school environment.

The review is organized into sections beginning with the background of private school, factors that affect private school enrollment, Organizational Theory framework, and Strategic Enrollment Management framework.

### Background of Private School Enrollment

The United States has a tradition of faith-based K-12 education that can be traced back to the 1600s (United States Department of Education, 2008a). Faith-based K-12 education has played a vital role in America's communities. The Catholic Church, which has been the principal

provider of faith-based schools and other religious institutions since the Civil War, has directed a multitude of schools in the United States (United States Department of Education, 2008a). According to Vryhof (2005), the operation of these schools is significant because schools have a role in preserving and passing on the memory of the community and its vision for the future. According to Hunt and Carper (2012), faith-based schools in the United States underwent tremendous growth during the twentieth century. During this time, children were taught by a variety of charitable organizations and religious affiliations or denominations. However, studies show that in the late 1900s, urban faith-based elementary schools suffered noteworthy enrollment decline, and several of the faith-based schools closed (United States Department of Education, 2008a). The Supreme Court of the United States has customarily and unceasingly supported the belief that parents have the fundamental right to guide the education of their children (Byrn & Ives, 2010). When the Supreme Court ruled against the Oregon law that required all children to exclusively attend public schools, parents achieved that opportunity to choose the appropriate education that they deemed beneficial for their individual student/child (O'scannlain, 2007). The historical background of private school can be seen to aid in the growth of the whole child, the assistance of disadvantaged families, and the overcrowding of public schools; however, these private schools are still experiencing enrollment decline (Jackson, 2014; Muraskin et. al., 1998; Davis, 2018; Hunt, McGovern, & Taylor, 2016; Wiens & Wiens, 2012).

### *Holistic Student Growth*

Jackson (2014) asserted that private schools not only provide spiritual, intellectual, emotional, physical, and moral development of every student, it introduces students to the sense of responsibility, provides the opportunity to acquire skills necessary for a life of service, and

develops students' God-given abilities. They provide moral grounding, community ethics, a safe and structured environment, academic rigor, and a private school education grounded in unconstrained religious values. Private faith-based schools enable parents to share traditions, religious and cultural, that are important to their families and communities (United States Department of Education, 2008b).

A substantial section of the United States education system is private and faith-based according to Jackson (2014). According to the United States Department of Education (2008a) almost one in every five K-12 institutions in the country is faith-based and millions of children are being educated in these schools. As Vryhof (2005) explains, these institutions provide moral guidance and social purpose; values that are profound and lasting. As Jackson surmises, these institutions provide crucial educational service to children all across the country and throughout history, a multitude of families have relied on these institutions (2014). Pike (2008) further asserted that students that attend faith-based schools have the opportunities to freely exercise their deeply held beliefs and values. This whole-child approach that provides educational opportunities to families is a factor that directly affects private school enrollment based on the individual needs of each family.

### *Serving Disadvantaged Families*

Jackson (2014) asserts, faith-based schools have a strong record of serving disadvantaged families. A case study published by Jackson (2014) was completed on an Elementary School which traces its roots back to 1924. It is a study surrounding a faith-based school that has been serving its urban community for over fifty-five years. Over the years, this Elementary School experienced enrollment decline. What he found was that in recent years there had been a

significant decline in urban faith-based elementary schools in America. Similarly, Evans (2009) found that as the number of disadvantaged families grew, there was mounting financial uncertainty coupled with unease in school communities. Evans explains that as school leaders find themselves in this new climate, the issue is about the viability, not only the affordability, of schools. These studies show that the loss of these schools is having a tragic impact on many disadvantaged families (Jackson, 2014; Evans, 2009). Evans (2009) further explains, that in prior years, schools flourished with growth in enrollment, tuition, funds, facilities, and staff, yet these areas are now facing decline, and the sustainability of those school organizations are now threatened. Additionally, Jackson (2014) points out that without sustainable enrollment, the school operates in fiscally challenging environments. Therefore, the school needs constant sustainable enrollment, both from recruitment and retention, to remain viable.

### *Overcrowding in Public Schools*

Furthermore, in looking at the history of private school education, not only are private schools used to serve in student growth regarding the whole-child and serve disadvantaged families, but they can also be used to assist in the overcrowding of public schools. The study by Muraskin et. al. (1998) examined the benefits and drawbacks of using private and parochial schools to alleviate overcrowding in public schools. The extent of overcrowding in urban school systems; the amount of excess capacity in private schools; and the willingness of private schools to participate in a transfer program were explored (Muraskin et. al., 1998). As Boaz and Barrett (1996) assert, “American schools are failing because they are organized according to a bureaucratic, monopolistic model. A school voucher... would give more families the option of sending their children to nongovernment schools” (p.2). Program design, administration, and



cost issues were also examined. The study by Muraskin et. al. (1998) was based on data collection and analysis in twenty-two large urban areas with overcrowded public schools. The survey focused on the methods being used to address overcrowding and district concerns about using private schools to alleviate this problem. The private-school survey (from a representative sample of private schools in the twenty-two urban areas) sought information on enrollment rates, tuition and fees, additional space availability, admissions policies, student characteristics and flows, policies on religious participation, and decision makers for participation (Muraskin et. al., 1998). As Muraskin et. al. states, data from both surveys was merged with background data from other sources (the Common Core of Data for school districts and the Private School Survey conducted by the National Center for Education Statistics (NCES)) to examine the characteristics of private and public schools in these urban communities (1998). Other components of this study included: survey of private school associations and organizations, soliciting their views on their member schools' willingness to accept public school students under various conditions; analysis of program design and implementation issues, reviewing recent voucher programs as well as the general literature on school choice; and analysis of legal issues, addressing the constitutional and other legal issues that would be raised by a program that transferred public school students to private schools (Muraskin et. al., 1998). As Boaz and Barrett (1996) continue to explain, "...many people believe that such a small voucher could not possibly cover tuition at a private school" (p.2). As Muraskin et. al. (1998) found, despite differences, overcrowding does appear to be a serious problem in some urban school districts, and while private schools were relatively plentiful in the twenty-two communities, most private schools were willing to participate in a program if they could maintain their current policies.

### *Continued Enrollment Decline*

Even while serving holistic growth of students, serving disadvantaged families, and assisting in the overcrowding of public schools, overall, private school enrollment has seen a steady decline from 2001-2016 as seen in Davis's work (2018). Enrollment decline has closed many private schools and threatens the sustainability of many more (Davis, 2018; Hunt, McGovern, & Taylor, 2016; Wiens & Wiens, 2012). There can be a multitude of factors that lead a family to the choice of leaving a school (Ewert, 2013). Some factors are outside the control of the school, but the issue is that schools must quickly address any factors that are within their control (Davis, 2018).

In looking at the decline of enrollment, the National Center for Education Statistics (2022) indicator exemplifies that in fall 2019, about 4.7 million kindergartens through grade 12 (K–12) students were enrolled in private schools, which was not measurably different from the number enrolled in fall 2009 (National Center for Education Statistics, 2022). NCES (2022) also reported that, in comparison, the number of K–12 students who were enrolled in public schools increased from 48.1 million in fall 2009 to 49.2 million in fall 2019. In this study, overall, 53.9 million K–12 students were enrolled in public and private schools in fall 2019. Of these students, 9 percent were enrolled in private schools, and the remaining 91 percent were enrolled in public schools (National Center for Education Statistics, 2022). K–12 private school students made up about 9 percent of the combined public and private enrollment in every year from fall 2009 to fall 2019 which is a small percentage and cause for concern surrounding the topic of sustainability for private school education.

### Factors that Affect Private School Enrollment

Many factors in K-12 faith based schools can complicate the education of students and enrollment number sustainability (Davis, 2018; Gallagher, 2012; Kezar, 2012; Wong & Klopott, 2012). According to Gallagher (2012), among the issues related to enrollment and population density include racial, cultural, and linguistic diversity; poverty; racism; and funding levels. Due to these issues being at the forefront, it is important to consider an approach at reforming these areas to improve the education for students and their families. As Gallagher (2012) asserts, eliminating the achievement gap found at individual school sites and implementing societal and community-level reform are a necessary in this improvement. While these issues have been at the forefront for many educators over the past few years, labeling them as focused ‘urban education’ concerns is a new practice (Gallagher, 2017). Defining the sense of what ‘urban education’ is and the tenants that must be improved is paramount in understanding the factors that affect private school enrollment. Within Kezar’s (2012) research, she explores diverse demographics, contested and difficult politics, large business communities, weak democratic infrastructures in neighborhoods, important cultural resources and institutions, vastly different value systems, extensive human resources, enormous intellectual capital, extreme poverty, wealthy and philanthropic interests, and violence as the dichotomous conditions of urban education. A three-part conceptual model, focused on equity, is presented as a potential solution to these problems (Wong & Klopott, 2012). This model by Wong and Klopott focuses attention on three central issues that require attention and confront many educational scenarios: accountability, leadership, and learning which is paralleled with a three-legged stool in which all three legs are needed to allow for the success and sustainability of the entity as a whole (2012).

Overall, the research exemplifies that some of the factors that have an effect on private school enrollment include a school's cultural barriers, economic or financial barriers, the barrier of retention of teachers and educators, as well as the barrier of retention of students.

### *Culture*

As Davis (2018) asserts, school culture is similar to organizational culture and has a profound impact on the life of a school. This idea of a school's culture is well researched and wields tremendous influence over every area of the school (Angelides & Ainscow, 2000; Bail, 2014; Barth, 2002; Coyle, 2008; Freiberg, 1999; Fullan, 2002; Griffith, 1997; Gruenert & Whitaker, 2015; Hanna, 1998; Hartzman & Mero, 2014; Hodge, 2000; Hoy, 1990; Hoy, Smith, & Sweetland, 2002; Hoy & Tarter, 1992; Leithwood, Harris, & Hopkins, 2008; Mills, 2003; Muhammad, 2009; Nunn, 2014; Sheridan, 1992; Van Houtte, 2006; Wang, Berry, & Swearer, 2013; Wren, 1999). According to Davis (2018) the factors outside of the control of the school could be addressed individually to influence student retention or school leaders can focus their attention on improving the school's culture, which in turn will have a positive influence on all areas of the school including retention.

Davis' study (2018) examined private school enrollment decline and identified the relationship between student retention and school culture. Individual families warrant the right to have access to private school education if they desire their children to be educated in that manner. To do so, that access must be made available. This specific issue, seen in the report by Catt (2019), is that while private schools are affordable and have the capacity to serve more students, families need more access and assistance to achieve this goal. As seen in the article by Catt (2019), in November 2018, EdChoice and ExcelinEd administered a first-of-its-kind survey

of Florida private school leaders. The survey results show private schools would welcome expanded choice programs in the state, that they typically accept students with special needs, and that most schools administer nationally norm-referenced tests to monitor student learning. In this same survey, leaders of Florida private schools were asked whether they saw six items as a major barrier, a minor barrier, or not a barrier when it came to enrolling more students in their school. The three top barriers to growth and enrollment seen by these leaders were affordability of tuition, facility constraints, and fewer contributions from private donors (Catt, 2019). These enrollment barriers are concerns in which private schools must acknowledge and plan for in order to continue toward a path of sustainability.

In a study by Davis (2018), thirty-one private schools from seventeen states participated in Gruenerts' (2005) School Culture Survey (SCS) to measure collaborative school culture at each of the surrounding participating schools; this data was analyzed with the self-reported retention data from each school. Davis (2018) reported a positive relationship between school culture and student retention. However, each of the six sub-factors of a collaborative school culture: collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership, showed a positive relationship to student retention within the survey. This relationship was a small statistical correlation and at varying degrees, but the positive relationship between school culture and retention existed.

### *Economic Barriers*

According to the National Center for Education Statistics (2022), private schools are educational institutions that are not primarily supported by public funds. The issue then becomes that they must be independently sustainable, and to do so, the enrollment numbers and tuition

cost must align for the best possible chance for success (National Center for Education Statistics, 2022). According to the information by Muraskin (1998), despite differences, overcrowding of public schools where private schools are present also appears to be a fundamental problem in some urban school districts. In this study, private schools were relatively plentiful in the twenty-two communities, and most private schools were willing to participate in a program if they could maintain their current policies (Muraskin et. al., 1998). Similarly, the survey results, by Davis (2018), show private schools would welcome new students if they had the tools, they needed to sustain growth and expansion to serve the needs of their surrounding community populations.

Private school students also differed in the National Center for Education Statistics or NCES (2022) indicator from public school students in other demographic characteristics. In fall 2019, the poverty rate for K–12 private school students were 9 percent, compared with 17 percent for public school students (National Center for Education Statistics, 2022). According to the NCES (2022), higher percentages of private school students than of public-school students were enrolled in schools in cities (44 vs. 31 percent) and in suburban areas (40 vs. 39 percent). In contrast, lower percentages of private school students than of public-school students were enrolled in schools in rural areas (10 vs. 19 percent) and in towns (6 vs. 11 percent) (National Center for Education Statistics, 2022). In addition, higher percentages of private school students than of public-school students were enrolled in schools in the Northeast (21 vs. 16 percent) and the Midwest (23 vs. 21 percent) regions of the country (National Center for Education Statistics, 2022). In contrast, lower percentages of private school students than of public-school students were enrolled in schools in the South (37 vs. 39 percent) and the West (20 vs. 25 percent) (National Center for Education Statistics, 2022). In the National Center for Education Statistics

(2022) indicator there was not a significant difference in enrollment of students in private school from 2009 to 2019. However, according to the National Center for Education Statistics (2022), there was a significant increase in enrollment in public school during that time. This means that the percentage of the student population attending private school, over time, decreased. Whereas, the percentage of the student population attending public school, over time, increased. If these private schools were equipped to serve their student populations within their community, this could ensure success for the school system.

In continuing the search for barriers that affect private school, in an article by Evans (2009) it was noted that as the economic crisis continues to be at the forefront, there is concern and contention in schools. Again, as Evans further clarifies, the issue in this is that as school leaders find themselves in this new era, the concern is about the feasibility, not only the affordability, of schools (Evans, 2009). Bassett (2010) also remarks,

“During the 2008–2009 school year... schools simultaneously faced the best of times and the worst of times. In this period of recession and economic uncertainty, most NAIS-member schools planned prudently and managed to open school in the fall, meeting enrollment and budget goals by expanding financial aid and trimming budgets, some finding ways to “right-size” by cutting back on program and staff in nonessential areas” (p.9).

In prior years, schools flourished with growth in enrollment, tuition, funds, facilities, and staff. Similarly, in the survey by Davis, where Florida private school leaders were asked if they are planning to substantially expand capacity over the next five years, roughly half (49%; 348 of 708 schools) said they were. As seen prior, one of the top barriers to growth and enrollment seen by

school leaders was the affordability of tuition (Catt, 2019). This economic, financial enrollment barrier is concerning as private schools look toward a path of sustainability, access, and provision for families in need.

Being thrust into leadership roles during times of economic crisis also requires tolerance in conflict and making unpopular decisions (Evans, 2009; Bassett 2010; Chabotar, 2010). As Evans (2009) explains, many leaders are not trained in this area or given any guidelines to achieve what may seem unattainable, yet there are guidelines that can help in this way. In receiving verbal feedback from leaders and heads of school, Evans (2009) disseminated guidelines that were helpful for school leaders including the following: be straight-do not beat around the bush, don't try to minimize loss, don't leap to your own defense, attend to the shame, don't imagine there's an easy way out, and take perspective or support. Additionally, Chabotar (2010) expressed the less expensive option of using staff relationships to keep current students enrolled rather than recruiting new ones. Within this ideal, there was an emphasis on effectiveness and reduced financial hardship. These guidelines could allow heads of schools to help their organizations manage hardship in many different ways and ensure long term viability and success (Evans, 2009; Bassett 2010; Chabotar, 2010).

### *Retention, Attrition, and Migration of Educators*

There are many factors that affect enrollment of students overall. In looking at the existing literature, retention, attrition and migration of educators and educational leaders can be a factor of enrollment fluctuations. As seen in Williams's work (2011), between 2002 and 2007, data showed that 33% of alternatively certified teachers within a Florida school district withdrew



from the profession within their first three years, and up to 40% of teachers withdrew within their first five years. In response to this staggering revelation, Williams (2011) explored the causes for the retention and attrition of alternatively certified teachers. The results of the study indicated that teacher comfort levels in various teaching roles such as lesson planning, ability to modify instruction to target individual learning levels, and discipline. Similarly, Williams (2003) explains, “Our current system of education and the ways in which we construct schools are often not designed to meet teachers’ needs for creativity and connectedness” (p.74). What was found in Williams (2011) research was that program participants experienced growing confidence after they completed their alternative certification program (ACP). This was a successful experience for three main reasons: knowledgeable instructors, practical and applicable content, and the cohort nature of the programs (Williams, 2011). Similarly, Williams (2003) found that finding a way to help teachers renew their enthusiasm was paramount because, “Doing work that feels good goes hand in hand with doing good work” (p.74). Results of these studies confirm that educator supports are the key to classroom success and retention of teachers which then, in turn, affects the retention of the student population (Williams, 2003; Williams, 2011).

Along with Williams (2003), Plash and Piotrowski (2006) investigated issues that impact attrition, migration, and retention of teachers. The data indicated that stress from demands of the job, inadequate planning time, wide diversity of student needs, class size, excessive paperwork, and job demands are the major reasons that teachers acknowledge for leaving the workplace (Plash & Piotrowski, 2006). In addition, Plash and Piotrowski (2006) found that specific factors such as threats of litigation and spousal job relocation were noted as critical concerns regarding retention in the field. The results from many studies have indicated that some of the major

reasons for relocation or attrition were job conditions, occupational stress, demands of the job, and increased class size (Williams, 2003; Plash & Piotrowski, 2006). Teachers noted that staff development and opportunities for input were seen as areas of importance (Williams, 2003; Plash & Piotrowski, 2006). In addition, teachers held very favorable views toward peer support. The attrition, migration, and retention of these teachers directly affected the retention, attrition, and migration of the students in the specific educational systems researched. As Williams asserts, this retention, attrition, and migration of educators massively impacts the enrollment of students (2011).

#### *Retention, Attrition, and Migration of Students*

As mentioned previously by Gallagher (2012) it is necessary that accountability, leadership, and learning take place to retain not only teachers but students. In Gallagher's (2012) research, the challenge of complicated factors of urban students that can affect enrollment is addressed. Among these issues include population density; racial, ethnic, cultural, and linguistic diversity; poverty; racism; and funding levels. Defining the sense of what 'urban education' truly is and the tenants that must be improved is paramount. A three-part conceptual model, focused on equity, is presented as a potential solution to this problem (Gallagher, 2012).

Gallagher asserts that there are many figures and tables provided throughout that point toward the necessity to focus on accountability, leadership, and learning for effective urban education to take place (2012). It is noted that there are specific key components to ensuring the effectiveness of urban education. These key components, as proposed by Gallagher (2012), include a conceptual model, a comprehensive view of urban education, and research and practice in the field. Additionally, Kezar (2012) found that the specific key components for effective

urban education included a conceptual model for education, a comprehensive view of urban education and its students, and research and practice in the field of educating students. Kezar noted that there were aspects of the community that could enrich the research and learning, while other aspects made the role of an urban education leader extremely challenging (2012).

Additionally, Hattie's (2009) meta-analysis presents research involving many millions of students. The issue Hattie found was that it can be difficult to find what works best for students for authentic, sustainable education to take place (2009). As he asserts, there must be a barometer of what works best that can also establish guidelines as to what excellence is and how it can be attained (Hattie, 2009). This includes attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand (Hattie, 2009). Hattie provides a model of teaching and learning that is developed based on the notion of visible teaching and visible learning (2009).

Hattie's research synthesizes many meta-analyses with an aim to have a message that is supported by real-life accounts and research (2009). What was found is that excellence is attainable. According to Hattie (2009), better evaluation is needed to acknowledge and appreciate excellence when it occurs. Hattie explains, it is imperative to nurture and challenge a student's intellectual and imaginative capacity and it is important to treat students with humanity and sensitivity, as developing human beings worthy of being taught with genuine respect, enlightened discipline, and imaginative flair (2009). It is also paramount to strive to maximize students' potential for continuing education, training, and employment to improve the quality of life (Hattie, 2009). In this, students can have their best chance to become contributing members

of society and enjoy their lives in a fair, just, tolerant, honorable, knowledgeable, prosperous, and happy way.

### Organizational Theory Framework

In looking at the review of literature, there have been many studies conducted on various facets of private school enrollment focusing on differing leadership and organizational modalities that foster this potential for improvement. Leadership has many models that can be employed to ensure success in an organization. Owens and Valesky (2015) assert that the issue is knowing which type of leadership should be used to build a high-trust workplace, allow staff to collaborate for high performance, drive success through mentoring, and allow leaders to manage at the organizational level. As Blanchard (2019) proposes, the purpose of different leadership models is to create targets and visions based on the "quadruple bottom line" (p. 4) and make sure people know who leaders are, where leaders are going, and the values that will guide the company or school's journey. Similarly, as Barth (2002) expressed, "To change the culture of the school, the instructional leader must enable its residents to name, acknowledge, and address nondiscussables- especially those that impede learning" (p.8). In order to know the nature of leadership, its directions, and its guiding factors, Bolman and Deal propose a leadership model, Organizational Theory, which refers to the principles and practices that guide the effective and efficient operation of an organization (2017). This theory is one of the two focus areas of the research conducted within.

In Bolman and Deal's Organizational Theory, they approach the field of organizations with an informed view and realistic solutions (2017). The model presented in *Reframing organizations: Artistry, choice, and leadership* has transformed business leadership for over

forty years (Bolman & Deal, 2017). In the context of a private, Christian school, Organizational Theory helps establish the framework for managing various aspects of the school's operations while aligning them with Christian values and principles. These principles include a school's mission and vision, leadership, organizational structure, strategic planning, human resource management, financial management, stakeholder engagement, and continuous improvement (Bolman & Deal, 2017). Overall, Organizational Theory in the context of a private, Christian school focuses on integrating Christian principles into all aspects of the school's operations while maintaining effective management practices. Barth also explains many of these same areas as being of high importance in high-functioning institutions including: high expectations, trust and confidence, tangible support, knowledge base, appreciation and recognition, celebration, involvement in decision making, tradition, and open communication (2003). By utilizing these practices, private, Christian schools can aim to create an environment that nurtures spiritual, intellectual, and personal growth in line with its Christian mission. To examine the issue of student enrollment, it is imperative to take a closer look at Organizational Theory, specifically within the structural frame, as defined by Bolman and Deal (2017), within the school to find possible origins including any issues within the following areas: the hierarchy of the organization, expected goals and outcomes, performance and efficiency, structural dilemmas regarding role assignment and accountability, and any skeletal limits or abilities.

First, it is vital to consider the vertical hierarchy of the organization as defined by Bolman and Deal (2017), to determine if that may be a factor affecting enrollment. It is important to question the positions held within the organizational chart in regard to accountability, equity, and potential bias. This was also mentioned in Fellers' (2013) research

that leadership and its structure were the most crucial factor that led to school closure. The structure of the organization is essential. Second, in regard to goals and objectives, it is important to note if a goal for enrollment within this school is made public to faculty and staff. This then stipulates if the status is a Goal-less versus Goal-bound issue as defined by Bolman and Deal (2017). Ensuring that a focused goal or school mission exists can ensure there is no ambiguity or unclear expectations for both faculty and staff while also ensuring that each area of the school is run through the lens of the school's mission (Fellers, 2013; Bolman & Deal, 2017). Third, it is important to consider the performance and efficiency of the organization regarding faculty resources such as teacher pay and educational tools (Bolman & Deal, 2017; Plash and Piotrowski 2006; Williams, 2003; Williams, 2011). Fourth, the structural dilemmas within the construct of role assignment and the accountability piece of the enrollment issue are critical to examine (Fellers, 2013; Bolman & Deal, 2017). When key responsibilities of administration and faculty are not clearly assigned or defined, it can lead to items "falling through the cracks", unnecessary conflict, and/or wasted effort (Bolman & Deal, 2017, p.73; Fellers, 2013). Lastly, it is crucial to note the skeletal limits or abilities of such an organization in regard to operating at a small size within an ever-changing educational system in order to ensure that the trust that the organization is building remains consistent and above reproach (Bolman & Deal, 2017).

As examined by Owens and Valesky (2015), organizational behavior directly affects school culture, but many leaders are not trained to understand or recognize the nuances intertwined in this ideal. Similar to Organizational Theory, *Organizational Behavior in Education* by Owens and Valesky (2015) gives future and current educational administrators, superintendents, principals, and assistant principals an authoritative, well-established, timely

look at organizational behavior and how leaders can create more effective school cultures. Owens and Valesky continue to explain, that the challenge is to develop and analyze the successful implementation of school reform, while helping educational leaders gain a professional understanding of the Organizational Theory and research that are the bedrock of modern practice (2015). They suggest that there is an incorporation and connection between organizational behavior, critical theory, and critical race theory. They further explain that this approach is important because it develops understanding of the practical application of the knowledge of organizational behavior to the practice of leadership and it helps individuals to develop and internalize a personal commitment to a practical and effective theory of practice (2015). Bolman and Deal's organizational model surrounding reframing organizations offers a prevailing set of tools for navigating private, Christian school intricacies and challenges. As the economic and political climate continues to change and shift, Bolman and Deal's organizational model focuses on the inner workings of a school that can affect all stakeholders and the overall effectiveness and stability of the school (2017).

#### *Background of Organizational Theory and the Structural Frame*

Bolman and Deal's (2017) four-frame model of Organizational Theory provides a comprehensive perspective on organizational structure. This model suggests that organizations can be understood and analyzed through four different frames: structural, human resources, political, and symbolic (Bolman & Deal, 2017). Each frame represents a different lens through which to view organizational structure and dynamics. Within this construct, the structural frame, or how the school is organized, was examined to further determine if there were any areas in this frame that could affect enrollment. According to Bolman and Deal (2017), the structural frame of

Organizational Theory focuses on roles, responsibilities, and formal hierarchies within an organization. In the context of a private Christian school, the structural frame emphasizes clear organizational structures, job descriptions, and lines of authority (Fellers, 2013; Bolman & Deal, 2017; Williams, 2003, Williams 2011). Research shows that the sustainability of the structural frame involves defining roles for faculty, staff, and administrators, establishing reporting relationships, and designing organizational charts (Fellers, 2013; Bolman & Deal, 2017; Williams, 2003, Williams 2011). This frame helps ensure that the school's mission and values are communicated and operationalized effectively.

A school's structural frame can have an impact on enrollment at a private Christian school in several ways. The structural frame emphasizes the formal organizational structure, roles, and responsibilities within the school including the following: clear communication of mission and values, the enrollment management processes, student support services, faculty and staff roles, organizational resources, and collaboration with stakeholders (Fellers, 2013; Bolman & Deal, 2017; Lyon et. al., 2014; Williams, 2003, Williams 2011). As Lyon et. al., simply states, the structural frame develops rules, policies, and management hierarchies (2014). Much of the research focuses on the management of organizations, the role that social architecture plays in the functioning of organizations, the intersection of people and their organizations, viewing organizations as arenas where groups compete to collaborate amidst a multitude of challenges, the symbols in organizations that play a significant role in the makeup of the organization, and the implications of all frames (Fellers, 2013; Bolman & Deal, 2017; Lyon et. al., 2014; Williams, 2003, Williams 2011). The issue found in this research is that organizations and leadership challenges shift and change so quickly that leaders and scholars are unable to keep up with the



constant changes and updates (Bolman & Deal, 2017). Due to this, it is imperative to present current issues in these organizations and propose potential solutions and guidelines to improve and ensure the success of organizations overall.

### *Organizational Theory through the Lens of Team Leadership*

Bolman and Deal's Organizational Theory emphasizes the importance of teamwork in achieving organizational goals and success (2017). While the theory does not specifically address teamwork as a separate frame, it is implicitly integrated into various aspects of their four frames. In the structural frame, effective teamwork requires individuals to understand their roles within the organizational structure and collaborate with others to achieve common objectives (Bolman & Deal, 2017). The structural frame helps delineate these roles and foster effective communication and coordination among team members. As Blanchard surmises, the information presented suggests that organizational management through the lens of the team leadership model has a long-term, positive level of success in fostering the improvement of staff morale, student enrollment, and student retention (2019). As an overview of the historical background and modern practice found within the literature supporting the topic, Blanchard's (2019) ideals regarding Team Leadership are quite impactful, such as the importance of having a purpose, setting goals, defining clear roles and strategies to achieve the purpose and goals, having clear expectations for all team members, communicating effectively and openly to team members, providing specific, clear feedback to team members, and celebrating achievements of the team or in this case, the school.

In looking at the makeup of an organization, Blanchard's team leadership model could assist Bolman and Deal's Organizational Theory in its follow-through; it is divided into several

subsections: aligning for results, performing under pressure, developing team cohesion, and sustaining high performance (2019). Martin et al. (2009) stated that turnaround will take collaboration and “institutions that are able to attain a new style of collaborative yet decisive leadership will be best positioned to surmount the 61 challenges that will face higher education in the next decade” (p. 58). Team leadership and collaboration are a intertwined piece of an organization’s success (Bolman & Deal, 2017; Blanchard, 2019; Martin et. al., 2009). Blanchard (2019) synthesizes numerous studies in the field of leadership that are both applied (*original data collection executed by the researcher*) and basic research (*conceptual research without any original data collection by the researcher—examines research that has already been done to make an informed analysis*). The information presented focuses on the impact of differing leadership roles on an organization.

Areas of Organizational Theory that could potentially be impacted by Blanchard’s team leadership model are as follows: project clear roles, expectations, purpose, and goals within school’s teams; resolve interpersonal conflict amongst staff through clear, specific information sharing; recognize the basic human needs of the school’s stakeholders (Maslow’s hierarchy of needs); and celebrate school achievements publicly (Blanchard, 2019; Fellers, 2013). Overall, it has been found that improving the leadership, cohesion, and collaboration within a school-focused on teamwork- had a positive impact both on the student and the school environment (Blanchard, 2019; Fullan, 2002). During this process of looking at the organizational framework, Evans (2009) asserts that heads of school or school leadership can manage any added stress by having support and seeking that out, especially in times of hardship. Evans alludes to the use of team leadership in this area. He mentions that seeking support is a necessity, not a luxury, a sign

of strength, not weakness (Evans, 2009). He noted that if heads of school or school leadership truly aim to help their schools survive and ultimately thrive, they must be willing to boldly, with the support of their team, face the challenges in front of them.

In following Bolman and Deal's Organizational Theory (2017) coupled with the team leadership model provided by Blanchard (2019), we see a potential solution in the various stages of team development and appropriate leadership behaviors. This model allows diagnoses of the stages of development in which schools may currently be. With the improvement of student enrollment and retention being the specific goal, for leaders within private schools, it would be helpful to view the school through this teamwork continuum and focused in Organizational Theory. First, leaders must start out by helping clarify goals and structuring focus by building up relationships and aligning for results (Blanchard, 2019; Bolman & Deal, 2017; Martin et. al, 2009; Barth. 2002; Fellers, 2013; Lyon et. al., 2014). Second, once that has been established, leaders then need to move into coaching staff on how to work together most effectively to perform under pressure and maintain accountability measures (Blanchard, 2019; Bolman & Deal, 2017; Bassett, 2010; Chabotar, 2010; Williams, 2003; Williams, 2011). Third, once accountability and performance are at a sustainable level, leaders must then move into building up trust through the development of team cohesion by information sharing and further development of skills (Blanchard, 2019; Bolman & Deal, 2017; Fullan, 2002; Owens & Valesky, 2015). Lastly, once these strategies have been integrated effectively, leaders can move into continued teamwork across all areas to reach the highest level of sustainability by building up positive feelings and acknowledging the accomplishments and performance of the team or school (Blanchard, 2019; Bolman & Deal, 2017; Martin et. al., 2009; Evans, 2009; Barth, 2002).

### *Clarity of Goals: Alignment*

As seen through Bolman and Deal's Organizational Theory, clear communication of mission and values is paramount (2017). The structural frame can help the school clearly communicate its mission and Christian values to prospective parents and students. A well-defined organizational structure enables consistent messaging about the school's unique educational approach, Christian worldview, and faith-based programs. This can attract families who resonate with the school's mission and seek a faith-based education for their children.

Similarly, within Blanchard's construct of aligning for results there are many characteristics of clear goals within high-performance teams included in this alignment such as: clarifying the team's purpose, defining goals, defining roles, and agreeing on behavioral norms (2019). This first focus is to structure the team effectively and align for results. Barth (2002) also brings light to this type of intentional leadership in acknowledging that the health of the school is only as good as the willingness to speak about and change the weaknesses within our schools. According to Barth (2002), only after examining the missing pieces of school culture and setting goals to align with a school's mission will the school see a change toward success. Fellers also remarks that, "School culture is carefully linked to school mission... it is the framework that drives the mission" (2013, p. 34). Blanchard (2019) mentions, "Structuring is the leadership style appropriate for a team at Stage 1, Orientation. The intention... is to help the team align for results" (p.170). Starting off the creation of team leadership with an alignment to a school's mission is imperative to the success of the creation of the team leadership model and structure of schools. Lyon et. al. mention, "The goals of the initiative must match the institution's mission and goals" (2014, p.30). Setting clear goals and expectations that meet the school's mission in a

teamwork model is vital to the creation of a successful organization and improved overall structure.

### *Accountability: Performance*

Within the construct of accountability there are many aspects included in Bolman and Deal's Organizational Theory that are crucial in this area including the enrollment management processes and organizational resources. The structural frame provides a framework for establishing effective enrollment management processes (Bolman & Deal, 2017). According to Bolman and Deal (2017), this accountability piece includes developing admissions policies, procedures, and criteria that align with the school's mission and values. What Williams found was that in tracking teacher accountability, in many instances, teaching experiences were enough to fuel the accountability and longevity of exemplary teachers (2003). The teachers enjoyed the ability to witness student change and growth through motivation. However, the struggle is that not every teacher is intrinsically motivated, and as Williams states, "Without some understanding of how to help our best teachers renew their enthusiasm, the students and our schools will surely suffer" (2003, p. 74). Similarly, Williams (2011) found that while there are many factors, intrinsic and extrinsic, that affect teachers, how they cope with the demands can be the main factor as to their longevity or decline. The structural frame also involves assigning specific responsibilities and roles to staff members involved in the admissions process, ensuring a streamlined and organized approach to enrollment. Within the ideal of providing organizational resources, the structural frame involves the allocation and management of these resources (Bolman & Deal, 2017). According to Bolman and Deal, this includes financial resources, facilities, technology, and other infrastructure (2017). An effective organizational structure

ensures that resources are allocated efficiently to support the school's educational programs, extracurricular activities, and overall student experience. A well-resourced and organized school can be more attractive to prospective families (Bolman & Deal, 2017).

There are also characteristics of high-performance teams included in this accountability piece such as: embracing and addressing conflict, inviting self-expression, encouraging candor, and listening with curiosity (Blanchard, 2019). This second focus is to help the team, “Manage issues of power, control, and conflict and begin working together...” (Blanchard, 2019, p.165). Blanchard continues to go on and state, “Resolving is the appropriate leadership style for a team at Stage 2, Dissatisfaction. The intention... is to help the team perform under pressure” (Blanchard, 2019, p. 171). To do so, Chabotar (2010) notates the importance of openly communicating expectations and fluctuating situations with the stakeholders of the school. As Chabotar (2010) explains, “Open communication and transparency should extend beyond today’s economic calamity to create a campus culture in which everyone’s skills and experience can benefit the community” (p. 12). Continuing the creation of organizational leadership with a focus on conflict management and accountability is also another area that is imperative to the success of the creation of the team leadership model in schools. As Blanchard states, “Team members need encouragement and reassurance as well as skill development and strategies for working together toward goal achievement... it is important to clarify the big picture and reconfirm the team’s purpose and goals” (Blanchard, 2019, p.171). Working toward accountability and clarification is crucial in the continued creation of a successful organizational structure and team leadership model.

### *Building Trust: Cohesion*

Bolman and Deal's Organizational Theory also includes a few areas in which building trust is vital; As Blanchard states, "Leaders need to get the team off to a good start by providing structure while building relationships and trust" (Blanchard, 2019, p.170). This includes student support services, clearly defined faculty and staff roles, and collaboration with stakeholders (Bolman & Deal, 2017). In providing student support services, the structural frame can influence the provision of student support services, such as counseling, academic support, and special education. By structuring these services effectively, the school can demonstrate its commitment to meeting the diverse needs of students and supporting their holistic development. This can be an attractive feature for parents seeking a school that offers comprehensive support to students. According to Bolman and Deal (2017), the structural frame impacts the roles and responsibilities of faculty and staff members. A well-defined structure ensures that the school has a qualified and dedicated team to deliver quality education and support services. This can enhance the school's reputation and attract families who value a strong academic program and a caring, professional staff (Bolman & Deal, 2017). Additionally, Fullan (2002) agrees that relationships are paramount in the improvement of school sustainability and longevity. Similarly, within the construct of this collaboration with stakeholders, the structural frame facilitates collaboration with various stakeholders, including parents, alumni, and community members. Fullan (2002) asserts that it is important that schools build relationships with a variety of diverse groups and communities in order to improve and build an awareness of their own emotional makeup and sensitivities. By establishing effective structures for parent involvement, volunteer programs, and community engagement, the school can create a sense of belonging and partnership (Bolman & Deal, 2017).

Positive relationships with stakeholders can enhance the school's reputation, word-of-mouth referrals, and ultimately, enrollment numbers.

Similarly, as found in Blanchard's work (2019), within the construct of developing team cohesion there are many characteristics of building trust within high-performance teams included in this cohesion such as: working collaboratively, promoting accountability, building trusting relationships, and appreciating each other's contributions. This third focus is to build up team collaboration and trust. Owens and Valesky (2015) agree that building a high-trust workplace and allowing collaboration directly affects an organization's success. Blanchard continues in explaining that the goal is to help the team develop team cohesion" (Blanchard, 2019). Continuing the creation of team leadership with a focus on cohesiveness, collaboration, and trust is also another area that is imperative to the success of the creation of the team leadership model in schools. As Blanchard states, "Building trust requires that team members cooperate rather than compete, judge, or blame" (Blanchard, 2019, p. 172). Working toward clarity, accountability, and trust is paramount in the continued creation of a successful structured framework of an organization through the lens of team leadership (Bolman & Deal, 2017; Blanchard, 2019; Fullan, 2002; Owens & Valesky, 2015).

### Strategic Enrollment Management Framework

As mentioned previously, there are many studies that have been conducted on various facets of private school enrollment focusing on differing leadership strategies, theories, and frameworks that foster a potential for improvement in private school enrollment. Strategic Enrollment Management is a comprehensive and coordinated approach to student recruitment, retention, and graduation (Hossler, 2014). As Hossler explains, "Enrollment management



strategies enable institutions to pursue their strategic goals in informed, intentional, and integrated ways” (2014, p.4). This educational concept involves aligning institutional goals with enrollment strategies to ensure long-term sustainability and success.

According to Maguire (2008) Strategic Enrollment Management is seen as much the role of the teacher as it is the custodian as it is the admissions team. Evans further explains that,

“...essentially, everyone and every part of the organization, from the initial admission process to the curricular experience to the extracurricular activities, work together to increase the student experience. This, in turn results in a higher probability of increasing student retention and attracting new students” (Evans, 2009, p. 2).

In order to adhere to this ideal of a foundational enrollment management system, it is imperative to look at how school culture is built, how the school is perceived by the community, and how the school prepares its graduates. In looking at these ideals, the similarities between the separate items of effective organizational and enrollment management strategies found in the theoretical framework are significant.

#### *Background of Strategic Enrollment Management and Focused Marketing*

Strategic Enrollment Management (SEM) is a concept that has been developed and refined over several decades by numerous scholars, practitioners, and institutions (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017). It is difficult to attribute the origin of SEM to a single individual or institution, as it has evolved through these collective efforts and contributions. As Hossler and Bontrager explain, “Strategic Enrollment Management is perhaps best described by Lee Bolman and Terrence Deal (1991, p. 4), as a structural framework that can be simultaneously considered as an organizational structure, as a set of processes, and as

organizational policies” (2014). SEM gained prominence in the late 20th century as colleges and universities began to recognize the need for a more strategic and integrated approach to enrollment management as seen in Dolence’s work (1998). As Dolence avows, the evolving landscape of education, including demographic shifts, increased competition, and changing student expectations, necessitated a comprehensive framework for effectively managing enrollment (1998).

Additionally, the single-site case study by McMaster (2017) looked specifically at the foundation and the structure of an independent school in California with respect to how it managed its enrollment and retention rates. For context, the institution being studied utilized a high-tuition strategy combined with a strong financial aid program (McMaster, 2017). McMaster reports, that in 2012, the school peaked in its enrollment at 1,441 students, and by 2016, the total enrollment fell to 1,302 total students (2017). Based on the tuition, the decline in enrollment from 2012 to 2016 represented a reduction of \$4 million dollars in revenue; this loss in revenue created a significant challenge for the school leaders to fund and maintain their quality programs, teachers, and staff (McMaster, 2017). McMaster’s qualitative study aimed to uncover the factors that drove the enrollment numbers down and the factors that played a role in the fluctuating retention rates (2017). His study looked at the current enrollment management strategy of the school and whether the implementation of strategies from the educational institution were viable options. McMaster’s research (2017) revealed four major findings affecting enrollment that could be considered part of Strategic Enrollment Management principles: the competitive landscape, the effect of positive experiences, the potential for restructuring, and the marketing improvements. Overall, his findings pointed back to SEM’s main tenants: data-informed decision

making, collaboration and communication, market research and positioning, marketing and recruitment, student support and retention, and continuous evaluation and adaptation (Hossler & Bontrager, 2014).

In understanding the background of Strategic Enrollment Management, it is important to understand the key concepts of Strategic Enrollment Management (SEM), a comprehensive process designed to help institutions of education achieve and maintain the optimum student recruitment, retention, and graduation rates (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017). It is seen that organizational options must emphasize the connection between successful Strategic Enrollment Management (SEM) and active leadership from executive officers of an institution (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017). These institutional strategies, according to Dolence, are described for recruitment, prospects and yields, marketing, retention, intervention, information, and reengineering (1998). Some of the critical success factors found in the research include leadership, strategic planning, comprehensiveness, performance indicators, research, academic foundation, information technology, and evaluation (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017). As Dolence alludes, the issue is that for education institutions to recruit, retain, and graduate students, they must first understand Strategic Enrollment Management (SEM) (1993). Only then can they employ this management ideal to best serve their population and culture to ensure long-term success and sustainability.

In continued consideration of the factors that affect private school enrollment in regards to Strategic Enrollment Management, Jackson (2014) also reported a qualitative technique used where data was collected through semi-structured interviews held with members of an

Elementary School board, administrative staff, teachers, and parents of students. Jackson used semi structured face-to-face interviews to explore participants' view of the Elementary School's enrollment decline (2014). Seven main themes emerged during these interviews by Jackson (2014): concerns about enrollment, parents' dissatisfaction with the school, tuition cost, lack of commitment to the school's education, lack of promotion and advertising, constituents' churches inadequate support, and recruitment. As Jackson surmises, to increase and maintain adequate enrollment, the elementary school administrators must pay constant attention to enrollment (2014). A proposed solution to this conundrum was that stakeholders should develop techniques to market the school and engage in an effective marketing strategy to attract parents of prospective students (Jackson, 2014). Jackson further asserts that school administrators should develop relationships with these parents and sell the school to them and give them reasons why they should enroll their children in the school (2014). Findings of this study suggested that promotion and advertising, constituents' Church support, and recruitment are required for the school to remain viable (Jackson, 2014). Again, these tenants are all seen as strategies under the Strategic Enrollment Management umbrella.

#### *Strategic Enrollment Management through the Lens of Team Leadership*

In following the Strategic Enrollment Management (SEM) definition as provided by McMaster, we see that Strategic Enrollment Management is, "A comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students" (McMaster, 2017, p.9). This organizational model "eliminates the mindset that allowed for faculty and staff to consider enrollment management to be someone else's job" (McMaster, 2017, p.10). The SEM construct lends itself to a teamwork model in

which the role of improving enrollment and increasing retention rates is the role of all stakeholders within an organization. As seen in both team leadership and SEM, it is imperative to do the following for both: build school culture, engage the community, and prepare graduates (Hossler, 2014; Blanchard, 2019). As Borland states, “Without complete collaboration, there can be little connection to a persistence-retention and SEM master plan, little communication between units to avoid duplications or gaps and to complement the work of others, and there can be confusion about who is directing the work” (Borland, 2017, p.10). Strategic Enrollment Management, while proving to aid in the enrollment issue, also has ties in its relatability with the team leadership model. As Henderson states, “Successful enrollment management... requires multiple units to work together seamlessly to create a student experience, a student journey, if you will, that will ensure success for the students and enrollment health...” (Henderson, 2017, p.144). It is imperative that this management strategy not only be throughout the organization but that the school leadership be driven by this type of team-focused management.

Team: Together Everyone Achieves More. This is the ideal in which teamwork and team leadership is forged and built upon. Blanchard states that a team is defined as, “... two or more persons who come together for a common purpose and who are mutually accountable for results” (Blanchard, 2019, p. 159). This collaborative and cohesive leadership model has been seen to improve the overall culture of schools and thereby has also played a role in the improvement of the student enrollment issue within private schools. In looking at the literature surrounding impactful ideas regarding student enrollment, team leadership aligned with the ideas shown to be effective in improving enrollment and student retention (Barth, 2002; Blanchard, 2019; Evans, 2009; Fellers, 2013; Martin et. al., 2009). Those ideas included acknowledging the team’s needs-

to listen and collaborate, leveling with the team members- communicating effectively, and projecting positive outcomes to the organization or team as a whole (Evans, 2009). Within both of these subject areas there are many parallel focus areas in which Team Leadership coupled with Strategic Enrollment Management could potentially be an effective management style to improve enrollment and student retention.

Within the ideal of SEM and team leadership working together, McMaster expresses, “Strategic Enrollment Management is seen as much the role of the teacher as it is the custodian as it is the admissions team” (2017, p.10). What McMaster further explains is that “Essentially, everyone and every part of the organization, from the initial admission’s process to the curricular experience to the extracurricular activities, work together to increase the student experience. This, in turn results in a higher probability of increasing student retention and attracting new students” (McMaster, 2017, p.21). It is imperative to acknowledge the similarities between the team leadership model and SEM in the collaboration of team members, communication among teams, and celebration of the achievements of the organization and teams as a whole (McMaster, 2017; Blanchard, 2019). This building of school culture, engaging the community, and preparing graduates is seemingly a cohesive process between Strategic Enrollment Management and team leadership (Dolence, 1993; Hossler, 2014; Maguire, 2008; McMaster, 2017; Blanchard, 2019). It is apparent that there is a noticeably clear similarity between team leadership strategies and the SEM model to provide opportunities for seamless implementation of both ideals to improve enrollment and increase student retention.

### *Building School Culture: Collaboration*

As seen in much of the research, there must be primary goals and collaboration within

stakeholder groups to build school culture. The goals of Strategic Enrollment Management (SEM) can include stabilizing enrollments, linking academic programs, stabilizing finances, optimizing resources, improving services, improving quality, improving access to information, reducing vulnerability to environmental forces, and evaluating strategies and tactics (Dolence, 1998). All of these ideals build the culture of a school. As found by Dolence (1993), underlying factors in linking an institution's academic program and Strategic Enrollment Management (SEM) are paramount to the overall success of culture and enrollment including student choice, academic policies, balancing demand, serving students as clients, and optimizing teaching and learning. Dolence (1993) further expresses, “Essentially, everyone and every part of the organization, from the initial admission’s process to the curricular experience to the extracurricular activities, work together to increase the student experience” (p.21). Additionally, Borland (2017) introduces grounded practical theory (GPT) as a useful research approach in the field of Strategic Enrollment Management (SEM) and its focus on persistence-retention. This tenant of SEM allows students to speak into their own learning and educational practices which then emboldens them to take ownership of their own learning (Borland, 2017). What both Dolence and Borland express through their research, is that collaboration between and among stakeholder groups is an essential part of Strategic Enrollment Management and building school culture (1998, 2017).

#### *Community Engagement: Communication*

As seen in continued research, communication amongst stakeholder groups and the engagement of the community is also an essential piece in the success of Strategic Enrollment Management (Dolence, 1998). Henderson (2017) found that through SEM, school campuses

should be the center of their communities, and with the integrative framework of SEM's community face, enrollment professionals have the structural, planning, and leadership tools to help campuses put engagement and learning in the "community center." A school's purpose should be to blend all elements into something that can have a greater impact on the student journey (Henderson, 2017). The result will then be transformational. According to Henderson, SEM initiatives can leverage both faculty and student affairs with strategic enrollment plans that rely on engagement as a means of showing students value and keeping them on the path of their student journey. As Henderson mentions, "... the leadership face has a new emphasis on ensuring that all collaborate in the student learning enterprise. Leadership in this context can overcome the traditional 'cylinders of excellence in the academy' and create a 'community center' for the work of the student journey" (Henderson, 2017, p.145). Instead of a top-down approach, the SEM model allows for community, collaboration, and cohesion. School retention literature has identified the importance of these community relations such as faculty-student relationship, the presence of academic rigor, a safe learning environment, and a strong school community in the retention process (Ahlstrom, 2013; Davis & Cole-Leffel, 2009; Hansen & Toso, 2007; Tinto, 1975). As Henderson concludes, "if we look at the community face of SEM as a way of integrating its separate elements by bringing them to bear on the success of individual students through partnerships and collaborations, there is even more power in the SEM approach" (Henderson, 2017, p.145).

#### *Graduate Preparation: Celebration*

Lastly, in looking at the effect of Strategic Enrollment Management on student enrollment trends, a main tenant of this construct is the celebration of accomplishments and the



preparation of graduates. Henderson's (2017) article is centered around whether Strategic Enrollment Management (SEM) negatively impacts students regarding its focus. The issue Henderson found was that within Strategic Enrollment Management (SEM), the individual student and the relationship needed to facilitate positive long-term outcomes can be negatively affected to carry out the goals for the overall enrollment goals of the school or organization (2017). Henderson asserts that because SEM is data-driven with roots in strategic planning and in the embrace of analytics and predictive modeling, it may put too much emphasis on the collective student rather than the individual student (2017). Shifting this paradigm, as SEM has evolved, Henderson continues to remark that there has been a turn to technology to recruit, retain, and communicate with students where the end result should ultimately center around building relationships (2017). Taking a deeper look at the impact that Strategic Enrollment Management (SEM) has on individual students as well as the whole organization is what is presented as of high importance by Henderson (2017). Dolence further instructs that in designing a successful Strategic Enrollment Management system, a school must take a deep look at optimizing the quality of their overall educational experience through the revision of their input-process-output (IPO) models (1998). These IPOs first focus on the student measures or ranks, faculty services, and size (Dolence, 1998). Dolence further explains that these IPOs focus next on the process of teaching and learning (1998). Lastly, the IPOs look at the output measures such as earned completion status, placement rates, and success in overall life (Dolence, 1998). In taking this focused look and approach to how graduates are prepared and how to celebrate, post-graduation, is an essential part of the success of Strategic Enrollment Management.

### Summary

There are many studies that have been conducted on various facets of private school enrollment focusing on differing leadership strategies, theories, and frameworks that foster a potential for improvement in private school enrollment. In taking a look at student enrollment at private schools, understanding the historical background of private school enrollment, factors that affect private school enrollment, Organizational Theory framework, and Strategic Enrollment Management framework is essential. As seen in the review of literature surrounding the historical background of private school enrollment, factors that affect private school enrollment, Organizational Theory and Strategic Enrollment Management, it is imperative to look at the school's clarity of goals, accountability practices, building trust, building school culture, engaging the community, and preparing graduates for life beyond the educational institution (Bolman & Deal, 2017; Blanchard, 2019; Dolence, 1998; Henderson, 2017; Hossler, 2014; McMaster, 2017, Maguire, 2008).

## CHAPTER THREE: METHODOLOGY

### Introduction

The research study conducted was a quantitative, correlational study in which historical survey data and enrollment numbers were examined. The reason this design was best to use was because of the potential for focused results and future use. This chapter presents the methodology behind the research and data collection. The methodology chapter includes a research design, selection of participants, instrumentation, data collection, data analysis surrounding variables, data analysis surrounding reliability and validity, and a summary.

### Research Design

This study was a Correlational design because it used four years of historical survey data, five years of enrollment data, and cross-referenced data points to find any similarities or common threads as to areas that could potentially be plaguing the enrollment numbers.

### Selection of Participants

The target population for the historical data included in this study was comprised of all stakeholders within the 3<sup>rd</sup>-12<sup>th</sup> grade levels of the school. The population surveyed was nonrandom, purposive. There was no sampling that occurred, only exclusions of K-2<sup>nd</sup> students. All 3<sup>rd</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and K-12<sup>th</sup> faculty across those specific grade levels of the school were surveyed with an end-of-year diagnostic Cognia climate and culture survey. The population of this study or unit of analysis included the following groups: 3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and all faculty and staff. The research allowed the results to be generalized in the question groupings of the following: 3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and all elementary and secondary K-12<sup>th</sup> staff. The end-of-year diagnostic survey was

not able to be sampled from K-2<sup>nd</sup> due to the age range of the students in those grade-levels as they were limited in the information they could provide- due to their age and developmental level. Because the school contained only 300 students from K-12, to have an appropriate population set, the entirety of the above population was used in this correlational study to provide an appropriate number for results.

### Instrumentation

The first measurement used in this study was the enrollment numbers provided by the private school's FACTS SIS enrollment management site. The other measurements used in this study were gathered from historical data provided by focused climate and culture surveys completed through the EProve, Cognia website whose reliability and validity are further explained later. Four years of this historical survey data were tabulated as seen in Table 1.

Table 1: *Instrumentation Table*

<b>Analysis of Research Questions Table</b>				
Research Question	Variable	Construct	Likert Survey Question	Statistic
RQ 1: Organizational, Structural framework of the school	Independent Variable	Clear Goals	"The spiritual mission of the school (why it exists) is clearly stated."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 1: Organizational, Structural framework of the school	Independent Variable	Accountability	"Teachers and administration are fair and impartial to students."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 1: Organizational, Structural framework of the school	Independent Variable	Trust-Building	"Students feel comfortable talking with teachers or administration."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Building School Culture	"Teachers praise and encourage students."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Community Engagement	"The school has a good reputation in the community, and we would recommend it to others."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Graduate Preparation	"The school is preparing students for college and to make good decisions."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD

Three constructs were analyzed per research question. Each construct was tied to a specific Likert survey question. Each individual construct area was statistically analyzed using a satisfaction survey table breakdown, an ANOVA was run, and a post-hoc Tukey was included to

further investigate the data. The survey instrument included between 30- 50 questions including both closed-ended and open-ended survey questions which can be found in the Appendices.

### Instrumentation: Reliability and Validity

The types of reliability and validity that were the most important and feasible for both research questions included content-related validity and construct-related validity. The researcher ensured that the content included in the surveys used were created by experts- the leadership team and Cognia- and that the surveys contained an adequate or ample amount of the domain of content to represent the effects that the organizational management has on enrollment numbers within the school. According to Cognia,

“In the Cognia Interim Assessments validity argument model, the overall validity argument is that the existing design, procedural, and psychometric evidence supports the three intended score interpretations and uses (SIUs). Each interpretation and use represents claims that require supporting evidence. This line of reasoning—validity argumentation—leads to supported conclusions, which are the Cognia Interim Assessments validity arguments” (Cognia Assessments, 2021, p.12).

The researcher also ensured that the way in which the surveys were constructed or created were applicable to cover the entirety of the frame of the question... which is why all stakeholders were surveyed- students, parents, and staff. The construction of the surveys was completed by assessing the evidence of predictions made based on prior theory. Additionally, Cognia’s own research regarding internal consistency reliability was investigated. As the reports mentions,

“Reliability was calculated according to Cronbach’s Alpha ( $\alpha$ ) and McDonald’s omega ( $\omega$ ) 1. All three versions demonstrate  $\alpha$  values of 0.79 and higher, and  $\omega$  values of 0.81

and higher (see Table 4). These values provide evidence that the SES demonstrates sufficient reliability to make decisions about groups of students” (Cognia Assessments, 2022, p.11).

The results of their research regarding the validity of their instrument are seen in Table 2 (Cognia Assessments, 2022, p.11):

Table 2: *Convergent and Discriminant Validity of Domains, by Grade Span (provided by Cognia Assessments)*

Grade Span	Domain	Behavioral	Cognitive	Emotional
Elementary School ( $\omega = 0.81$ , $\alpha = 0.79$ )	Behavioral	<b>0.538</b>		
	Cognitive	0.453	<b>0.647</b>	
	Emotional	0.499	0.568	<b>0.727</b>
Middle School ( $\omega = 0.87$ , $\alpha = 0.85$ )	Behavioral	<b>0.647</b>		
	Cognitive	0.611	<b>0.722</b>	
	Emotional	0.586	0.664	<b>0.745</b>
High School ( $\omega = 0.86$ , $\alpha = 0.85$ )	Behavioral	<b>0.607</b>		
	Cognitive	0.585	<b>0.777</b>	
	Emotional	0.553	0.633	<b>0.725</b>

Also, regarding reliability, the method used was the test-retest method in which the identical survey was given each year over a four-year period. Another way in which reliability was ensured is by the school using the scoring observer agreement in which the surveys were compared by two or more observers- the leadership team members (composed of eight administrative individuals).

A low threat to internal validity that was faced was ensuring that the questions created were done so by a qualified team of people as to guard against any biases. A way in which

researchers did their best to guard against these biases were to ensure that there were representations of each party being surveyed involved in the creation of the survey. These individuals were not tied by familial relationships or any other bias. Another high threat that was faced was within the ideal of subject characteristics. The K-2<sup>nd</sup> students were too young in age and in developmental level to give an accurate depiction of how the organizational frame of the school affected enrollment. Another high threat for this type of research was nonresponse regarding the instrumentation because results may have been misleading if not all participants chose to respond. The threats were controlled as effectively as the leadership and administrative staff of the school allowed.

#### Data Collection

Data was collected using the historical data from Cognia's Climate and Culture surveys after first receiving approval from UCF's Internal Review Board (IRB) on March 6, 2023 and the school itself on April 21, 2022. There was anonymity amongst the survey participants and the research was focused within the line of questioning to provide accurate data and information to complete the research. The data collection methods included historical data from surveys, already collected by the school, which had been directly administered to the groups and then compiled using the EProve system. The research design and procedures included the school's leadership team creating focused quantitative and qualitative questions to find areas within the organizational framework or enrollment management system that could be affecting student enrollment. The school's leadership team gathered the historical data used in the study.

### Data Analysis: Variables

Within the construction of the research question, there were dependent, independent, and control variables as seen in Table 3. The dependent variable of the study included enrollment numbers at a private, Christian school. The independent variable included the organizational, structural framework and the Strategic Enrollment Management of the organization which will be defined and measured within the specific context of the survey questions and constructs of the study. The dependent variable-enrollment numbers- were quantitative as there were a range or number of students enrolled. Whereas, the independent variables, the organizational framework and Strategic Enrollment Management system, were a categorial type of variable as there were specific categories of the organization's framework and enrollment management being focused upon-the hierarchal organization chart and marketing plan.

Table 3: *Variable Definitions Table*

<b>Variable Definitions Table</b>			
<b>Variable Name</b>	<b>Variable Type</b>	<b>Source</b>	<b>Statistic</b>
<i>Organizational, Structural framework of the school</i>	<i>Independent Variable</i>	<i>Survey Data, and School Organizational</i>	<i>Survey bar graphs per item, ANOVA, post-hoc Tukey HSD</i>
<i>Strategic Enrollment Management of the school</i>	<i>Independent Variable</i>	<i>Survey Data, and Marketing Plan</i>	<i>Survey bar graphs per item, ANOVA, post-hoc Tukey HSD</i>
<i>Enrollment numbers of the school</i>	<i>Dependent Variable</i>	<i>Enrollment Data from FACTS SIS</i>	<i>Shapiro-Wilk Test for Normality, Pearson's product-moment correlation, Bar Chart, and Line Graph</i>
<i>School mission</i>	<i>Control Variable</i>	<i>Leadership Team and School Board</i>	<i>N/A</i>

The analysis of the survey data in regards to the individual research questions and their constructs were disaggregated in Table 4. Three constructs were analyzed per research question. Each construct was tied to a specific Likert survey question. Each individual construct area was



statistically analyzed using a satisfaction survey table breakdown, an ANOVA was run, and a post-hoc Tukey was included to further investigate the data.

Table 4: *Analysis of Research Questions Table*

<b>Analysis of Research Questions Table</b>				
Research Question	Variable	Construct	Likert Survey Question	Statistic
<i>RQ 1: Organizational, Structural framework of the school</i>	<i>Independent Variable</i>	<i>Clear Goals</i>	<i>"The spiritual mission of the school (why it exists) is clearly stated."</i>	<i>Satisfaction Survey, ANOVA, post-hoc Tukey HSD</i>
<i>RQ 1: Organizational, Structural framework of the school</i>	<i>Independent Variable</i>	<i>Accountability</i>	<i>"Teachers and administration are fair and impartial to students."</i>	<i>Satisfaction Survey, ANOVA, post-hoc Tukey HSD</i>
<i>RQ 1: Organizational, Structural framework of the school</i>	<i>Independent Variable</i>	<i>Trust-Building</i>	<i>"Students feel comfortable talking with teachers or administration."</i>	<i>Satisfaction Survey, ANOVA, post-hoc Tukey HSD</i>
<i>RQ 2: Strategic Enrollment Management of the school</i>	<i>Independent Variable</i>	<i>Building School Culture</i>	<i>"Teachers praise and encourage students."</i>	<i>Satisfaction Survey, ANOVA, post-hoc Tukey HSD</i>
<i>RQ 2: Strategic Enrollment Management of the school</i>	<i>Independent Variable</i>	<i>Community Engagement</i>	<i>"The school has a good reputation in the community, and we would recommend it to others."</i>	<i>Satisfaction Survey, ANOVA, post-hoc Tukey HSD</i>
<i>RQ 2: Strategic Enrollment Management of the school</i>	<i>Independent Variable</i>	<i>Graduate Preparation</i>	<i>"The school is preparing students for college and to make good decisions."</i>	<i>Satisfaction Survey, ANOVA, post-hoc Tukey HSD</i>

### Summary

Overall, quantitative, correlational research study used four years of historical survey data, five years of enrollment data, and cross-referenced data points to find similarities or common threads as to areas that could potentially be plaguing the enrollment numbers through the two focused ideals of Organizational Theory and Strategic Enrollment Management.

## CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

### Introduction

The purpose of this study was to examine what factors directly affected student retention and enrollment in a private K-12, Christian school by taking a closer look at the Organizational framework and Strategic Enrollment Management system of the school. It was intended to aid in framing potential obstacles for enrollment numbers at private, Christian schools. The purpose of this study was achieved by examining four years of historical survey data along with five years of student enrollment numbers and cross-referencing data points to identify the areas in which enrollment was affected within the organizational frame and the enrollment management system that could potentially be plaguing enrollment numbers. This chapter presents the results of the data analysis with the two stated research questions.

The structural framework was examined over the four years of survey data and five years of enrollment data by looking at the different organizational charts for each school year and comparing the intricacies of each. In the 2018-2019 school year, the organizational chart was a circular, generalized chart in which a clear designation of hierarchy was not included. In the 2019-2020 school year and subsequent school years, the organizational chart was defined in a hierarchal order (see Appendix D) in which clear roles were defined. This hierarchal organization chart was further developed and updated in the 2021-2022 school year to continue to define roles and responsibilities within the structure of the organization.

The strategic management system was also examined over the four years of survey data and five years of enrollment data by looking at the implementation of a marketing plan that

occurred halfway through the 2019-2020 school year. There was no marketing plan in the 2018-2019 school year or the beginning of the 2019-2020 school year. A five-year Marketing Plan was begun during February of the 2019-2020 school year and was fully implemented during the 2020-2021 school year. This plan was then continued in the subsequent 2021-2022 and 2022-2023 school years (see Appendix F).

The descriptive statistics will be reported first by the results of the quantitative survey answers. The inferential statistics will be reported second using the results of the quantitative survey answers. The presentation of the findings will be arranged by the two research questions. Three different constructs under each theory being researched were tied to a specific survey question, and the results of those survey questions were used to answer each research question. The questions pertaining to clear goals, accountability, and building of trust were used to answer research question one: “To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of specific elements of Organizational Theory as defined by Bolman and Deal?” The questions pertaining to building school culture, community engagement, and graduate preparation were used to answer research question two: “To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of Strategic Enrollment Management constructs?”

### Survey and Enrollment Analysis

The population for the historical data included in this study included all stakeholders within the 3<sup>rd</sup>-12<sup>th</sup> grade levels of the school. All groups, 3<sup>rd</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and K-12<sup>th</sup> faculty, across those specific grade levels of the school were surveyed with an end-of-year

diagnostic climate and culture survey. The research allowed the results to be generalized in the individual question groupings from above. The end-of-year diagnostic survey was not able to be sampled from K-2<sup>nd</sup> due to the age range of the students in those grade-levels as they will be limited in the information they can provide- due to their age and developmental level. Overall, the total number of survey participants in all four groups over the four years of survey data totaled 1,130 total participants. The survey data were disaggregated by school year as follows in Table 5:

Table 5: *MICS Survey Data 2018-2022 Table*

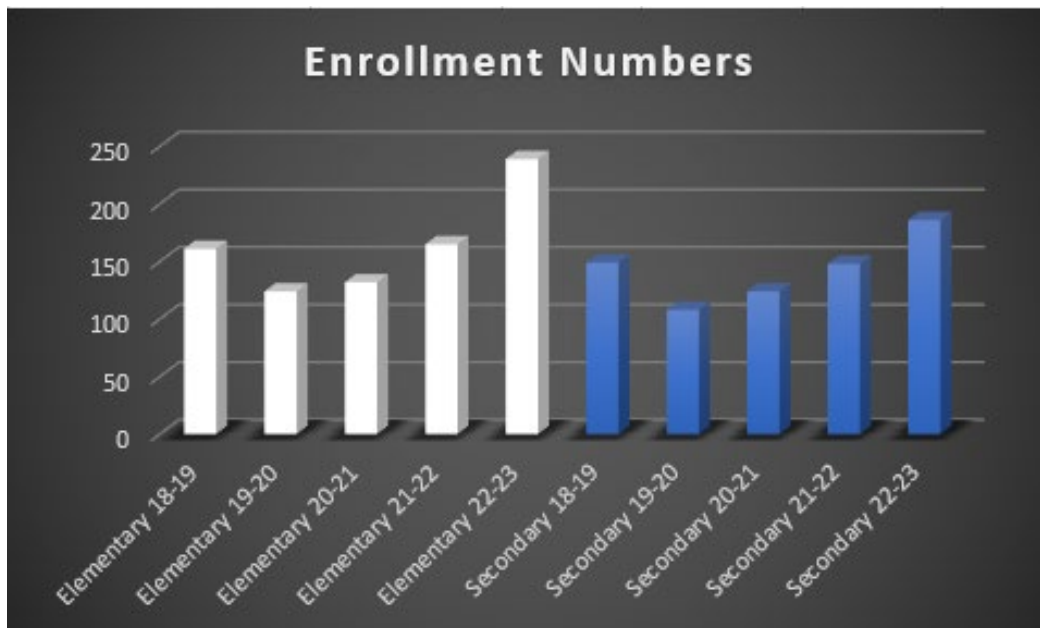
Groups	3rd-6th students	7th-12th students	Parents	Staff
2018-2019 school year	87	123	101	49
2019-2020 school year	41	111	90	31
2020-2021 school year	61	99	72	24
2021-2022 school year	43	133	46	19
Total	232	466	309	123

During the four-year timeframe from which the historical survey data was used, enrollment numbers first saw a dip from the 2018-2019 to the 2019-2020 school year. The first year that the new organizational chart and the new marketing plan were suggested was during the mid to end of the 2019-2020 school year. The 2020-2021 and 2021-2022 school years were the first two full school years in which the new organizational chart and the new marketing plan were fully enacted. Since enrollment numbers are tabulated at the beginning of each school year, an extra data point for the 2022-2023 school year is included in that particular data set. Enrollment numbers are seen below in Figure 1. Over this five-year period, enrollment first saw a dip between the 2018-2019 and 2019-2020 school years with a subsequent climb each school year following. The data is split with the Elementary enrollment in white and the Secondary

enrollment in blue to further unpack any differences between and within groups that could have occurred.

**Figure 1**

*Enrollment Numbers 2019-2023*



A Pearson's product-moment correlation was used to assess the relationship between enrollment numbers and school year. K- 12<sup>th</sup> grade enrollment was included in the correlation. Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

The Pearson Correlation information is seen in Table 6, Figure 2, and Table 7. In Table 6, the enrollment comparison data is listed as individual groupings between Elementary and Secondary students as well as a tabulation of increase or decrease of the enrollment year over year. The total number, K-12, is also included.

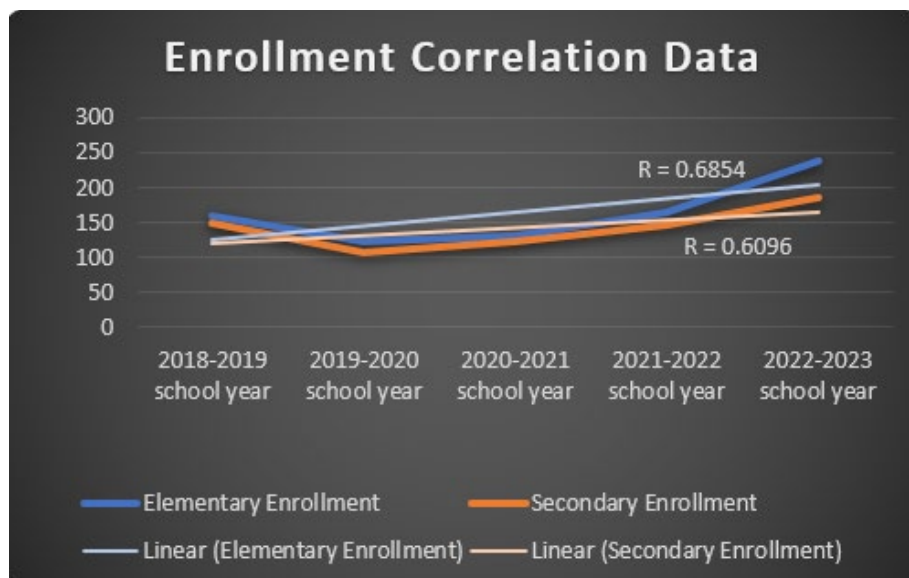
Table 6: *MICS Survey Comparison Data 2018-2023 Table*

<b>MICS Survey Comparison Data 2018-2022</b>							
Groups	School Years	K-6th Students	Delta YOY	7th-12th students	Delta YOY2	All Students	All Students (Delta YOY)
2018-2019 school year	2019	161	NA	149	NA	310	NA
2019-2020 school year	2020	124	-37	108	-41	232	-78
2020-2021 school year	2021	132	8	124	16	256	24
2021-2022 school year	2022	165	33	148	24	313	57
2022-2023 school year	2023	239	74	186	38	425	112

Preliminary analyses, as seen in Figure 2, showed the relationship to be linear with both variables normally distributed, as assessed by Shapiro-Wilk's test ( $p > .05$ ), and there were no outliers. There was a statistically significant, moderate positive correlation for both data sets,  $r > 0.6$ . Based on the data, it can be said that 7<sup>th</sup> -12<sup>th</sup> enrollment has a moderate positive correlation ( $r > 0.6$ ) and 3<sup>rd</sup> -6<sup>th</sup> enrollment shows a strong positive correlation ( $r > 0.7$ ) with the implementation of Organizational Theory and Strategic Enrollment Management.

**Figure 2**

*Enrollment Correlation Data Line Graph 2019-2023*



Due to the nature of the data, the analysis was taken a step further in determining the p-value to review cause and effect relationship between year and annual enrollment increase (year-over-year, YOY as seen in Table 7). A Pearson correlation coefficient was computed to assess the linear relationship between 3<sup>rd</sup>-6<sup>th</sup> student enrollment 2020 and 3<sup>rd</sup>-6<sup>th</sup> student enrollment 2023. There was a positive correlation between the two variables,  $r(2) = .99$ ,  $p = .01$ . Similarly, a Pearson correlation coefficient was computed to assess the linear relationship between all student enrollment 2020 and all student enrollment 2023. There was a positive correlation between the two variables,  $r(2) = .91$ ,  $p = .09$ . Additionally, a Pearson correlation coefficient was computed to assess the linear relationship between all student enrollment 2020 and all student enrollment 2023. There was a positive correlation between the two variables,  $r(2) = .97$ ,  $p = .03$ . The data was statistically significant ( $p > 0.05$ ) across all data points year over year and for K-6<sup>th</sup> students 2020-2023. In looking at the enrollment increases YOY, there was a statistically significant trend showing increased enrollment of both Elementary students and Secondary students between 2020-2023 school years ( $p < 0.05$ ). In the above data, the strong positive correlation,  $r(2) = .97$ ,  $p = .03$ , was statistically significant between enrollment increase year over year beginning the year of implementation, 2020, through the most recent school year, 2023.

Table 7: *Pearson Correlation Data 2019-2023 and 2020-2023 Year Over Year Table*

<b>Pearson Correlation Data 2019-2023 (Shapiro-Wilks <math>p&gt;0.05</math>) and 2020-2023 Year over Year Table</b>				
<b>Data Set</b>	<b>r-value (Correlation coefficient)</b>	<b>T Value (statistic value)</b>	<b>Degrees of Freedom (N-2)</b>	<b>p-value</b>
Elementary (K-6) Student Enrollment (2019-2023)	0.69	1.63	3	0.20
Secondary (7-12) Student Enrollment (2019-2023)	0.61	1.33	3	0.27
Elementary (K-6) Student YOY (2020-2023)	0.99	13.65	2	0.01
Secondary (7-12) Student YOY (2020-2023)	0.91	3.13	2	0.09
All Data Enrollment (2019-2023)	0.66	0.88	3	0.44
All Data YOY (2020-2023)	0.97	6.13	2	0.03

### Testing the Research Questions

#### *Research Question 1: Organizational Theory*

To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of specific elements of Organizational Theory as defined by Bolman and Deal?

To answer the research question, a quantitative approach was employed. Stakeholders made up of students, staff, and parents were surveyed to determine if the Organizational, Structural System of the school had an effect on enrollment numbers as seen in Table 8. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. Table 8 exemplifies the number of individual stakeholders that were surveyed per school year.



Table 8: *MICS Survey Data 2018-2022 Table*

Groups	3rd-6th students	7th-12th students	Parents	Staff
2018-2019 school year	87	123	101	49
2019-2020 school year	41	111	90	31
2020-2021 school year	61	99	72	24
2021-2022 school year	43	133	46	19
Total	232	466	309	123

Three major themes were aligned through the survey results across the four years of survey data within the Organizational, Structural System of the school including clear goals, accountability, and building trust. Each construct was tied to a specific question on the Likert survey, and the results of that specific question were deconstructed as seen in Table 9. The below graphs and analyses portray the results of the survey along with the ANOVA data that was also run on the survey results. To further unpack the ANOVA results, a post-hoc Tukey test was run to determine where any significance could be found.

Table 9: *Analysis of Research Questions Table*

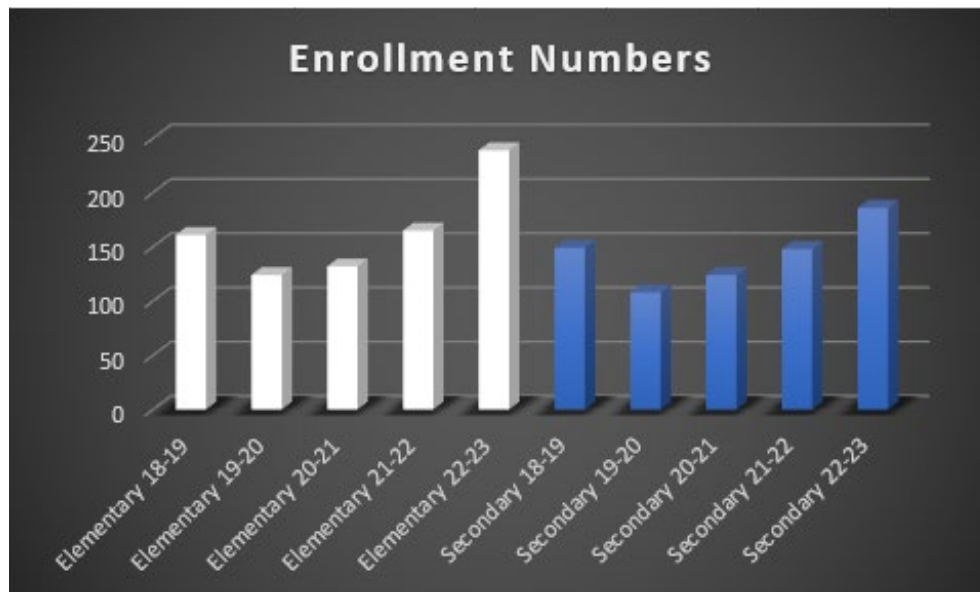
Analysis of Research Questions Table				
Research Question	Variable	Construct	Likert Survey Question	Statistic
RQ 1: Organizational, Structural framework of the school	Independent Variable	Clear Goals	"The spiritual mission of the school (why it exists) is clearly stated."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 1: Organizational, Structural framework of the school	Independent Variable	Accountability	"Teachers and administration are fair and impartial to students."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 1: Organizational, Structural framework of the school	Independent Variable	Trust-Building	"Students feel comfortable talking with teachers or administration."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Building School Culture	"Teachers praise and encourage students."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Community Engagement	"The school has a good reputation in the community, and we would recommend it to others."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Graduate Preparation	"The school is preparing students for college and to make good decisions."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD

In looking at the survey data, coupled with the implementation of Organizational Theory, enrollment numbers continued to follow an upward pattern after the 2020 school year of implementation as seen in Figure 3 for both Elementary enrollment and Secondary enrollment.

Figure 3 not only portrays the number of individual stakeholders that were surveyed per school year, but the fluctuation and difference between Elementary (in white) and Secondary (in blue) per school year.

**Figure 3**

*Enrollment Numbers 2019-2023 Graph*



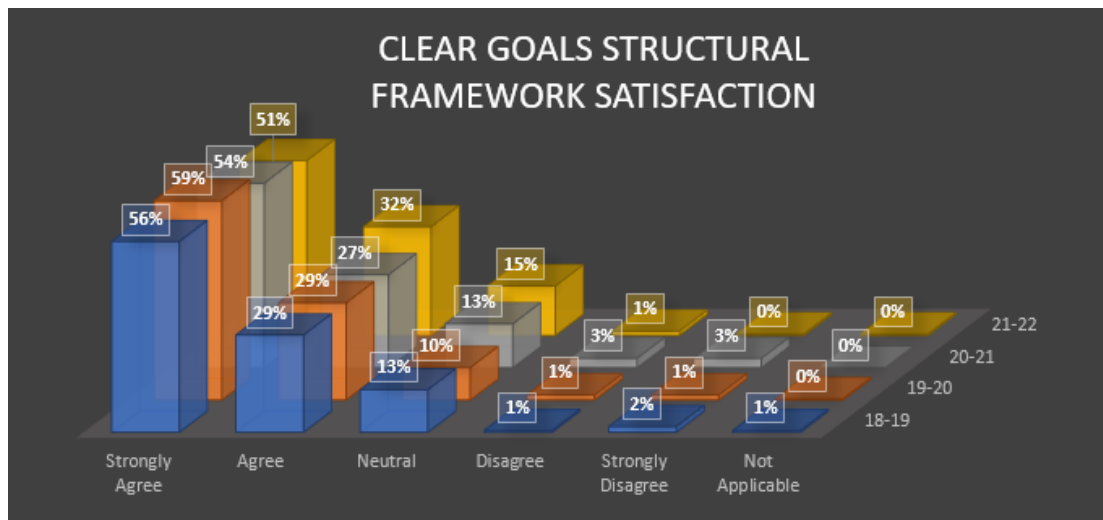
#### *Clarity of Goals: Descriptive Statistics*

First, stakeholders made up of students, staff, and parents were surveyed to determine if the organizational leadership and structural framework had an effect on enrollment numbers. Major themes were identified within the structure of Organizational Theory and the structural framework of the school including examining if the school was structurally sound through the definition of clear goals, accountability in fair treatment of stakeholders, and building of trust through approachability. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this

30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. The question pertaining to organizational structural frame and clarity of goals was, “The spiritual mission of the school (why it exists) is clearly stated.” Stakeholders then had to use a Likert scale to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The results were seen below in Figure 4. In the clarity of goals category, across four years, stakeholders had approximately an 84% satisfaction rating overall with 88% being the highest during the 2019-2020 school year and 81% being the lowest during the 2020-2021 school year. Stakeholders also had approximately a 3% dissatisfaction rating overall with 6% being the highest during the 2020-2021 school year and 1% being the lowest during the 2021-2022 school year. The researcher then ran an ANOVA to determine if any of these differences were statistically significant.

**Figure 4**

*Clear Goals Structural Framework Satisfaction Graph*



### *Clarity of Goals: Inferential Statistics*

The analysis of variance (ANOVA) was run to determine whether the means of satisfaction and dissatisfaction differed from each other in a statistically significant manner. For the purposes of this test, the strongly agree and agree categories were combined to give an overall score of satisfaction. Similarly, the strongly disagree and disagree categories were combined to give an overall score of dissatisfaction. A one-way ANOVA was conducted to determine if the satisfaction or dissatisfaction of the clarity of goals was statistically significantly different for groups of various stakeholders within the school prior to implementation and post-implementation. Participants were tallied and classified into four groups: stakeholder satisfaction 2018-2019 (n = 4), stakeholder dissatisfaction 2018-2019 (n = 4), stakeholder satisfaction 2021-2022 (n = 4) and stakeholder dissatisfaction 2021-2022 (n = 4). The different stakeholders surveyed (n=4) included 3<sup>rd</sup> -6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and all staff. Table 10 below portrays the results.

Table 10: *Clear Goals ANOVA Satisfaction and Dissatisfaction Table*

Clear Goals ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Group Name for Tukey	
Agree 18-19	4	305	76.25	636.25	A	
Disagree 18-19	4	8	2	2.666667	B	
Agree 21-22	4	201	50.25	1436.917	C	
Disagree 21-22	4	4	1	2	D	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	16606.25	3	5535.416667	10.65613	0.001061	3.490294819
Within Groups	6233.5	12	519.4583333			
Total	22839.75	15				

As seen above in Table 10, satisfaction decreased from the 2018-2019 school year ( $M = 76.25$ ) to 2021-2022 school year ( $M = 50.25$ ), and dissatisfaction also decreased from the 2018-2019 school year ( $M=2$ ) to the 2021-2022 school year ( $M= 1$ ). Results of the ANOVA indicate that there were statistically significant differences between the changes in satisfaction and dissatisfaction,  $F(3, 12) = 10.656$ ,  $p = .0010$ . To further unpack the findings of the ANOVA, a post-hoc Tukey was run to determine where statistically significant differences existed (See below, Table 11). Again, prior to running the data, Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

Table 11: *Clear Goals Tukey HSD Satisfaction and Dissatisfaction Table*

<b>Clear Goals Tukey HSD results</b>			
treatments pair	Tukey HSD Q statistic	Tukey HSD p-value	Tukey HSD inference
A vs B	6.5156	0.0029235	** p<0.01
A vs C	2.2815	0.4089887	insignificant
A vs D	6.6033	0.0026336	** p<0.01
B vs C	4.234	0.0479108	* p<0.05
B vs D	0.0878	0.8999947	insignificant
C vs D	4.3218	0.0430224	* p<0.05

Treatment pairs were as follows: Group A is Agree during 2018-2019 school year, Group B is Disagree during the 2018-2019 school year, Group C is Agree during the 2021-2022 school year, and Group D is Disagree during the 2021-2022 school year. In running the post-hoc Tukey, there was a satisfaction decrease from the 2018-2019 school year ( $M = 76.25$ ) to 2021-2022 school year ( $M = 50.25$ ), and dissatisfaction also decreased from the 2018-2019 school year ( $M=2$ ) to the 2021-2022 school year ( $M= 1$ ) which were both found to have no statistically significant differences ( $p = .409$  and  $p= .899$ ). The other groupings that were found to have significance compare the Agree categories with the Disagree categories for the same school year which, for the purposes of this research, are not relevant because the researcher is looking to find statistically significant differences between school years.

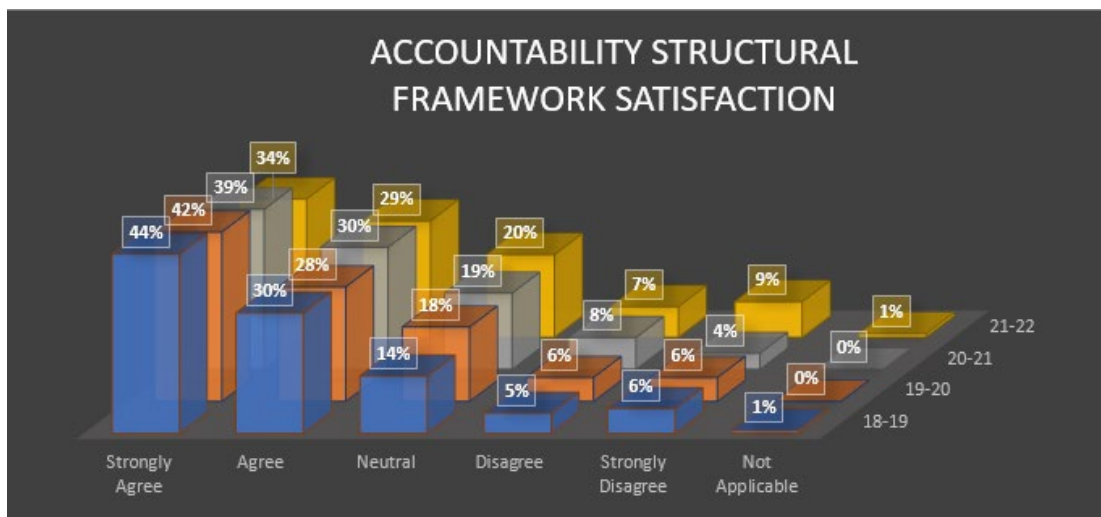
#### *Accountability: Descriptive Statistics*

Second, stakeholders were offered a question pertaining to organizational structural frame and accountability in fair treatment of stakeholders. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> - 12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey

questions in each survey per year that were used to find any statistically significant differences. The statement posed was, “Teachers and administration are fair and impartial to students.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The results were as seen below in Figure 5. In the accountability category, across four years, stakeholders had approximately a 69% satisfaction rating overall with 74% being the highest during the 2018-2019 school year and 63% being the lowest during the 2021-2022 school year. Stakeholders also had approximately a 12% dissatisfaction rating overall with 16% being the highest during the 2021-2022 school year and 11% being the lowest during the 2018-2019 school year. The researcher then ran an ANOVA to determine if any of these differences were significant.

**Figure 5**

*Accountability Structural Framework Satisfaction*



*Accountability: Inferential Statistics*

The analysis of variance (ANOVA) was run to determine whether the means of satisfaction and dissatisfaction differed from each other in a statistically significant manner. For

the purposes of this test, again, the strongly agree and agree categories were combined to give an overall score of satisfaction. Similarly, the strongly disagree and disagree categories were combined to give an overall score of dissatisfaction. A one-way ANOVA was conducted to determine if the satisfaction or dissatisfaction of the accountability was statistically significantly different for groups of various stakeholders within the school prior to implementation and post-implementation. Participants were tallied and classified into four groups: stakeholder satisfaction 2018-2019 (n=4), stakeholder dissatisfaction 2018-2019 (n = 4), stakeholder satisfaction 2021-2022 (n = 4) and stakeholder dissatisfaction 2021-2022 (n = 4). The different stakeholders surveyed (n=4) included 3<sup>rd</sup> -6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and all staff. Table 12 below portrays the results.

Table 12: *Accountability ANOVA Satisfaction and Dissatisfaction Table*

Accountability ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Group Name for Tukey	
Agree 18-19	4	266	66.5	461.6667	A	
Disagree 18-19	4	40	10	92	B	
Agree 21-22	4	151	37.75	440.9167	C	
Disagree 21-22	4	39	9.75	176.25	D	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	8793.5	3	2931.166667	10.01395	0.001378	3.490294819
Within Groups	3512.5	12	292.7083333			
Total	12306	15				

As seen above in Table 12, satisfaction decreased from the 2018-2019 school year (M = 66.5) to 2021-2022 school year (M = 37.75), and dissatisfaction also decreased from the 2018-2019 school year (M=10) to the 2021-2022 school year (M= 9.75). Results of the ANOVA indicate that there were statistically significant differences between the changes in satisfaction



and dissatisfaction,  $F(3, 12) = 10.014$ ,  $p = .0014$ . To further unpack the findings of the ANOVA, a post-hoc Tukey was run to determine where the statistically significant differences existed (See below, Table 13). Again, prior to running the data, Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

Table 13: *Accountability Tukey HSD Satisfaction and Dissatisfaction Table*

<b>Accountability Tukey HSD results</b>			
treatments pair	Tukey HSD Q statistic	Tukey HSD p-value	Tukey HSD inference
A vs B	6.6048	0.0026278	** $p < 0.01$
A vs C	3.3609	0.134962	insignificant
A vs D	6.634	0.0025397	** $p < 0.01$
B vs C	3.244	0.1540983	insignificant
B vs D	0.0292	0.8999947	insignificant
C vs D	3.2732	0.1491073	insignificant

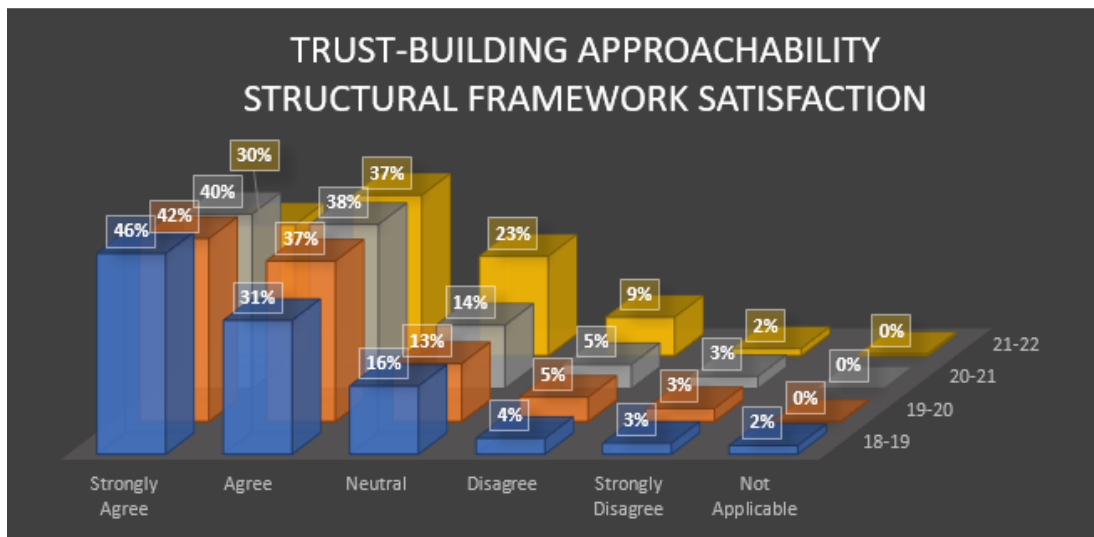
Treatment pairs were as follows: Group A is Agree during 2018-2019 school year, Group B is Disagree during the 2018-2019 school year, Group C is Agree during the 2021-2022 school year, and Group D is Disagree during the 2021-2022 school year. In running the post-hoc Tukey, there was a satisfaction decrease from the 2018-2019 school year ( $M = 66.5$ ) to 2021-2022 school year ( $M = 37.75$ ), and dissatisfaction also decreased from the 2018-2019 school year ( $M=10$ ) to the 2021-2022 school year ( $M= 9.75$ ) which were both found to have no statistically significant differences ( $p = .135$  and  $p= .899$ ). The other groupings that were found to have significance compare the Agree categories with the Disagree categories for the same school year which, for the purposes of this research, are not relevant because the researcher is looking to find statistically significant differences between school years.

### *Building Trust: Descriptive Statistics*

Third, stakeholders were offered a question pertaining to organizational structural frame and building of trust through approachability. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. The statement posed was, “Students feel comfortable talking with teachers or administration.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The results were seen below in Figure 6. In the trust-building category, across four years, stakeholders had approximately a 75% satisfaction rating overall with 79% being the highest during the 2019-2020 school year and 67% being the lowest during the 2021-2022 school year. Stakeholders also had approximately an 8% dissatisfaction rating overall with 11% being the highest during the 2021-2022 school year and 7% being the lowest during the 2018-2019 school year. The researcher then ran an ANOVA to determine if any of these differences were significant.

#### **Figure 6**

*Trust-Building Approachability Structural Framework Satisfaction Graph*



### *Building Trust: Inferential Statistics*

The analysis of variance (ANOVA) was run to determine whether the means of satisfaction and dissatisfaction differed from each other in a statistically significant manner. For the purposes of this test, the strongly agree and agree categories were combined to give an overall score of satisfaction. Similarly, the strongly disagree and disagree categories were combined to give an overall score of dissatisfaction. A one-way ANOVA was conducted to determine if the satisfaction or dissatisfaction of the building of trust was statistically significantly different for groups of various stakeholders within the school prior to implementation and post-implementation. Participants were tallied and classified into four groups: stakeholder satisfaction 2018-2019 ( $n = 4$ ), stakeholder dissatisfaction 2018-2019 ( $n = 4$ ), stakeholder satisfaction 2021-2022 ( $n = 4$ ) and stakeholder dissatisfaction 2021-2022 ( $n = 4$ ). The different stakeholders surveyed ( $n=4$ ) included 3<sup>rd</sup> -6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and all staff. Table 14 below portrays the results.

Table 14: *Building Trust ANOVA Satisfaction and Dissatisfaction Table*

Trust- Building ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Group Name for Tukey	
Agree 18-19	4	275	68.75	378.917	A	
Disagree 18-19	4	62	15.5	281.667	B	
Agree 21-22	4	167	41.75	944.25	C	
Disagree 21-22	4	25	6.25	97.5833	D	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	9505.6875	3	3168.5625	7.44486	0.004471308	3.49029
Within Groups	5107.25	12	425.6041667			
Total	14612.9375	15				

As seen above in Table 14, satisfaction decreased from the 2018-2019 school year ( $M = 68.75$ ) to 2021-2022 school year ( $M = 41.75$ ), and dissatisfaction also decreased from the 2018-2019 school year ( $M=15.5$ ) to the 2021-2022 school year ( $M= 6.25$ ). Results of the ANOVA indicate that there were statistically significant differences between the changes in satisfaction and dissatisfaction,  $F(3, 12) = 7.445$ ,  $p = .0045$ . To further unpack the findings of the ANOVA, a post-hoc Tukey was run to determine where the statistically significant differences existed (See below, Table 15). Again, prior to running the data, Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

Table 15: *Building Trust Tukey HSD Satisfaction and Dissatisfaction Table*

<b>Trust- Building Tukey HSD results</b>			
treatments pair	Tukey HSD Q statistic	Tukey HSD p-value	Tukey HSD inference
A vs B	5.1623	0.0152137	* p<0.05
A vs C	2.6175	0.2984375	insignificant
A vs D	6.0591	0.00506	** p<0.01
B vs C	2.5448	0.3201501	insignificant
B vs D	0.8967	0.8999947	insignificant
C vs D	3.4416	0.1232605	insignificant

Treatment pairs were as follows: Group A is Agree during 2018-2019 school year, Group B is Disagree during the 2018-2019 school year, Group C is Agree during the 2021-2022 school year, and Group D is Disagree during the 2021-2022 school year. In running the post-hoc Tukey, there was a satisfaction decrease from the 2018-2019 school year (M = 68.75) to 2021-2022 school year (M = 41.75), and dissatisfaction also decreased from the 2018-2019 school year (M=15.5) to the 2021-2022 school year (M= 6.25) which were both found to have no statistically significant differences (p = .298 and p= .899). The other groupings that were found to have significance compare the Agree categories with the Disagree categories for the same school year which, for the purposes of this research, are not relevant because the researcher is looking to find statistically significant differences between school years.

#### *Research Question 2: Strategic Enrollment Management*

To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of Strategic Enrollment Management constructs?

To answer the research question, a quantitative approach was employed. Stakeholders made up of students, staff, and parents were surveyed to determine if the Strategic Enrollment

Management System of the school had an effect on enrollment numbers. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years as seen in Table 16. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. Table 16 exemplifies the number of individual stakeholders that were surveyed per school year.

Table 16: *MICS Survey Data 2018-2022 Table*

Groups	3rd-6th students	7th-12th students	Parents	Staff
2018-2019 school year	87	123	101	49
2019-2020 school year	41	111	90	31
2020-2021 school year	61	99	72	24
2021-2022 school year	43	133	46	19
Total	232	466	309	123

Three major themes were aligned through the survey results across the four years of survey data within the Strategic Enrollment Management System of the school including building school culture, engaging in the community, and preparing graduates. Each construct was tied to a specific question on the Likert survey, and the results of that specific question were deconstructed as seen in Table 17. The below graphs and analyses exemplify the results of the survey along with the ANOVA data that was also run on the survey results. To further unpack the ANOVA results, a post-hoc Tukey test was run to determine where any significance could be found.

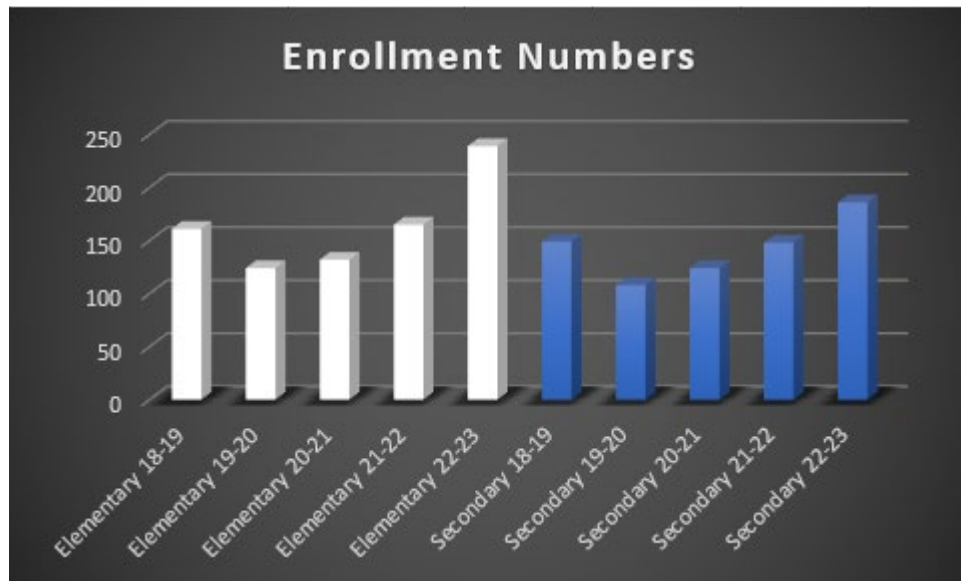
Table 17: *Analysis of Research Questions Table*

<b>Analysis of Research Questions Table</b>				
Research Question	Variable	Construct	Likert Survey Question	Statistic
RQ 1: Organizational, Structural framework of the school	Independent Variable	Clear Goals	"The spiritual mission of the school (why it exists) is clearly stated."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 1: Organizational, Structural framework of the school	Independent Variable	Accountability	"Teachers and administration are fair and impartial to students."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 1: Organizational, Structural framework of the school	Independent Variable	Trust-Building	"Students feel comfortable talking with teachers or administration."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Building School Culture	"Teachers praise and encourage students."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Community Engagement	"The school has a good reputation in the community, and we would recommend it to others."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD
RQ 2: Strategic Enrollment Management of the school	Independent Variable	Graduate Preparation	"The school is preparing students for college and to make good decisions."	Satisfaction Survey, ANOVA, post-hoc Tukey HSD

In looking at the survey data, coupled with the implementation of Strategic Enrollment Management, enrollment numbers continued to follow an upward pattern after the 2020 school year of implementation as seen in Figure 7 for both Elementary enrollment and Secondary enrollment. Figure 7 not only portrays the number of individual stakeholders that were surveyed per school year, but the fluctuation and difference between Elementary (in white) and Secondary (in blue) per school year.

## Figure 7

*Enrollment Numbers 2019-2023 Graph*



### *Building School Culture: Descriptive Statistics*

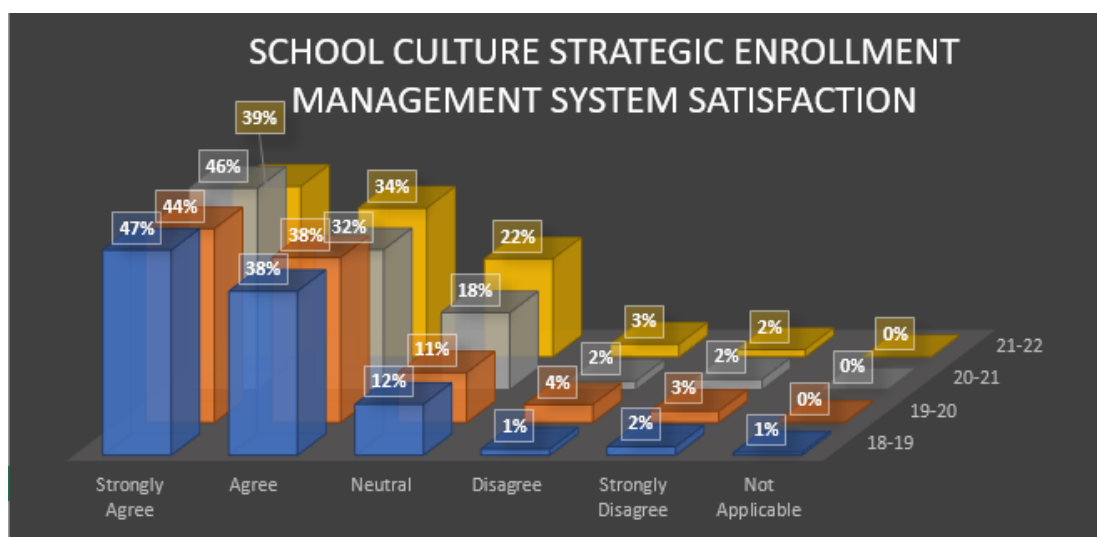
First, stakeholders made up of students, staff, and parents were surveyed to determine if the Strategic Enrollment Management system of a school had an effect on enrollment numbers. Major themes were identified within the structure of Strategic Enrollment Management of the school including examining the practices of building school culture, engaging the community, and preparing graduates. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. The question pertaining to Strategic Enrollment Management and building school culture was, “Teachers praise and encourage students.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The results were seen below in Figure 8. In the building school culture category, across four years, stakeholders had approximately a 79% satisfaction rating



overall with 85% being the highest during the 2018-2019 school year and 73% being the lowest during the 2021-2022 school year. Stakeholders also had approximately a 4% dissatisfaction rating overall with 7% being the highest during the 2019-2020 school year and 3% being the lowest during the 2018-2019 school year. The researcher then ran an ANOVA to determine if any of these differences were significant.

**Figure 8**

*School Culture SEM Satisfaction*



### *Building School Culture: Inferential Statistics*

The analysis of variance (ANOVA) was run to determine whether the means of satisfaction and dissatisfaction differed from each other in a statistically significant manner. For the purposes of this test, the strongly agree and agree categories were combined to give an overall score of satisfaction. Similarly, the strongly disagree and disagree categories were combined to give an overall score of dissatisfaction. A one-way ANOVA was conducted to determine if the satisfaction or dissatisfaction of the building of school culture was statistically significantly different for groups of various stakeholders within the school prior to

implementation and post-implementation. Participants were tallied and classified into four groups: stakeholder satisfaction 2018-2019 (n =4), stakeholder dissatisfaction 2018-2019 (n = 4), stakeholder satisfaction 2021-2022 (n = 4) and stakeholder dissatisfaction 2021-2022 (n = 4). The different stakeholders surveyed (n=4) included 3<sup>rd</sup> -6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and all staff. Table 18 below portrays the results.

Table 18: *Building Culture ANOVA Satisfaction and Dissatisfaction Table*

Building Culture ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Group Name for Tukey	
Agree 18-19	4	304	76	460.667	A	
Disagree 18-19	4	12	3	6.000	B	
Agree 21-22	4	176	44	918.000	C	
Disagree 21-22	4	11	2.75	9.583	D	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	15101.1875	3	5033.7292	14.4414	0.0003	3.4903
Within Groups	4182.7500	12	348.5625			
Total	19283.9375	15				

As seen above in Table 18, satisfaction decreased from the 2018-2019 school year (M = 76) to 2021-2022 school year (M = 44), and dissatisfaction also decreased from the 2018-2019 school year (M=3) to the 2021-2022 school year (M= 2.75). Results of the ANOVA indicate that there were statistically significant differences between the changes in satisfaction and dissatisfaction,  $F(3, 12) = 14.4414$ ,  $p = .0003$ . To further unpack the findings of the ANOVA, a post-hoc Tukey was run to determine where the statistically significant differences existed (See below, Table 19). Again, prior to running the data, Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

Table 19: *Building Culture Tukey HSD Satisfaction and Dissatisfaction*

<b>Building Culture Tukey HSD results</b>			
treatments pair	Tukey HSD Q statistic	Tukey HSD p-value	Tukey HSD inference
A vs B	7.8201	0.0010053	** p<0.01
A vs C	3.428	0.125003	insignificant
A vs D	7.8469	0.0010053	** p<0.01
B vs C	4.3921	0.0394556	* p<0.05
B vs D	0.0268	0.8999947	insignificant
C vs D	4.4189	0.0381752	* p<0.05

Treatment pairs were as follows: Group A is Agree during 2018-2019 school year, Group B is Disagree during the 2018-2019 school year, Group C is Agree during the 2021-2022 school year, and Group D is Disagree during the 2021-2022 school year. In running the post-hoc Tukey, there was a satisfaction decrease from the 2018-2019 school year (M = 76) to 2021-2022 school year (M = 44), and dissatisfaction also decreased from the 2018-2019 school year (M=3) to the 2021-2022 school year (M= 2.75) which were both found to have no statistically significant differences (p = .125 and p= .899). The other groupings that were found to have significance compare the Agree categories with the Disagree categories for the same school year which, for the purposes of this research, are not relevant because the researcher is looking to find statistically significant differences between school years.

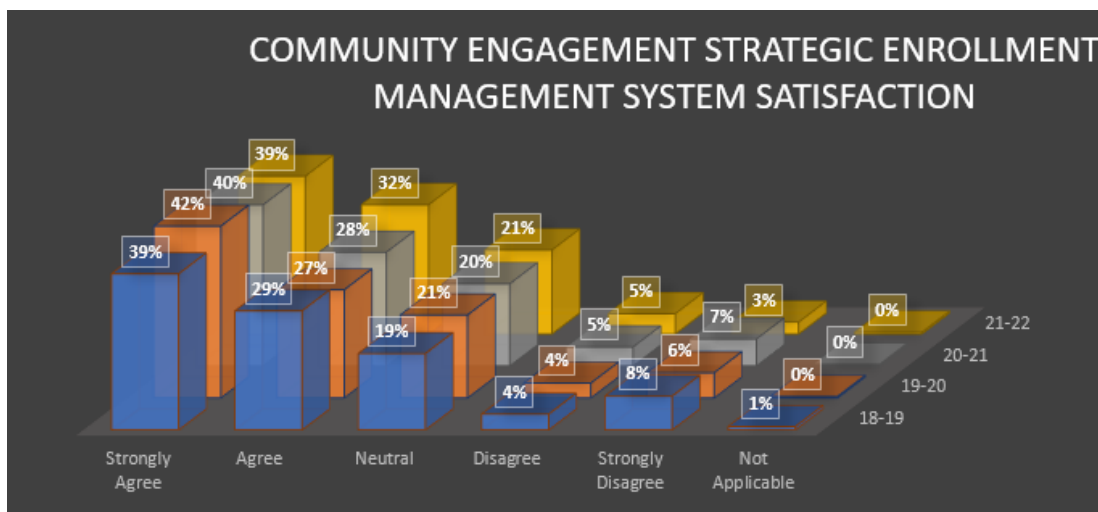
#### *Community Engagement: Descriptive Statistics*

Third, stakeholders were offered a question pertaining to Strategic Enrollment Management and community engagement. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. The statement

posed was, “The school has a good reputation in the community, and we would recommend it to others.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The results were seen below in Figure 9. In the community engagement category, across four years, stakeholders had approximately a 69% satisfaction rating overall with 71% being the highest during the 2021-2022 school year and 68% being the lowest during the 2018-2019 and 2020-2021 school years. Stakeholders also had approximately a 10% dissatisfaction rating overall with 12% being the highest during the 2018-2019 and 2020-2021 school years and 8% being the lowest during the 2021-2022 school year. The researcher then ran an ANOVA to determine if any of these differences were significant.

**Figure 9**

*Community Engagement SEM Satisfaction Graph*



*Community Engagement: Inferential Statistics*

The analysis of variance (ANOVA) was run to determine whether the means of satisfaction and dissatisfaction differed from each other in a statistically significant manner. For the purposes of this test, the strongly agree and agree categories were combined to give an

overall score of satisfaction. Similarly, the strongly disagree and disagree categories were combined to give an overall score of dissatisfaction. A one-way ANOVA was conducted to determine if the satisfaction or dissatisfaction of community engagement was statistically significantly different for groups of various stakeholders within the school prior to implementation and post-implementation. Participants were tallied and classified into four groups: stakeholder satisfaction 2018-2019 (n =4), stakeholder dissatisfaction 2018-2019 (n = 4), stakeholder satisfaction 2021-2022 (n = 4) and stakeholder dissatisfaction 2021-2022 (n = 4). The different stakeholders surveyed (n=4) included 3<sup>rd</sup> -6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and all staff. Table 20 below portrays the results.

Table 20: *Community Engagement ANOVA Satisfaction and Dissatisfaction Table*

Community Engagement ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Group Name for Tukey	
Agree 18-19	4	245	61.25	376.25	A	
Disagree 18-19	4	44	11	54	B	
Agree 21-22	4	171	42.75	801.5833333	C	
Disagree 21-22	4	19	4.75	48.25	D	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	8550.6875	3	2850.229167	8.906386303	0.002226361	3.490294819
Within Groups	3840.25	12	320.0208333			
Total	12390.9375	15				

As seen above in Table 20, satisfaction decreased from the 2018-2019 school year (M = 61.25) to 2021-2022 school year (M = 42.75), and dissatisfaction also decreased from the 2018-2019 school year (M=11) to the 2021-2022 school year (M= 4.75). Results of the ANOVA indicate that there were statistically significant differences between the changes in satisfaction and dissatisfaction,  $F(3, 12) = 8.906$ ,  $p = .0022$ . To further unpack the findings of the ANOVA,

a post-hoc Tukey was run to determine where the statistically significant differences existed (See below, Table 21). Again, prior to running the data, Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

Table 21: *Community Engagement Tukey HSD Satisfaction and Dissatisfaction*

Community Engagement Tukey HSD results			
treatments pair	Tukey HSD Q statistic	Tukey HSD p-value	Tukey HSD inference
A vs B	5.6179	0.0086689	** p<0.01
A vs C	2.0683	0.4881466	insignificant
A vs D	6.3167	0.0037081	** p<0.01
B vs C	3.5496	0.1087347	insignificant
B vs D	0.6987	0.8999947	insignificant
C vs D	4.2484	0.0470761	* p<0.05

Treatment pairs were as follows: Group A is Agree during 2018-2019 school year, Group B is Disagree during the 2018-2019 school year, Group C is Agree during the 2021-2022 school year, and Group D is Disagree during the 2021-2022 school year. In running the post-hoc Tukey, there was a satisfaction decrease from the 2018-2019 school year (M = 61.25) to 2021-2022 school year (M = 42.75), and dissatisfaction also decreased from the 2018-2019 school year (M=11) to the 2021-2022 school year (M= 4.75) which were both found to have no statistically significant differences (p = .488 and p= .899). The other groupings that were found to have significance compare the Agree categories with the Disagree categories for the same school year which, for the purposes of this research, are not relevant because the researcher is looking to find statistically significant differences between school years.

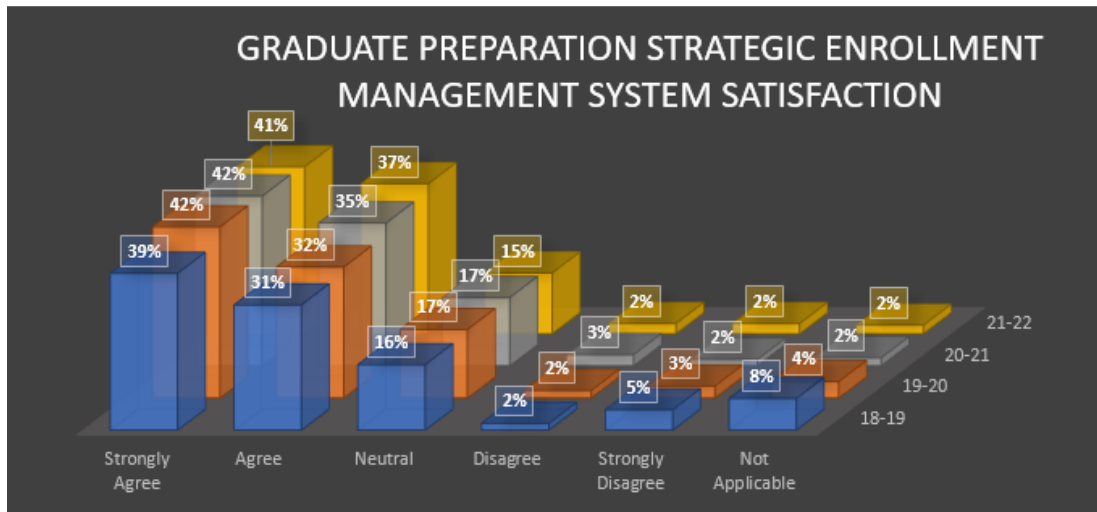
#### *Graduate Preparation: Descriptive Statistics*

Second, stakeholders were offered a question pertaining to Strategic Enrollment Management and preparing graduates. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup>

parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. The second statement offered was, “The school is preparing students for college and to make good decisions.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The results were seen below in Figure 10. In the graduate preparation category, across four years, stakeholders had approximately a 74% satisfaction rating overall with 78% being the highest during the 2021-2022 school year and 70% being the lowest during the 2018-2019 school year. Stakeholders also had approximately a 5% dissatisfaction rating overall with 7% being the highest during the 2018-2019 school year and 4% being the lowest during the 2021-2022 school year. The researcher then ran an ANOVA to determine if any of these differences were significant.

**Figure 10**

*Graduate Preparation SEM Satisfaction Graph*



### *Graduate Preparation: Inferential Statistics*

The analysis of variance (ANOVA) was run to determine whether the means of satisfaction and dissatisfaction differed from each other in a statistically significant manner. For the purposes of this test, the strongly agree and agree categories were combined to give an overall score of satisfaction. Similarly, the strongly disagree and disagree categories were combined to give an overall score of dissatisfaction. A one-way ANOVA was conducted to determine if the satisfaction or dissatisfaction of graduate preparation was statistically significantly different for groups of various stakeholders within the school prior to implementation and post-implementation. Participants were tallied and classified into four groups: stakeholder satisfaction 2018-2019 ( $n = 4$ ), stakeholder dissatisfaction 2018-2019 ( $n = 4$ ), stakeholder satisfaction 2021-2022 ( $n = 4$ ) and stakeholder dissatisfaction 2021-2022 ( $n = 4$ ). The different stakeholders surveyed ( $n = 4$ ) included 3<sup>rd</sup> -6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup> students, K-12<sup>th</sup> parents, and all staff. Table 22 below portrays the results.



Table 22: *Graduate Preparation ANOVA Satisfaction and Dissatisfaction Table*

Graduate Preparation ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Group Name for Tukey	
Agree 18-19	4	250	62.5	494.3333	A	
Disagree 18-19	4	24	6	11.3333	B	
Agree 21-22	4	189	47.25	1678.2500	C	
Disagree 21-22	4	12	3	12.6667	D	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	10633.6875	3	3544.5625	6.4547	0.007537	3.4903
Within Groups	6589.75	12	549.1458			
Total	17223.4375	15				

As seen above in Table 22, satisfaction decreased from the 2018-2019 school year ( $M = 62.5$ ) to 2021-2022 school year ( $M = 47.25$ ), and dissatisfaction also decreased from the 2018-2019 school year ( $M=6$ ) to the 2021-2022 school year ( $M= 3$ ). Results of the ANOVA indicate that there were statistically significant differences between the changes in satisfaction and dissatisfaction,  $F(3, 12) = 6.4547$ ,  $p = .0075$ . To further unpack the findings of the ANOVA, a post-hoc Tukey was run to determine where the statistically significant differences existed (See below, Table 23). Again, prior to running the data, Shapiro Wilks' Test for Normality were run on all the data. The results of which exemplified a normal distribution was adhered to.

Table 23: *Graduate Preparation Tukey HSD Satisfaction and Dissatisfaction Table*

<b>Graduate Preparation Tukey HSD results</b>			
treatments pair	Tukey HSD Q statistic	Tukey HSD p-value	Tukey HSD inference
A vs B	4.8221	0.02319	* p<0.05
A vs C	1.3015	0.7771574	insignificant
A vs D	5.0781	0.0168874	* p<0.05
B vs C	3.5205	0.1124912	insignificant
B vs D	0.256	0.8999947	insignificant
C vs D	3.7766	0.0832939	insignificant

Treatment pairs were as follows: Group A is Agree during 2018-2019 school year, Group B is Disagree during the 2018-2019 school year, Group C is Agree during the 2021-2022 school year, and Group D is Disagree during the 2021-2022 school year. In running the post-hoc Tukey, there was a satisfaction decrease from the 2018-2019 school year ( $M = 62.5$ ) to 2021-2022 school year ( $M = 47.25$ ), and dissatisfaction also decreased from the 2018-2019 school year ( $M=6$ ) to the 2021-2022 school year ( $M= 3$ ) which were both found to have no statistically significant differences ( $p = .777$  and  $p= .899$ ). The other groupings that were found to have significance compare the Agree categories with the Disagree categories for the same school year which, for the purposes of this research, are not relevant because the researcher is looking to find statistically significant differences between school years.

### Summary

In regard to the research on Organizational Theory, the researcher ascertained that in all three areas of clarity of goals, accountability, and building trust that while a significance existed in survey questions, satisfaction and dissatisfaction did not increase in a statistically significant manner across the four years of survey data. Similarly, in regard to the research on Strategic Enrollment Management, the researcher ascertained that in all three areas of building school

culture, community engagement, and graduate preparation that while a significance existed in survey questions, satisfaction and dissatisfaction did not increase in a statistically significant manner across the four years of survey data.

## CHAPTER FIVE: SUMMARY, DISCUSSION, AND CONCLUSIONS

### Introduction

In the preceding chapter, the data collected was presented and analyzed, with the findings reported. Chapter five consists of five sections. There is a summary of the study, a discussion of the findings, implications for practice and policy, conclusions drawn from the findings, and recommendations for further research. The purpose of the first few sections is to provide a brief overview of the entire study. The later sections exist to expound upon differences between the earlier presented information and any conclusions or implications that can be made add to the literature of the understanding of private, Christian school education enrollment and aid in presenting any factors that may affect those numbers along with potential solutions that could affect a change. This chapter presents the summary, discussion, and conclusion of the data analysis and research.

### Summary of the Study

This study was a correlational, quantitative study that examined the relationship between Bolman and Deal's Organizational Theory and Strategic Enrollment Management in regard to a private, Christian school's enrollment. The study used four years of historical survey data, five years of enrollment data, and cross-referenced data points to find any similarities or common threads as to areas that could potentially be plaguing the enrollment numbers.

### *Problem Statement*

It was indicated that factors within the various organizational frames, as described by Bolman and Deal (2017), and Strategic Enrollment Management, as described by Maguire

(2008) of a private K-12, Christian school may be negatively affecting enrollment numbers. It was stated that the background to this issue was that the continuous stagnant and declining enrollment numbers at the school plagued the overall effectiveness, stability, and viability of the school as a whole. It was posited that the potential cause of this problem could be the undefined roles of the organization and absence of a Strategic Enrollment Management plan such as a marketing plan. Therefore, the problem of practice studied in this dissertation was to what extent Organizational Theory and the Strategic Enrollment Management construct impact the current student enrollment at a private, K-12, Christian school in the Central Florida area.

### *Research Questions*

The research questions that guided this study were defined as:

1. To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of specific elements of Organizational Theory as defined by Bolman and Deal?
2. To what extent, if any, did enrollment numbers at a private, Christian school change over five years with the implementation of Strategic Enrollment Management constructs?

### *Methodology*

The methodology for this study consisted of four phases that were undertaken to examine the relationship between Organizational Theory as defined by Bolman and Deal (2017), Strategic Enrollment Management as defined by Maguire (2008), and enrollment at a private, Christian School. The first step included receiving approval from UCF's Internal Review Board (IRB) and the school itself which then led into gathering enrollment data from the school and charting the

numbers across five years for Elementary and Secondary to find if any statistical significance existed. The second phase involved using the historical data from Cognia's Climate and Culture surveys to graph the data across four years. Three questions were identified to align with each of the two theories being analyzed, Bolman and Deal's Organizational Theory and Strategic Enrollment Management. The third phase then included using the survey data numbers to run an ANOVA for each survey question directly tied to each theory. The fourth phase required a Tukey to be conducted when a statistically significant difference was found to determine where the significance existed and if that affected the research.

### *Analysis of Data*

The first phase of the study involved quantitative data analysis. Quantitative data was collected using the enrollment numbers of the private, Christian school across five years. Enrollment was delineated between Elementary and Secondary students as well as determining a difference in enrollment year-over-year. The data was plotted on a line graph and a Pearson's product-moment correlation was run to assess the relationship between enrollment numbers and school year. K- 12<sup>th</sup> grade enrollment was included in the correlation. Due to the nature of the data, the analysis was taken a step further in determining the p-value to review if a cause-and-effect relationship existed between year and annual enrollment increase (year-over-year, YOY).

The second phase of the study involved quantitative data analysis. Quantitative data based on the historical Cognia climate and culture survey data over four years was used. Survey questions related to Organizational Structure of the school were analyzed to determine if the structure had an effect on enrollment numbers. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup> -12<sup>th</sup>

students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. Three major themes were aligned through the survey results across the four years of data within the Organizational System of the school including clarity of goals, accountability, and building trust. The survey results were analyzed through an ANOVA to find if any statistically significant difference existed.

The third phase of the study involved quantitative data analysis. Quantitative data based on the historical climate and culture survey data over four years was used. Survey questions related to Strategic Enrollment Management System of the school were analyzed to determine if the system had an effect on enrollment numbers. All stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. Three major themes were aligned through the survey results across the four years of data within the Strategic Enrollment Management System of the school including building school culture, engaging in the community, and preparing graduates. The survey results were analyzed through an ANOVA to find if any statistically significant difference existed.

The fourth phase of the study was conducted to further unpack the ANOVA results from the organizational structure and Strategic Enrollment Management system lenses. A post-hoc

Tukey test was run to determine where the significance could be found and if there was any relevance to its correlation with the theories.

### Discussion of the Findings

During the data analysis there were statistical significances found in some areas. The significance of the results of the research study included that enrollment numbers at the private, Christian school could potentially be linked to the organizational framework and Strategic Enrollment Management system of the school based on the data results.

### *Discussion of Enrollment Analysis*

While enrollment of the school first saw a dip between the 2018-2019 and 2019-2020 school years there was a subsequent climb each school year following. In looking at the enrollment increases year-over-year, there was a statistically significant trend showing increased enrollment of both 3rd-6th grade and 7th-12th grade students between 2020-2023 school years, directly after implementation. There was also a statistically significant difference between enrollment increase year over year beginning the year of implementation, 2020, through the most recent school year, 2023. The data exemplifies that enrollment increased in a statistically significant manner following the implementation of Organizational Theory, in the form of the updated hierarchal organization chart, and Strategic Enrollment Management, in the form of a marketing plan. In the school's intentional practice of clarifying goals, improving accountability, building trust, building school culture, engaging the community, and preparing graduates, it improved its enrollment thus improving its sustainability and viability. If the school continues to pay close attention to their updated practices and continue to implement learned management tactics, the school can continue down a path toward success.



### *Discussion of Research Question 1*

Within the construct of research question 1, survey results were analyzed in which all stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. Three major themes within the Organizational System of the school including clarity of goals, accountability, and building trust were gleaned from the data as the school's management team sifted through the survey data across four years. To answer the research question, a quantitative approach was employed with the data as referenced previously in Table 2.1 and Figure 2.1. Stakeholders made up of students, staff, and parents were surveyed to determine if the organizational structure of the school influenced enrollment numbers.

#### *Clarity of Goals*

First, stakeholders made up of students, staff, and parents were surveyed to determine if the organizational leadership and structural framework had an effect on enrollment numbers. The first question pertaining to organizational structural frame and clarity of goals was, "The spiritual mission of the school (why it exists) is clearly stated." Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. While there was no significant increase in satisfaction, there was also no significant increase in dissatisfaction. This could potentially be seen as an overall -positive takeaway considering the increase in enrollment post-implementation. For

example, in looking at the data presented, during the two school years post-implementation, the 2021-2022 and 2022-2023 school years, there was an 18% and 26% increase in enrollment, respectively. With the increase in enrollment, the school maintained the stability of satisfaction during the employment of the Organizational Theory-focused item - updated hierarchal organization chart - without causing a statistically significant increase in dissatisfaction.

### *Accountability*

Second, stakeholders were offered another question pertaining to organizational structural frame and accountability in fair treatment of stakeholders. The statement posed was, “Teachers and administration are fair and impartial to students.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. Similar to what was found in the ‘clarity of goals’ section, the satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. While there was no significant increase in satisfaction, there was also no significant increase in dissatisfaction. This could potentially be seen as an overall -positive takeaway considering the increase in enrollment post-implementation. For example, in looking at the data presented, during the two school years post-implementation, the 2021-2022 and 2022-2023 school years, there was an 18% and 26% increase in enrollment, respectively. With the increase in enrollment, the school maintained the stability of satisfaction during the employment of the Organizational Theory-focused item - updated

hierarchal organization chart - without causing a statistically significant increase in dissatisfaction.

### *Building Trust*

Third, stakeholders were offered another question pertaining to organizational structural frame and building of trust through approachability. The statement posed was, “Students feel comfortable talking with teachers or administration.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. Similar to what was found in the ‘clarity of goals’ section, the satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. While there was no significant increase in satisfaction, there was also no significant increase in dissatisfaction. This could potentially be seen as an overall -positive takeaway considering the increase in enrollment post-implementation. For example, in looking at the data presented, during the two school years post-implementation, the 2021-2022 and 2022-2023 school years, there was an 18% and 26% increase in enrollment, respectively. With the increase in enrollment, the school maintained the stability of satisfaction during the employment of the Organizational Theory-focused item - updated hierarchal organization chart - without causing a statistically significant increase in dissatisfaction.

### *Discussion of Research Question 2*

Under research question 2, survey results were analyzed in which all stakeholders (3<sup>rd</sup>-6<sup>th</sup> students, 7<sup>th</sup>-12<sup>th</sup> students, K-12<sup>th</sup> parents, and staff) were asked between 30-50 questions per survey across the four school years. Within this 30-50 item line of questioning, there were six main survey questions in each survey per year that were used to find any statistically significant differences. Major themes were identified and deconstructed through the survey results across the four years of survey data within the Organizational System of the school including clarity of goals, accountability, and building trust. To answer the research question, a quantitative approach was employed with the data as referenced previously in Table 2.1 and Figure 2.1. Stakeholders made up of students, staff, and parents were surveyed to determine if the Strategic Enrollment Management System of the school influenced enrollment numbers.

#### *Building School Culture*

First, stakeholders made up of students, staff, and parents were surveyed to determine if the Strategic Enrollment Management system of a school had an effect on enrollment numbers. The first question pertaining to Strategic Enrollment Management and building school culture was, “Teachers praise and encourage students.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. While there was no significant increase in satisfaction, there was also no significant increase in dissatisfaction. This could potentially be seen as an overall -positive takeaway considering the increase in enrollment post-implementation. For example, in looking at

the data presented, during the two school years post-implementation, the 2021-2022 and 2022-2023 school years, there was an 18% and 26% increase in enrollment, respectively. With the increase in enrollment, the school maintained the stability of satisfaction during the employment of the Strategic Enrollment Management -focused item - new marketing plan- without causing a statistically significant increase in dissatisfaction.

### *Community Engagement*

Second, stakeholders were offered another question pertaining to Strategic Enrollment Management and community engagement. The second statement posed was, “The school has a good reputation in the community, and we would recommend it to others.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. While there was no significant increase in satisfaction, there was also no significant increase in dissatisfaction. This could potentially be seen as an overall -positive takeaway considering the increase in enrollment post-implementation. For example, in looking at the data presented, during the two school years post-implementation, the 2021-2022 and 2022-2023 school years, there was an 18% and 26% increase in enrollment, respectively. With the increase in enrollment, the school maintained the stability of satisfaction during the employment of the Strategic Enrollment Management -focused item - new marketing plan- without causing a statistically significant increase in dissatisfaction.

### *Graduate Preparation*

Third, stakeholders were offered another question pertaining to Strategic Enrollment Management and preparing graduates. The third statement offered was, “The school is preparing students for college and to make good decisions.” Stakeholders then had to strongly agree, agree, be neutral, disagree, or strongly disagree with this statement. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. The satisfaction and dissatisfaction results found were not seen to have a statistically significant difference over the course of the four years of survey data. While there was no significant increase in satisfaction, there was also no significant increase in dissatisfaction. This could potentially be seen as an overall -positive takeaway considering the increase in enrollment post-implementation. For example, in looking at the data presented, during the two school years post-implementation, the 2021-2022 and 2022-2023 school years, there was an 18% and 26% increase in enrollment, respectively. With the increase in enrollment, the school maintained the stability of satisfaction during the employment of the Strategic Enrollment Management -focused item - new marketing plan- without causing a statistically significant increase in dissatisfaction.

### Implications for Practice

Stagnant and declining enrollment numbers plague many private, Christian schools throughout the nation, specifically amidst the ongoing, increasing operating costs. According to Hunt, as cited by Davis (2018), “Enrollment decline has closed many private schools and threatens the sustainability of many more” (p. 5). This issue was true for this private, Christian

school. Being mindful of any areas of the school that can affect enrollment is paramount for the school's overall sustainability and success. In analyzing the hierarchy of the organization, expected goals and outcomes, structural dilemmas regarding role assignment and accountability, building trust, the marketing plan of the organization, building school culture, engaging the community, and preparing graduates, these items could play a major role in the overall sustainability and success of the school as a whole as defined by the results of the data.

Understanding the limitations on such an institution regarding enrollment decline and stagnation is imperative within the organizational structural frame and strategic enrollment management system of a school including clear goals, accountability, trust-building, culture-building o, community engagement, and graduate preparation. Based on the data, it is clear that there are many areas in which the organizational structural frame and Strategic Enrollment Management system of the institution could be seen as having a direct effect on the stagnant and declining enrollment. In understanding these items, the school can make more informed, focused decisions on operations on a daily level and in an overall long-term focus. Realizing the direct affect that clear goals, accountability, trust-building opportunities, culture-building opportunities, community engagement, and graduate preparation has on the school can influence more intentional and strategic decisions to take place in the future for the overall sustainability and success of the school and other schools that may find themselves in similar circumstances.

#### Recommendations for Future Research

During the five-year time frame in which the research was conducted there were four main areas in which further research could bring clarity and focus to the current research of

stagnant or declining enrollment in the private, Christian school. The recommendations include the following:

- School's Location Influences
- Leadership Changes
- COVID19 Pandemic Influences
- No Neutral Survey Option Alterations

The four areas that could benefit from further research are taking a close look at the increase in the general population moving to the area for space flight due to the school's location of being on the space coast, taking a closer look at how the school's changes in leadership could have affected enrollment, considering how the COVID19 Pandemic could have also played a role in the change of enrollment numbers, and looking at removing the "neutral" survey option to get a more focused and concise survey result over the course of four years of survey data and five years of enrollment data that were analyzed. It may be interesting to look at if there would be any difference in feedback if there were no neutral option on the survey. If it required stakeholders to choose agree or disagree it would be interesting to see if it would affect survey results. Looking at any of these areas may be interesting to determine if they affected any change in the overall data.

### Conclusions

The conclusions that could be drawn from this research study include that there existed a potential link between the school's organizational framework, its enrollment system, and its enrollment numbers. Correlation does not indicate causation. While the findings of this study do not indicate that the current organizational framework and enrollment management system of the



school is the sole reason for the increasing enrollment numbers, it is important to notate that there was a direct increase of enrollment following a change in both of these areas. This research only indicates that a link could exist. Within the open-ended questions of the survey, the specific areas of those frameworks could be identified in the future by stakeholders and discussed among leadership to improve any other situations plaguing overall enrollment. This ties back to the purpose by identifying the areas in which enrollment was affected within the organizational frame of a private K-12, Christian school to then propose a solution to help the stability of the school. This also ties back to the research question by answering the hypothesis that there was, in fact, a difference between enrollment numbers at a private, Christian school and the organizational structure and Strategic Enrollment Management of the organization. These results will be shared with school leadership and the school's stakeholders as well as other principals and district leaders to create a plan for improvement in the areas that are correlated with enrollment to improve the overall stability of private, Christian schools that find themselves in a similar situation. Only through intentional research and strategic implementation of solutions can the future enrollment at private, Christian schools such as this one be affected to further provide school choice to those in need of a more focused and individualized approach to education.

APPENDIX A: APPROVAL FOR RESEARCH STUDY FROM UNIVERSITY OF CENTRAL  
FLORIDA INSTITUTIONAL REVIEW BOARD



UNIVERSITY OF CENTRAL FLORIDA

**Institutional Review Board**

FWA00000351  
IRB00001138, IRB00012110  
Office of Research  
12201 Research Parkway  
Orlando, FL 32826-3246

**NOT HUMAN RESEARCH DETERMINATION**

March 6, 2023

Dear [Jessica Adams](#):

On 3/6/2023, the IRB reviewed the following protocol:

Type of Review:	Initial Study
Title of Study:	Employing Organizational and Strategic Enrollment Management Theories to Impact Declining and Stagnant Student Enrollment in a Private, Christian School
Investigator:	<a href="#">Jessica Adams</a>
IRB ID:	STUDY00005007
Funding:	None
Grant ID:	None
Documents Reviewed:	• Data Abstraction Form.xlsx, Category: Other; • HRP Form 250 IRB Protocol, Category: IRB Protocol;

The IRB determined that the proposed activity is not research involving human subjects as defined by DHHS and FDA regulations.

IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities are research involving human in which the organization is engaged, please submit a new request to the IRB for a determination. You can create a modification by clicking **Create Modification / CR** within the study.

If you have any questions, please contact the UCF IRB at 407-823-2901 or [irb@ucf.edu](mailto:irb@ucf.edu). Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Harry Wingfield  
Designated Reviewer

## APPENDIX B: SCHOOL BOARD MINUTES



## MICS School Board Meeting Minutes April 21, 2022

The Information stated in this meeting is **Confidential**.  
"...Encourage one another and build each other up..." 1 Thessalonians 5:11

- 1 Attendance. All board members were present, including Chair [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], and [REDACTED]. Pastor [REDACTED] was visiting. Dr. [REDACTED] and Ms. [REDACTED] were also present.
- 2 Minutes. Vote on Acceptance of Minutes from March, 2022 — [REDACTED] motioned to accept the minutes. All members voted to accept the minutes.
- 3 Immediate Needs. [REDACTED] DELETED
- 4 Fundraising. Boosterthon resulting in pledged amount of about [REDACTED]  
[REDACTED]  
[REDACTED]
- 5 Requests. Jessica Adams is working on her doctorate. Her research proposal is employing Organizational Theory and Strategic Enrollment Management Theory. She will develop a study based on annual survey results (Cognia climate and culture survey). Her goal is to identify common threads to areas that could plague enrollment numbers. Jessica would like the Board approval to use the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 Cognia survey results for all stakeholders' grades 3-12 from MICS along with MICS' Marketing plan. Tim Cottrell moved to approve the request. The board unanimously approves.
- 6 Facilities. [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

- 7 Enrollment for 2022-2023. We are at 506 (paid) students today and 37 applicants. If we accept all we will be 51 over what we have in April 2022 at the school. We are looking for a 5th grade teacher and possibly a kindergarten teacher for next year to have 3 first grades instead of 2. The wait list numbers fluctuate. We are doubling 1st, 2nd, and 3rd grade. They are very pleased with what [REDACTED] (Elementary Principal) did this year. They think the bump up of the quality of teachers is exceptional. [REDACTED] does not open a class unless she has a rock star teacher. Dr. [REDACTED] and Ms. [REDACTED] expect most applicants will move to "enrolled".

- 8 Finances. [REDACTED]

- 9 Salaries. [REDACTED]

- 10 Budget. DELETED

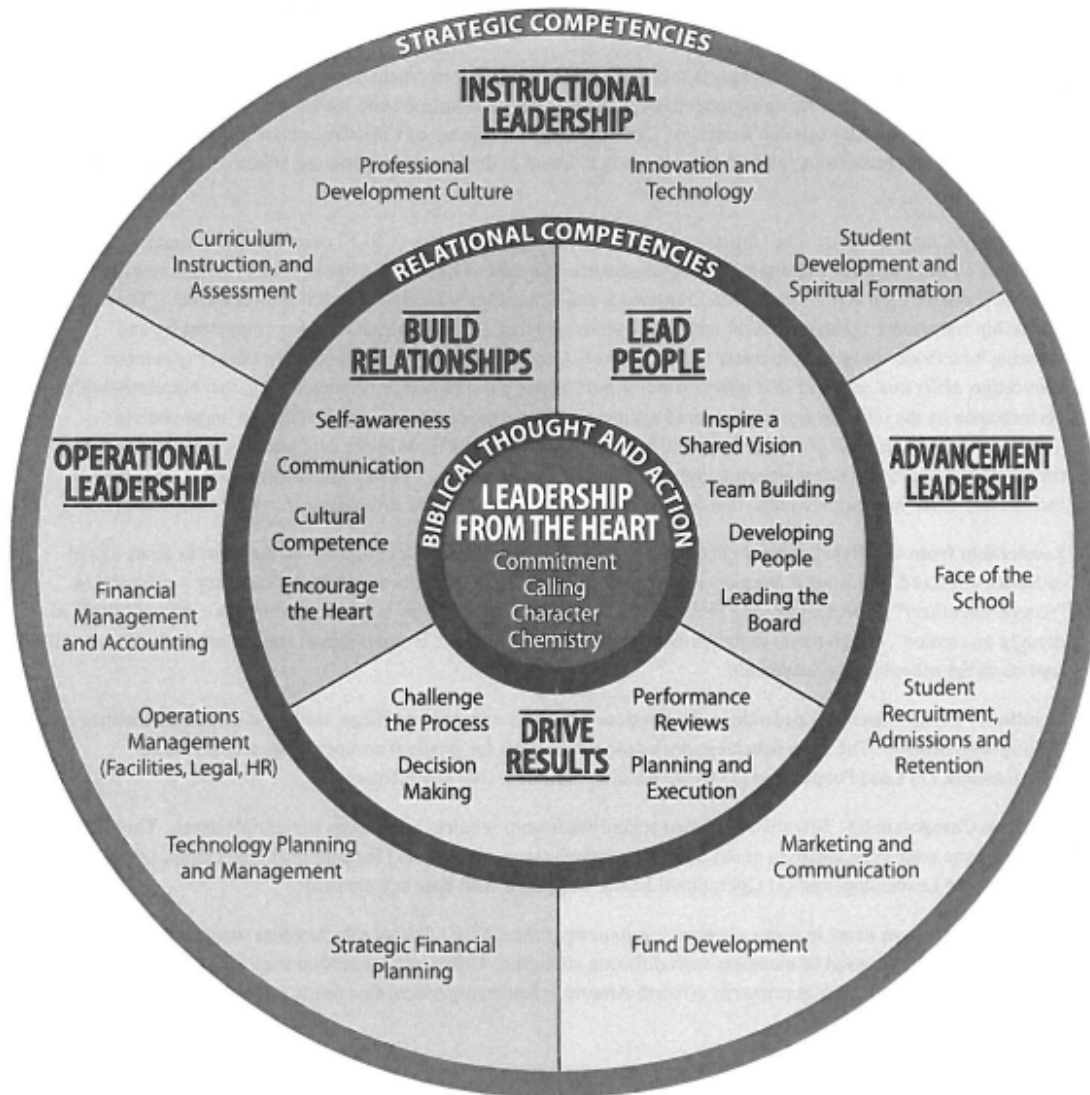
- 11 Staff and Teachers [REDACTED]

- 12 Graduation. Graduation Friday the 13th. [REDACTED]  
[REDACTED]
- 13 End of Year. [REDACTED]. A dinner is planned for May 17 at 6pm. Spouses are invited.
- 14 Calendar Next Meeting. The next Board meeting is scheduled for Thursday, August the 18th @ 6pm.
- 15 The Board closed in prayer.

## APPENDIX C: HIERARCHAL ORGANIZATION CHART VERSION 1



# The Christian School Leadership Framework



**The Christian School Leadership Framework (CSLF)** describes the competencies and behaviors considered most important to the performance of heads of Christian schools. The CSLF is built on three major categories: (1) Leadership from the Heart, (2) Relational Competencies – essential personal skills or processes, and (3) Strategic Competencies – key content areas.

The architecture of the CSLF is modeled after KIPP Leadership Framework and Competency Model. "Our leadership framework is the high-level category architecture that assists in organizing our competencies and showing how those competencies relate to one another. A competency can be defined as a cluster of related knowledge, skills and attitudes that affects a major part of one's job." KIPP Leadership Framework and Competency Model, p.2, [www.kipp.org](http://www.kipp.org).

Inspire a Shared Vision, Encourage the Heart, and Challenge the Process come from Kouzes and Posner, *The Leadership Challenge*, 2012.

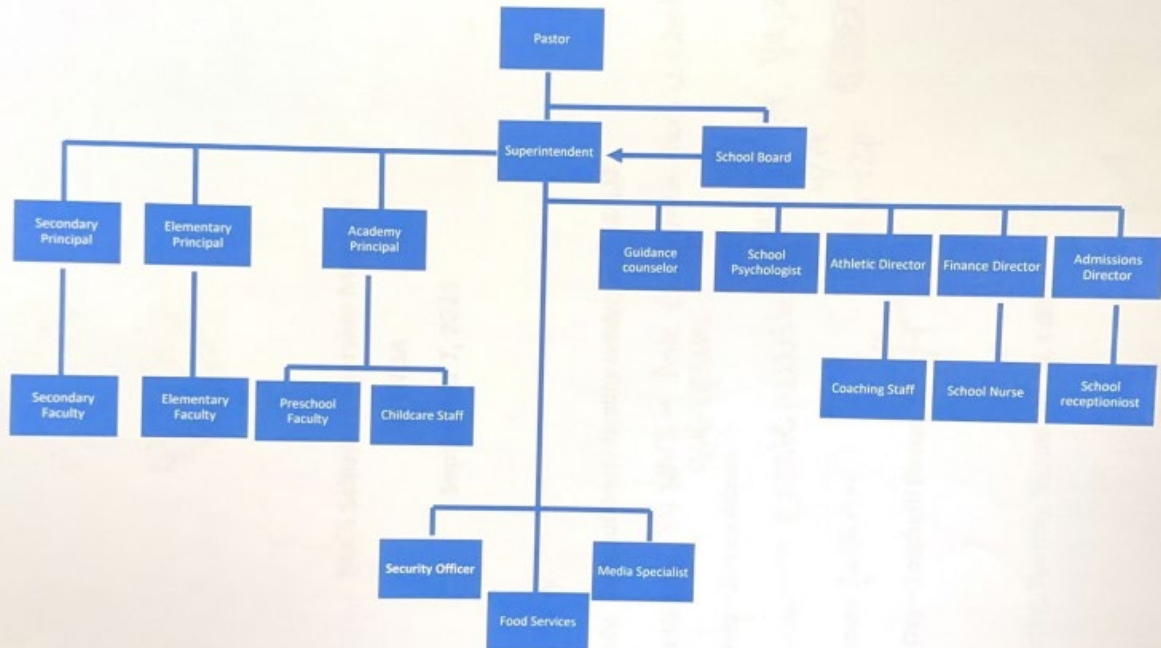
Model the Way and Enable Others to Act are also built into this framework without those labels.

© 2014 Association of Christian Schools International



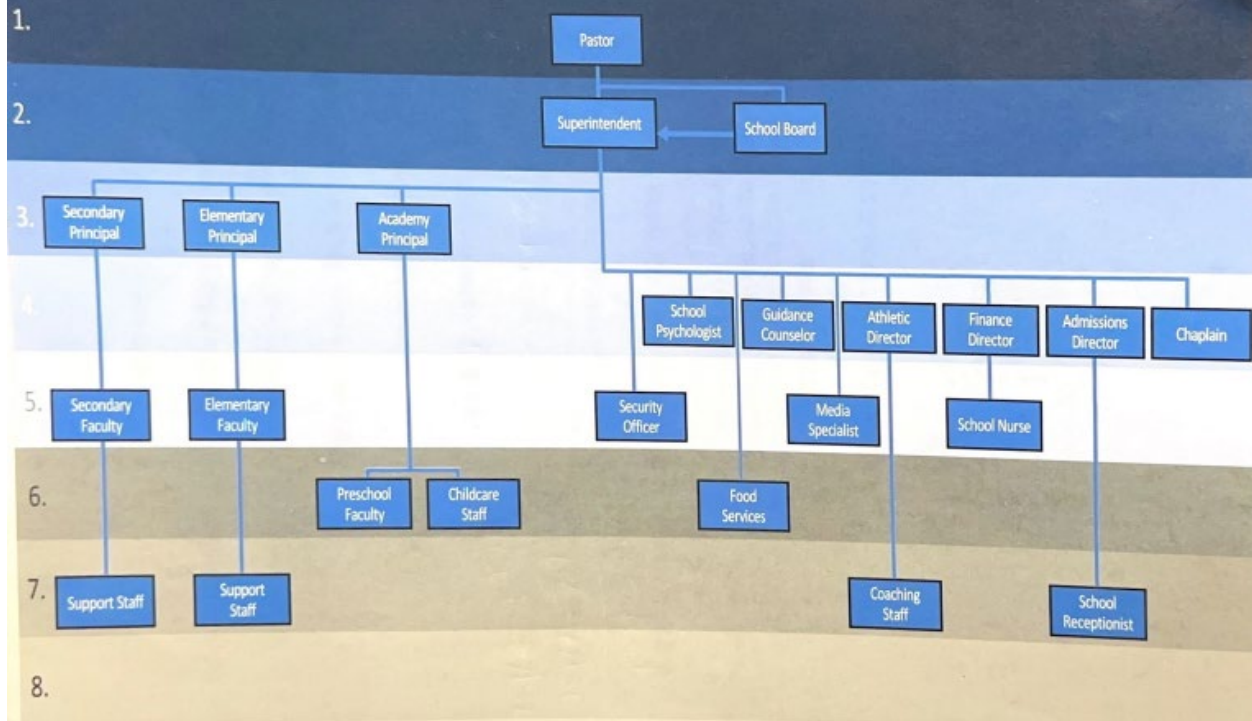
## APPENDIX D: HIERARCHAL ORGANIZATION CHART VERSION 2

MICS Hierarchical Organizational Chart



## APPENDIX E: HIERARCHAL ORGANIZATION CHART VERSION 3

# MICS Hierarchical Organizational Chart



## APPENDIX F: MARKETING PLAN

VERSION 1.0  
FEBRUARY 22, 2021



## 5-YEAR MARKETING PLAN

INTO THE BLUE: YOUR PURPOSE ON THIS PLANET IS NOT ON THIS PLANET.

## 5-YEAR MARKETING PLAN

██████████ School was established as a partner ministry of ██████████ Church ██████████ with the expectation to provide a competitive private education to families in our area seeking our format with the education industry in ██████████. The company needs financial backing in order to be able to continue this service in an effective capacity.

### PLAN OVERVIEW

<b>Practice:</b>	<b>Name</b>
<b>Name of Campaign:</b>	Into the Blue: Capital Campaign
<b>Campaign Manager:</b>	
<b>Subject Matter Expert:</b>	

### MISSION

██████████ was formed in 1977 as a partner ministry of ██████████. The mission of the school is to lead students to a saving relationship with Jesus Christ, inspire them to academic excellence, and equip them to impact their community through the biblical principles of character, leadership, and service.

The mission of the campaign would be to increase enrollment to a point where growth can improve to keep up with the increased cost of living and increased operating costs. The short-term goals can include: to provide this ministry with fundraising abilities, spread the word, advertise to our set demographic, set goals for enrollment, and improve the current status of the school in multiple areas.

### TARGET MARKET

#### PRODUCT DEMOGRAPHICS

##### *Strengths:*

Spiritual Development

Academic Excellence

Community Impact

##### *Weaknesses:*

Marketing

Clear Goals re: enrollment, reputation, and accountability

##### *Opportunities:*

Christian Education

College Preparation and Credit

High level of success in careers in post-secondary situations

##### *Threats:*



Lack of Knowledge within community  
Struggle with change or growth amongst staff  
Finances

#### TARGET CONTACT DEMOGRAPHICS

The estimated number of potential clients within the geographic scope is 300-500.

---

#### INDUSTRY OVERVIEW

In the United States, the education industry presently makes \$1350 billion and is projected to make \$2040 billion by 2026.

Much of our county knows NOTHING ABOUT US.

Research shows that consumers in this industry primarily focus on the following factors when making educational decisions: educational history, background, spiritual needs, academic rigor, and college preparedness.

---

#### CALL TO ACTION

Into the Blue: Your purpose on this planet is not on this planet.

#### WHAT IS THE DESIRED OUTCOME?

Increase the Enrollment of students/families.

#### WHAT IS THE PULL-THROUGH OFFER?

Increase enrollment to the following GOAL numbers (over 5 years):

Academy: 3 (179 is the max- this does not include any modulars, the mini schoolhouse, or new Church classrooms)

Elementary: 3 (242 is the max @22 kids per class - this does not include room B207, the modulars, the mini schoolhouse, or new Church classrooms)

Secondary: 3 (323 is the max @special class size per classroom-no higher than 30-Bible- this does not include the Magnolia Room or new Church classrooms)

Combined Total: 9 (Max is 744 for ALL & 565 Elementary/Secondary)

---

#### PROCESS

##### PROMOTE FUNDS

All social media platforms (start up YouTube)  
Intentional Field Trips at each grade level  
Local Publications including MI NOW  
Direct Mailings or Targeted Google Ads

February 22,  
2021

5-year Marketing Plan

2

Fundraising Events each year (including specific details as to fund allocation and follow-through)

Sales Promotions:

#### COMPETITION

In the education industry, our main level of competition in our area is moderate, at best.

However, we believe that our company has the following competitive advantages: college prep (with focuses in Fine Arts and STEM aka STEAM), academic excellence, and spiritual development.

#### PRE-EVENT FOLLOW-UP

Once per Month meetings.

#### POST-EVENT FOLLOW-UP

Final meeting at the end of 2026 school year to assess any affected change.

---

#### PRICING STRATEGY

Complete a thorough analysis of the competitors' pricing. Remain competitively priced while keeping up with the cost of increased operating costs and increased cost of living.

---

#### PROJECT PLAN

##### NECESSARY RESOURCES

Resource	Person in Charge	Estimated Work Hours
MICS Mail Flyer or Postcard		many
Career Day		many
Field Trips to Space Industries		many
Annual Fundraiser		many
FBCMI		Many

##### BUDGET

Marketing Budget Plan:

- (List all pertinent items.)

Define all pertinent items.

##### METRICS AND EXPECTATIONS

- List all metrics and expectations.

Define all metrics and expectations.

**APPROVAL**

Title	Name	Date 1	Date 2
Head Pastor			
School Pastor			
Head of School			
Leadership Team			
Campaign Manager			
Head of School Board			
Project Managers	TBD- as seen above		

**ACTION PLAN**

**COME UP WITH ENROLLMENT GOALS FOR 2021-2022 (AND NEXT 5 YEARS TO GET TO GOAL)**

**COME UP WITH UPDATED BRAND**

Move away from- Educating the Whole Child- ALL LEADERSHIP

Move toward- ??? - ALL LEADERSHIP

- Tomorrow's World Changers are in Today's Classrooms?
- Your Purpose on This Planet is Not on This Planet?

**UPDATE SYSTEM FOR PROSPECTIVE PARENTS/FAMILIES**

Create a **Team**:

Immediate response for a tour...

**CREATE UPDATED PHOTO CONTENT FOR THE WEBSITE AND CONTENT FOR DIRECT MAILINGS OR TARGETED GOOGLE ADS**

**PLAN FUNDRAISER FOR 2021-2022 SCHOOL YEAR**

**PLAN INTENTIONAL FIELD TRIPS FOR 2021-2022 SCHOOL YEAR**

Field Trips are fun and engaging but are ALSO a way to show WHO WE ARE to our community.

- MICS polos on every trip or focused T shirts that show WHO WE ARE.

**CAMPAIGN SIGN-OFF**

The undersigned accept this Marketing Campaign as described herein.

Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date
Print First and Last Name	Title	Signature	Date

Note: Additional signatures might be required if the document changes significantly per the school's request.

## APPENDIX G: PARENT SURVEY QUESTION EXAMPLE

### **Climate and Culture Parent Survey Questions**

**1** Teachers express an interest in my child.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**2** Teachers are fair and impartial to my child.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**3** My child feels at ease talking with teachers.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**4** Teachers praise and encourage my child.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**5** The school's discipline policies are consistently applied.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral

- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 6 Dress standards are consistently enforced.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 7 Teachers make me feel welcome at school.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 8 When I contact the school, I am greeted and assisted in a friendly manner.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 9 I feel like a valued partner at my child's school.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 10 I am pleased with the education my child is receiving.

- ☐ 5 Strongly Agree
- ☐ 4 Agree

- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 11 Teachers take time to talk with me about school concerns.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 12 The principal takes time to talk with me.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 13 Teachers communicate regularly with me.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 14 The school's computer training program is up-to-date with current technology.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 15 The spiritual mission of the school (why it exists) is clearly stated.

- ☐ 5 Strongly Agree



- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**16** The school's philosophy of education is Bible-based and Christ-centered.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**17** Teachers emphasize a biblical worldview (using the Bible to form opinions about life issues).

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**18** Teachers explain the relationship of the subjects they teach to the Bible.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**19** Teachers encourage my child to pray about serving the Lord in full-time Christian ministry.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**20** My child enjoys Bible class.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**21** My child enjoys chapel.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**22** My child has regular Bible devotions.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**23** My child is sensitive to spiritual things.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**24** My child is open about his or her faith in Jesus Christ.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**25** The primary purpose of Christian education is to glorify God in all things.

- **5** Strongly Agree
- **4** Agree
- **3** Neutral
- **2** Disagree
- **1** Strongly Disagree
- **0** Not Applicable

**26** My child seeks spiritual counsel when facing tough decisions.

- **5** Strongly Agree
- **4** Agree
- **3** Neutral
- **2** Disagree
- **1** Strongly Disagree
- **0** Not Applicable

**27** The teachers at our school are positive Christian role models.

- **5** Strongly Agree
- **4** Agree
- **3** Neutral
- **2** Disagree
- **1** Strongly Disagree
- **0** Not Applicable

**28** The school's spiritual emphasis meets my expectations.

- **5** Strongly Agree
- **4** Agree
- **3** Neutral
- **2** Disagree
- **1** Strongly Disagree
- **0** Not Applicable

**29** My child enjoys school.

- **5** Strongly Agree
- **4** Agree
- **3** Neutral
- **2** Disagree
- **1** Strongly Disagree

- ☐ Not Applicable

**30** The school is a safe place for my child.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

**31** My child is taught study skills.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

**32** My child has a set study time at home.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

**33** I check to make sure my child finishes his or her homework.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

**34** The school prepares my child for college.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**35** Teachers emphasize composition and writing skills.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**36** The school meets my academic expectations.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**37** School facilities are clean and well-maintained.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**38** Extracurricular activities (athletics, choirs, clubs, etc.) are important to my child.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

**39** The school has a good reputation in the community.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral

- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 40 The principal expresses interest in my child.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 41 My child's teacher(s) keep me informed regularly of my child's academic progress.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 42 Teachers encourage my child to read.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 43 I appreciate my child's teacher.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 44 Teachers help me to know how to help my child learn at home.

- ☐ 5 Strongly Agree
- ☐ 4 Agree

- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

☐ 45 I am given opportunities to be involved in the school.

- ☐ 5 Strongly Agree
- ☐ 4 Agree
- ☐ 3 Neutral
- ☐ 2 Disagree
- ☐ 1 Strongly Disagree
- ☐ 0 Not Applicable

#### Open-Ended Questions

☐ 1 What do you like most about your child's school?

☐ 2 What do you like least about your child's school?

☐ 3 What is one suggestion for improving your child's school?

#### Open-Ended Questions

☐ 1 Please answer the following question with as many answers as possible: What additional opportunities would you like to see offered in sports, fine arts, extracurricular activities, clubs, etc.?

☐ 2 How do you see God at work in our school?

end of survey

## APPENDIX H: STAFF SURVEY QUESTION EXAMPLE



### **Climate and Culture Staff Survey Questions**

**1** All students have the potential to learn.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**2** Teachers communicate effectively with each other.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**3** Teacher morale is high.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**4** I enjoy teaching at this school.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**5** Teachers are fair and impartial to students.

**5** Strongly Agree

**4** Agree

**3** Neutral

2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
6 Teachers praise and encourage students.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
7 Teachers are respected by the students.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
8 Students feel comfortable talking with teachers.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
9 The spiritual mission of the school (why it exists) is clearly stated.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
10 The school's philosophy of education is Bible-based and Christ-centered.

5 Strongly Agree  
4 Agree

☐3 Neutral  
☐2 Disagree  
☐1 Strongly Disagree  
☐0 Not Applicable  
☒11 Students understand why they are attending a Christian school.

☐5 Strongly Agree  
☐4 Agree  
☐3 Neutral  
☐2 Disagree  
☐1 Strongly Disagree  
☐0 Not Applicable

☒12 The school prepares students for college.

☐5 Strongly Agree  
☐4 Agree  
☐3 Neutral  
☐2 Disagree  
☐1 Strongly Disagree  
☐0 Not Applicable

☒13 I teach to written goals and objectives (academic outcomes).

☐5 Strongly Agree  
☐4 Agree  
☐3 Neutral  
☐2 Disagree  
☐1 Strongly Disagree  
☐0 Not Applicable

☒14 I teach students to analyze reading materials critically.

☐5 Strongly Agree  
☐4 Agree  
☐3 Neutral  
☐2 Disagree  
☐1 Strongly Disagree  
☐0 Not Applicable

☒15 The curriculum is evaluated periodically by the teachers.

☐5 Strongly Agree

4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
**16** The curriculum complements the school's mission, vision, and beliefs.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
**17** The curriculum meets the students' academic needs.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
**18** Student academic outcomes (goals and objectives) are in writing.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
**19** Standardized test results help me in my teaching.

5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree  
0 Not Applicable  
**20** Homework assignments reinforce classroom teaching.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

21 Students with learning disabilities receive special help.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

22 I communicate with my parents on a regular basis.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

23 Parents are supportive of teachers.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

24 Professional reading materials (magazines, journals, books, etc.) are available to staff members.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

☐ Not Applicable

☐ 25 The administration consistently enforces the faculty policy manual.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 26 The administration consistently enforces the student handbook.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 27 The principal supports shared decision-making.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 28 Teachers take a personal interest in the spiritual lives of their students.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 29 The principal clearly communicates teacher expectations.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ I integrate the Bible into my classes on a regular basis.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ Teachers are positive Christian role models.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ Church attendance is an essential part of my life.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ Chapel speakers challenge our students to do their best for the Lord.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ I encourage students to be open to serving the Lord in full-time Christian ministry.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 35 The principal is a spiritual leader.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 36 The principal is an instructional leader.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 37 I am periodically evaluated by my principal/supervisor.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 38 After an evaluation visit, observations and recommendations are discussed with me.

☐ 5 Strongly Agree

☐ 4 Agree

☐ 3 Neutral

☐ 2 Disagree

☐ 1 Strongly Disagree

☐ 0 Not Applicable

☐ 39 First-year teachers are mentored by experienced faculty.

☐ 5 Strongly Agree

☐ 4 Agree



- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

40 The principal encourages the use of technology in the classroom.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

41 I use computer technology in the teaching-learning process.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

42 I have the skills to integrate technology in my classroom.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

43 The principal emphasizes professional development.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

44 My colleagues and I meet regularly to discuss teaching-learning strategies (for example, curriculum/teaching methods/assessment).

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

45 School facilities are clean and well maintained.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

46 The sports program is valued appropriately at the school.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

47 A wide variety of student activities is available to students.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

48 My salary is sufficient to meet my personal needs.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

☒49 Transfer students entering my class are prepared academically.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☒50 Students are taught study skills.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☒51 Teachers emphasize composition and writing skills.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☒52 I use assessment methods other than paper-and-pencil tests.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☒53 The school has a good reputation in the community.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

0 Not Applicable

54 I use a variety of teaching methods.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

55 I am open to change that will improve our school.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

#### **Open-Ended Questions**

1 What do you like most about our school?

2 What do you like least about our school?

3 What is one suggestion for improving our school?

#### **Open-Ended Questions**

1 How do you see God at work in our school?

end of survey

## APPENDIX I: ELEMENTARY SURVEY QUESTION EXAMPLE

### **Climate and Culture Elementary Student Survey Questions**

☐1 I enjoy school.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐2 I want to learn.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐3 I respect my teacher.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐4 I enjoy Bible class.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐5 I share my faith in Jesus Christ with other people.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐6 My teacher prays with the class.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐7 My teacher shows me how Bible ideas relate to the subjects I study.

☐3 I Agree

☐2 I'm Not Sure

☐1 I Don't Agree

☐8 My teacher is a good Christian role model.

☐3 I Agree

☐2 I'm Not Sure

☐ 1 I Don't Agree

☐ 9 My teacher is fair to all the students.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 10 My teacher wants every student to learn.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 11 My teacher helps me when I need help with my schoolwork.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 12 My teacher compliments me when I do well.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 13 My teacher makes learning fun.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 14 My teacher teaches me how to study.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 15 My teacher emphasizes writing skills.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 16 My teacher checks my homework.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 17 My teacher motivates me to learn.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 18 My teacher is patient with me.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 19 My teacher encourages me to learn on my own.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 20 My teacher loves me.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 21 My teacher cares about students.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 22 I do my best in all my studies.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 23 I am learning how to use a computer at school.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 24 My teacher makes me think.

☐ 3 I Agree

☐ 2 I'm Not Sure



☐ 1 I Don't Agree

☐ 25 My teacher listens to me.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 26 Most students at my school are friendly.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 27 My principal is friendly.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 28 I obey the school rules.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 29 I feel safe at school.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 30 My parents attend church with me.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 31 My parents attend school activities.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 32 My parents help me with my school work if I need help.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 33 My teacher tells me how to behave in and out of class.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

☐ 34 My teacher tells my parents how I am doing at school.

☐ 3 I Agree

☐ 2 I'm Not Sure

☐ 1 I Don't Agree

### **Open-Ended Questions**

☐ 1 What do you enjoy the most about your school?

☐ 2 If you could change one thing about your school, what would it be?

### **Open-Ended Questions**

☐ 1 How do you see God at work in our school?

end of survey

## APPENDIX J: SECONDARY STUDENT SURVEY QUESTION EXAMPLE

### **Climate and Culture Secondary Student Survey Questions**

**1** I have good friends at school.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**2** I feel safe at this school.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**3** I read often for enjoyment.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**4** I enjoy learning.

**5** Strongly Agree

**4** Agree

**3** Neutral

**2** Disagree

**1** Strongly Disagree

**0** Not Applicable

**5** I have good study habits.

**5** Strongly Agree

**4** Agree

**3** Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

6 I feel at ease talking with my teachers.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

7 I understand what my teachers expect academically from me.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

8 I believe homework is valuable to the learning experience.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

9 I understand the practical and academic value of the subjects I study.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

10 I realize the value of good standardized test scores (ACT, SAT, etc.).

5 Strongly Agree

4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐11 My teachers praise and encourage me.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐12 My teachers provide academic help before or after school if I need it.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐13 My teachers encourage me to read.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐14 My teachers give me individual help during class when I need it.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐15 My teachers motivate me to learn.

☐5 Strongly Agree

- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

16 My teachers are fair and impartial to students.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

17 My teachers teach study skills strategies.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

18 My teachers emphasize composition and writing skills.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

19 My teachers are excited about the subjects they teach.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- 0 Not Applicable

20 I feel free to express my ideas in class when they relate to the lesson.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

21 Students treat adults with respect and kindness at my school.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

22 I recommend this school to my friends who do not attend.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

23 My school is preparing me to make good decisions.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable

24 My school is preparing me for college.

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

0 Not Applicable



☐25 The student handbook is consistently enforced.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐26 Extracurricular activities (athletics, clubs, etc.) are important to me.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐27 At my school, students have access to computers during and after school.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐28 Church attendance is important to me.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☐29 I enjoy attending a Christian school.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐ Not Applicable

☐ I understand the value of a Christian education.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ I depend on the Bible to help me make good decisions.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ The spiritual mission of my school (why it exists) is clearly stated.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ The teachers at my school are positive Christian role models.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Not Applicable

☐ My teachers emphasize a biblical worldview of life (using the Bible to form opinions about life issues).

☐ Strongly Agree

☐ Agree

☐ Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☒35 My teachers encourage me to be open to serving the Lord in full-time Christian ministry.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

☒36 My teachers explain the relationship of the academic subjects they teach to the Bible.

☐5 Strongly Agree

☐4 Agree

☐3 Neutral

☐2 Disagree

☐1 Strongly Disagree

☐0 Not Applicable

### **Open-Ended Questions**

☐1 What do you like the most about your school?

☐2 If you could change one thing about your school, what would it be?

### **Open-Ended Questions**

☐1 Please answer the following question with as many answers as possible: What additional opportunities would you like to see offered in courses, sports, fine arts, extracurricular activities, clubs, etc.?

☐2 How do you see God at work in our school?

end of survey

## REFERENCES

- Ahlstrom, D. R. (2013). Factors affecting student retention at one independent school in the southwest (Doctoral dissertation). (ERIC Document Reproduction Service No. ED 559399).
- Angelides, P., & Ainscow, M. (2000). Making sense of the role of culture in school improvement. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 11(2), 145-163.
- Bail, C. A. (2014). The cultural environment: Measuring culture with big data. *Theory and Society*, 43(3-4), 465-482.
- Barth, R. S. (2002). The culture builder. *Educational Leadership*, 59(8), 6-11.
- Bassett, P. (2010). A game-changing model for financially sustainable schools. *Independent School*, 69(3), 9-12.
- Blanchard, K. H. (2019). *Leading at a Higher Level: Blanchard on leadership and creating high performing organizations*. Upper Saddle River, NJ: Pearson Education.
- Boaz, D., & Barrett, R.M. (1996). *What would a school voucher buy? The real cost of private schools*. Briefing paper no. 25. Washington, DC: Cato Institute.
- Bolman, L. G., and Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership*. Hoboken, NJ: Jossey-Bass.
- Borland, K. W. (2017). Grounded Practical Theory to Improve Persistence-Retention Strategic Enrollment Management. *Journal of Research, Assessment, and Practice in Higher Education*, 2(1), 1-19.
- Byrn, M. P., & Ives, J. V. (2010). Which came first the parent or the child?

- Catt, D., EdChoice, & Foundation for Excellence in Education. (2019). Exploring Florida's Private Education Sector. In *EdChoice*. EdChoice.
- Chabotar, K. (2010). What about the rest of us? Small colleges in financial crisis. *Change*, 42(4), 6-13.
- Cognia Assessments. (2022). Technical brief: Student engagement survey, Cognia Improvement Network. Cognia, 1-24.
- Cognia Assessments. (2021). 2021 Cognia Interim Assessments Technical Report.
- Coyle, H. E. (2008). School culture benchmarks: Bridges and barriers to successful bullying prevention program implementation. *Journal of School Violence*, 7(2), 105- 122.
- Davis, D. F., Jr. (2018). School Culture and Student Retention in Private Schools [ProQuest LLC]. In *ProQuest LLC*.
- Davis, D. J., & Cole-Leffel, G. (2009). Engaging the potential high school dropout: An integrated theory for policy and practice in secondary education. *Planning and Changing*, 40(3/4), 183-193.
- Dolence, M. G. (1993). *Strategic Enrollment Management: A primer for campus administrators*. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers.
- Dolence, M. G. (1998). Strategic Enrollment Management. In Swann, C., and Henderson, S. E., *Handbook for the College Admissions Profession*. (pp. 71–92). Greenwood Press.
- Evans, R. (2009). Surviving and Thriving in Hard Times. *Independent School Magazine*, 68(4), 24-32.
- Ewert, S. (2013). The decline in private school enrollment. (SEHSD Working Paper No. FY12-

- 117). Washington, DC: U.S. Census Bureau Social, Economic, and Housing Statistics Division.
- Fellers, R. (2013). Recognizing Warning Signs of K-12 Christian Schools Distress that Lead to School Closure [ProQuest LLC]. In *ProQuest LLC*.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). New York, NY: McGraw Hill Education.
- Freiberg, H. J. (1999). School climate: Measuring, improving and sustaining healthy learning environments. London: Routledge.
- Fullan, M. (2002). The change leader. *Educational Leadership*, 59(8), 16-21.
- Gallagher, K. S., Goodyear, R., Brewer, D. J., & Rueda, R. (2012). Urban education: a model for leadership and policy. Routledge.
- Griffith, J. (1997). School climate as "social order" and "social action": A multi-level analysis of public elementary school student perceptions. *Social Psychology of Education: An International Journal*, 2(3-4), 339-369.
- Gruenert, S., & Whitaker, T. (2015). School culture rewired: How to define, assess, and transform it. Alexandria, VA: ASCD.
- Hanna, J. W. (1998). School climate: Changing fear to fun. *Contemporary Education*, 69(2), 83.
- Hansen, J. B., & Toso, S. J. (2007). Gifted dropouts: Personality, family, social, and school factors. *Gifted Child Today*, 30(4), 30-41.
- Hartzman, M., & Mero, D. (2014). Breaking ranks in action: School culture breeds success. *Principal Leadership*, 14(9), 18-19.
- Hattie, J. A. C. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to

- achievement. Routledge.
- Henderson, S. E. (2017). SEM and the Student Journey: The role of strategic enrollment management in student engagement. *Strategic Enrollment Management Quarterly*, 4(4), 144–155.
- Hodge, J. (2000). Culture dictates recruitment and retention. *HR Magazine*, 45(2), 147- 148.
- Hossler, D., & Bontrager, B. (2014). *Handbook of Strategic Enrollment Management*. San Francisco, CA: Jossey-Bass.
- Hossler, D. and Kalsbeek, D. (2013), Enrollment Management and Managing Enrollments: Revisiting the Context for Institutional Strategy. *Strategic Enrollment Mgmt Quarterly*, 1: 5-25.
- Hoy, W. K. (1990). Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational & Psychological Consultation*, 1(2), 149-168.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86(2), 38-49.
- Hunt, T. C., & Carper, J. C. (2012). *The Praeger handbook of faith-based schools in the United States, k–12, California*: Praeger
- Hunt, S., McGovern, M., & Taylor, K. (2016). *Trends*. Washington, DC: National Association of Independent Schools.
- Hoy, W. K., & Tarter, C. J. (1992). Measuring the health of the school climate: A conceptual framework. *National Association of Secondary School Principals. NASSP Bulletin*, 76(547), 74-79.

- Jackson, M. B. (2014). Engaging Stakeholders in Generating Solutions to Address Enrollment Decline in an Urban Faith-Based Elementary School [ProQuest LLC]. In *ProQuest LLC*.
- Kezar, Adrianna. (2012). Mutuality and Reciprocity in Urban Renewal Through Shared Leadership. In Gallagher, K. S., Goodyear, R., Brewer, D. J., & Rueda, R., *Urban education: a model for leadership and policy*. (pp. 88-102). Routledge.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27-42.
- Lyon, L. J., Nadersahi, N. A., Nattestad, A., Kachalia, P., & Hammer, D. (2014). A curricular reform viewed through Bolman and deal's organizational frames. *Journal of the Scholarship of Teaching and Learning*, 14(3), 16–33.
- Maguire, J., Butler, L. (2008). EM=C2: A new formula for Enrollment Management. Trafford Publishing.
- Martin, J., Samels, J., & Associates. (2009). Turnaround: Leading stressed colleges and universities to excellence. Baltimore, MD: Johns Hopkins University Press.
- McMaster, J. A. (2017). Exploring Enrollment Management for an Independent, Faith-Based, Secondary School: A Case Study [ProQuest LLC]. In *ProQuest LLC*.
- Mills, K. A. (2003). The culture of the Christian school. *International Journal of Education and Christian Belief*, 7(2), 129-142.
- Muhammad, A. (2009). Transforming school culture: How to overcome staff division. Bloomington, IN: Solution Tree Press.
- Muraskin, L., Stullich, S., & Westat, I. R., MD. (1998). *Barriers, Benefits, and Costs of Using Private Schools to Alleviate Overcrowding in Public Schools. Final Report*.



- National Center for Education Statistics. (2022). Private School Enrollment. Condition of Education. *U.S. Department of Education, Institute of Education Sciences*.
- Nunn, L. M. (2014). Rutgers Series in Childhood Studies. Defining student success: The role of school and culture New Brunswick, NJ: Rutgers University Press.
- O'scannlain, D. F. (2007). From Pierce to Smith: The Oregon connection and supreme court religion jurisprudence. *Oregon Law Review*, 86(3), 635-655.
- Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson.
- Pike, M. A. (2008). Faith in citizenship? On teaching children to believe in liberal democracy. *British Journal of Religious Education*, 30(2), 113-122.
- Plash, S., & Piotrowski, C., (2006). Retention Issues: A Study of Alabama Special Education Teachers. *Education*, 127, 125-128.
- Sheridan, J. E. (1992). Organizational culture and employee retention. *Academy of Management Journal*, 35(5), 1036-1056.
- Tinto, V., & Cullen, J. (1973). Dropout in higher education. A review and theoretical synthesis of recent research. New York: Teacher's College.
- United States Department of Education. (2008a). White house summit on inner-city children and faith-based schools. Washington, DC.
- United States Department of Education. (2008b). Preserving a critical national asset: America's disadvantaged students and the crisis in faith-based urban schools. Washington, DC
- Van Houtte, M. (2006). School type and academic culture: Evidence for the differentiation–polarization theory. *Journal of Curriculum Studies*, 38(3), 273-292.

- Vryhof, S. C. (2005). A system where everyone wins: The legitimacy of faith-based schools in a system of choice. *Educational Horizons*, 83(2), 125-142.
- Wang, C., Berry, B., & Swearer, S. M. (2013). The critical role of school climate in effective bullying prevention. *Theory into Practice*, 52(4), 296-302.
- Wiens, T. P., & Wiens, K. L. (2012). *Building a better school: Essays on exemplary Christian school leadership*. Stony Brook, NY: Paideia Press.
- Williams, J. (2003). Why great teachers stay. *Educational Leadership*, 60(8), 71-75.
- Williams, L. D. (2011). *An investigation of contributing factors for retention and attrition for a Florida school district's alternatively certified teachers*. ProQuest Dissertations Publishing.
- Wong, Kenneth and Klopott, Shayna. (2012). Mutuality and Reciprocity in Urban Renewal Through Shared Leadership. In Gallagher, K. S., Goodyear, R., Brewer, D. J., & Rueda, R., *Urban education: a model for leadership and policy*. (pp.48-66). Routledge.
- Wren, D. J. (1999). School culture: Exploring the hidden curriculum. *Adolescence*, 34(135), 593-596.