



Apply Now:
Increasing Boarding School
Enrollment

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VANDERBILT.
PEABODY COLLEGE

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Executive Summary

“My phone is ringing off the hook with New York City public school families applying to private middle and high school,” said Emily Glickman, President of Abacus Guide Educational Consulting. This statement comes as a surprise because, for many, the assumption is that the COVID pandemic would cause a decline in private school enrollment. It is natural to assume that boarding schools are negatively impacted by this unprecedented event. However, research has shown that the opposite occurred. This capstone project focuses on the decline in enrollment at a specific boarding school in the suburbs of Pennsylvania, The Church Farm School.

Project Design

I examined data for the past three years for enrollment trends. The data used was a mixture of surveys and enrollment data. Several distinct populations were surveyed: admitted families, enrolling families, and prospective families. The enrollment data consisted of application specifics and prospective student information.

Research Question #1:
What factors drive application submission?

Research Question #2:
What factors drive enrollment?

Research Question #3:
What populations are more likely to apply and enroll?

The above-mentioned research questions guided the capstone project. The data and research led to several findings which are summarized below.

Findings

The first finding was that connections drive application submission. The majority of applicants listed alumni or Community Based Organization connections as the reason for application submission. However, the second finding showed that this connection did not lead to

an increase in yield. Students associated with a Community Based Organization showed a significant decrease in yield.

Survey responses included the names of competitor schools and this additional source of data led to the next set of findings. Two competitor schools emerged from the survey research. A review of the competitors showed that there is a large disparity in marketing. Branding or marketing is an important factor in enrollment. The set of findings contains the external aspects of marketing such as websites and the internal aspects such as communications.

Diversity is the theme for the next set of findings. There are significant differences in ethnic trends at The Church Farm School and its competitors. While The Church Farm School is more diverse, there are declines in enrollment of specific populations. In addition, perception is an important factor in school selection. The perceived increased academic rigor is a reason that families choose certain schools. Poor academic reputation is the final finding. This finding presents a limitation because there is not a list of criteria to determine academic reputation. For example, standardized tests are often used for academic reputation or college acceptance rate. However, there is no industry standard list especially since many colleges are test optional because of COVID.

Recommendations

Enrollment management served as the conceptual framework for the recommendations. Each recommendation is connected to a finding and is based in literature.

- Recommendation #1: To reinvent the Admissions Office
- Recommendation #2: Create internal connections
- Recommendation #3: Enhance external connections with Community Based Organizations

- Recommendation #4: Create a strategic recruitment plan
- Recommendation #5: Invest in a Customer Relations Management System

The five recommendations highlighted help to answer the research questions and provide a path forward for the school.

Introduction

“Since late last spring, schools have been fielding calls from parents desperate for options. Western Reserve Academy, which has 410 students, accepted 53 between June 1, 2020, and September 1, 2020. In 2019 it accepted just 17 students during that same period” (Ronda, 2021). Surprisingly, the boarding school world is experiencing an increase in enrollment because of the COVID pandemic. Schools all over the country are reporting increases in applications and enrollment. In December 2020, The National Association of Independent Schools released the Facts at a Glance report. This report provides demographic information about students enrolled in boarding school. The number of students enrolled in boarding school increased by 13% from 2019 to 2020. The increase is not isolated to a specific region of the country or population type. However, White students account for the largest percentage of enrolled students in boarding schools. The Church Farm School is an outlier in the boarding school market because the largest percentage of its students are students of color. Interestingly, the racial demographics represent a significant shift from the original population of the school.

Organizational Context

The unique history of The Church Farm School began in 1918 with the original class of fifteen boys. The students received complimentary room and board. As a part of their requirements, the students worked on the farm. There were a variety of farming tasks including, but not limited to, milking cows to harvesting vegetables. The founder of The Church Farm School, Reverend Dr. Charles Shreiner led the charge of the school for over forty years. Enrollment expanded under Dr. Charles Shreiner’s leadership to 110 students in the late fifties and early sixties.

In the early sixties, Dr. Charles Shreiner's son became the new Headmaster and namesake, affectionately known as Young Charlie. Young Charlie assumed the role of Headmaster for over twenty years and raised the quality of the educational curriculum during his tenure. Young Charlie completely removed the farming tasks requirement. He enjoyed a modest enrollment increase to 150 students during his tenure. The family legacy continued in the 1990s with the third Headmaster, Charles Shreiner III. The third generation Shreiner was responsible for bringing The Church Farm School into the digital age with an increased focus on technology. Students were encouraged to use computers and technology was incorporated into the curriculum.

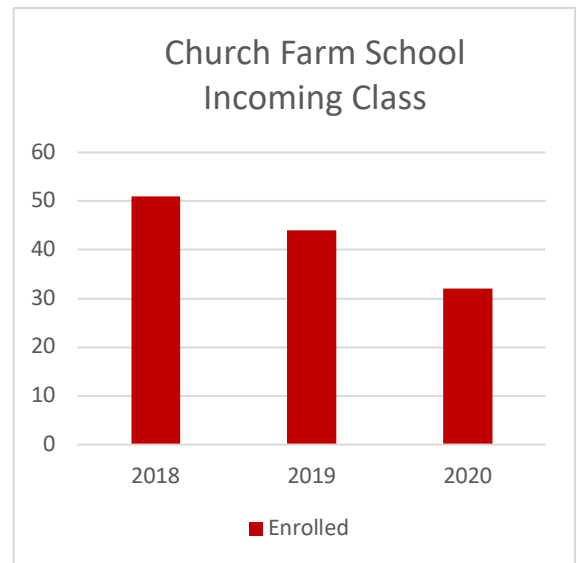
The demographics of the population began to shift during this period. The students of color represented a steady increase in enrollment from 1% to the current percentage of over 65%. This trend is somewhat in line with the national shift in demographics. The National Association of boarding schools reports a 50% increase in students of color from 2006 to 2021 (NAIS Website, 2021). The mission of The Church Farm School reflects the history and the current state. The Church Farm School states the following as its mission: *The Church Farm School prepares a diverse group of boys in grades 9-12 with academic ability and good character to lead productive and fulfilling lives by making a college preparatory education financially accessible* (Church Farm School Website).

Additionally, the core values represent the dynamics and school culture. The values are respect, integrity, responsibility, and brotherhood. As previously mentioned, farming is no longer a required aspect of the school. However, the faculty constantly work to find ways for the students to connect with the land. The mission and values can be seen in the traditional and campus life of the students. Some of these activities include outdoor community service, college

draft day, and the annual Christmas pageant. These activities are meant to foster relationships among the students and staff. Current Headmaster, Reverend Edmund Sherrill, has released a five-year strategic plan focusing on revitalizing the campus, called Unlocking Potential. Student Success is the first phase of the plan; this will focus on the wellbeing of the whole student—mental and educational. The second emphasis is called Powered by Philanthropy which will focus on increasing the endowment of the school. Enhanced Campus is the next concentration of the plan; it will focus on building and updating the campus. The goal will be to increase the Organizational Excellence which is the next phase of the plan. This will focus on the optimizing the efficiencies in the classroom and within the school community. The final application of the plan is Distinctive Identity; the focus of this area is on the enrollment of The Church Farm School and is the focus of the present capstone project.

Problem of Practice

Currently, there are 180 students enrolled at The Church Farm School with twenty percent coming from other countries. The 180 students represent a significant disparity from the enrollment goal of 250 students. The National Association of Independence Schools reports that the number of boarding school applicants and new enrolled students is now on an upward trend (NAIS, 2019). This trend has been upward for the past three years. The Church Farm School has been experiencing a decline in applications and enrollment for the same timeframe.



The enrollment issue is significant because enrollment has an impact on all aspects of the private school environment. Budget is the major aspect affected by enrollment. Bontrager (2004) provides a simplified model for enrollment budgeting.

Total Tuition Revenue-Recruitment and Retention Costs=Net Revenue

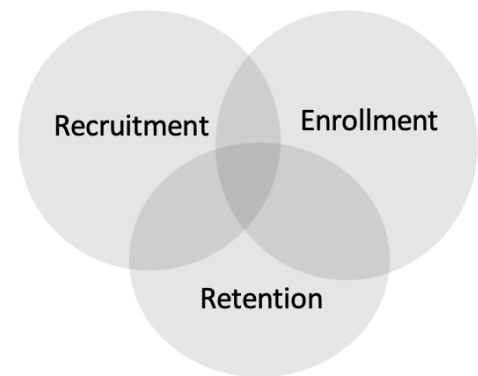
As previously discussed, The Church Farm School is in a unique budget position; its roots are in dairy farming. The farming provided a vast source of revenue. The sale of land accounted for another source of revenue, but the funds are not unlimited. Tuition revenue is confidential information. However, the scenario below provides additional context. A full pay student receives no financial aid, the hypothetical tuition revenue for a full pay student is \$10,000. The Church Farm School provides some sort of financial aid to 85% of its students. So only 15% of students are providing full tuition revenue. The revenue generated by the remaining students is on a sliding scale depending on their financial aid packages but does not exceed the \$10,000 of a full pay student. Therefore, if there is a decline of ten students, that would represent at maximum \$100,000 in lost revenue. The number of students needed to reach enrollment goals will change depending on the combination of full pay or financial aid students. Therefore, the enrollment goal of 250 students is only one facet of the enrollment goal. To have a complete understanding of the goal it would be important to know the financial aid status of the current students and the projected tuition revenue.

Conceptual Framework

Enrollment management theory is the conceptual framework for this capstone project. Unfortunately, there is a lack of studies of enrollment management in the secondary school setting. However, boarding schools provide living learning communities like higher education institutions, so the framework is applicable. For many years, the prevailing idea claimed that the

decline in enrollment was solely an admissions issue. Enrollment management theory challenges this thought and introduces a more overlapping concept. “The conceptual framework of a ‘cradle to endowment’ relationship between the student and the institution speaks to the enrollment continuum commonly used to describe the comprehensive, developmental nature of a mature enrollment management organization” (Black, 2004, p.

38). The figure to the right illustrates the basics of enrollment management concept. Traditionally, enrollment is viewed solely within the realm of recruitment. Enrollment management theory focuses the institution to consider the intersectionality of enrollment,



how does recruitment, enrollment, and retention work together to achieve the goals of the institution. Enrollment management encourages schools to take a more integrated approach to planning and potential issues. The theory shows that the entire lifecycle of a student is important and has an impact on future students. Bontrager (2004) shared several enrollment management core concepts, that I will use in the recommendations.

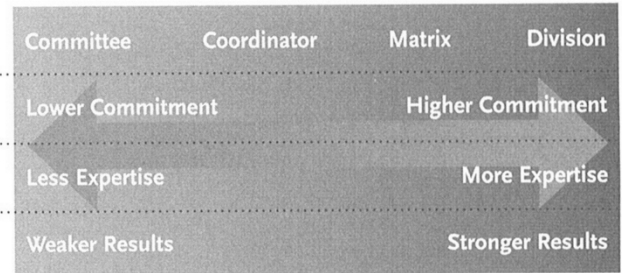
At the foundation, enrollment management is a fluid concept that is adaptable for each institution. However, there are four commonly used structural frames (Black, 2004). The first is the Committee structure; this is comprised of various campus stakeholders. An advisory group would be the best synonym for this type of structure. The Committee meets and makes recommendations but has no direct influence on changes. The group often has rotating leadership among the members. Therefore, the Committee structure is the least likely to have a positive impact on enrollment. The Coordinator structure is an enhancement of the Committee structure. The major difference is the Director or Vice President of Enrollment Management is the leader

of the campus stakeholder advisory group. The change is an important distinction because, in theory, the group will have more direct influence on procedures because of the leadership and their connection to the work. Delcoure and Carmona (2019) conducted a study of enrollment management at a Southern Texas University where they use a coordinator structure. The study focused on enrollment management with one particular college partner, the College of Business. The results were positive and led to increased enrollment and enhanced collaboration among the college staff. This study represents how the Committee or Coordinator structure could yield positive outcomes for an institution.

Maltz et al. (2007) conducted an enrollment management study at a small liberal arts college. The study designed an implementation plan for enrollment management. The basis of the plan was a more significant enrollment management commitment from the institution. The results of the models showed that plan implementation would yield stronger enrollment results. The study used one of the final two structures. The next two structures also represent a more significant commitment to change from the institution. The first is the Matrix structure; this structure moves identified enrollment management related offices under one senior administrator. Currently, West Chester University has this structure. The Office of Undergraduate Admissions, Financial Aid Office, Registrar's Office, and Institutional Research all report to the Deputy Provost. The structure has the benefit of all the relevant units reporting to the same Senior Level Administrator. However, the potential issue is that the Senior Administrator could be pulled in a variety of directions with competing priorities. The Matrix Structure can be successful, but it is a heavy burden for the Senior Administrator. The Enrollment Management Division is the final structure. The major difference is that the leader is a Vice President of Enrollment Management with relevant units as direct reports. This structure

represents the highest level of success and commitment from the institution. The chart to the right represents Bontrager’s enrollment management

Structural type
 Institutional commitment to change
 Expertise of person leading enrollment efforts
 Enrollment results



structures and shows a visualization of the framework.

Literature Review

For the purposes of this literature review, school selection and private school enrollment are the terms used. School choice policy allows students to select a public school that is outside of their district and is a factor that has an impact on private school enrollment. Data shows that in the years following a school choice policy adoption, private school enrollment increases (Zhan, 2018).

Several studies have reviewed the connection between increases and decreases in public school funding and private school enrollment. Districts that devote more spending per student have lower private school enrollment (Estevan, 2015). The factors that are important and contribute to this phenomenon include the income level of the parents and public school spending limits (Gemello & Osman, 1984). The data suggests that this issue is not just an American concept. A study of a Brazilian increase in public education funding showed a decrease in private school attendance (Estevan, 2015; Goldhaber, 1999).

Financial situation is another factor that impacts private school enrollment. As the income level of the family increases, so does the potential for private school enrollment (Goldhaber, 1999). The final aspect of the financial situation is if it is a two-income household. Families that have a parent in a homemaker role are more likely to enroll their students in private

school (Goldhaber, 1999). This statistic may seem contrary to the income criterion, but the income of the one working parent in a two-parent household is usually somewhat high (Cheng et al., 2016; Budding et al., 1998). In addition, having a college degree has a positive impact on selecting private school (Buddin et al., 1998; Betts & Fairlie, 2001). Educational levels are tied to higher levels of income.

Immigration is an additional factor that has an impact on private school enrollment. The concept, “native flight,” which describes when United States citizens leave public schools for private schools when the number of international students increase in public schools (Gunadi, 2018). The flight is most apparent when reviewing the language of the immigrants. Parents are more likely to enroll their students in private school if the immigrant population speaks a language that is not English. So, if a large population of Canadians, British and New Zealanders moved into the district there would be no significant change in the private school enrollment. The citizenship status of a parent has a negative indicator of potential private school enrollment (Buddin et al., 1998; Betts & Fairlie, 2000).

There are several studies that show religion as a positive factor for private school enrollment. Overwhelmingly, Catholic, and Lutheran religions have an intense preference for private religious education over secular private or public schools when given the choice (Cheng et al., 2016) The Church Farm School has strong ties to religion. It was started by a religious leader, and it has also maintained its religious aspects as the school had changed and evolved throughout the years. The current headmaster is a religious leader, and the students are required to attend chapel. A correlation may then exist between religion and enrollment at The Church Farm School.

Surprisingly, there is not a great deal of existing literature connecting school safety and private school enrollment. There is a correlation between an increase in private school enrollment following a school shooting (Abouk & Adams, 2012). The thought is that it is unlikely that type of catastrophic event would occur in a private school environment. The amount of media coverage and the location of the incident have an impact on this correlation. It will be possible, unfortunately, to examine this factor by reviewing The Church Farm School enrollment after the last major school shooting, which is Florida in 2018. Location is also a factor, the closer the location of the shooting to the private school the deeper the connection. It is unclear if national media coverage is a necessary factor. For example, the last major school shooting that was national news with the Marjory Stoneman Douglas High School shooting on February 14, 2018; however, there have been several school shootings since then including some that resulted in fatalities in 2021. Some of the school shootings occurred much closer to Exton, Pennsylvania than Parkland, Florida. It will be important to examine the enrollment trends to try to understand what factors have the most impact (Abouk & Adams, 2012).

The previous factors all fall under the theme of branding. Families perceive that a school is safer from the image that is shared on all platforms: Web, print, and word of mouth. “Even though many institutions did not have an enrollment management program in place in 1997, 87% had the institutional marketing component and 81.2% had the admissions/recruitment component operational. Of the five components, these two likely make the greatest difference in admissions yield” (Schee, 2009, p. 14).

Direct marketing, which is sharing school information with families in all stages of the funnel is an essential aspect of enrollment (Desjardins & Bell, 2006). A positive branding experience also helps families make connections to and with a school (Bock et al., 2014). The

connections made often exceed their time in the school. For example, secondary school marketing will often show images of alumni and share information about college placement (Chang, 2013). The literature also shows that it is important that the marketing is in line with current trends (Iqbal, 2016). Marketing is an essential function that will assist with enrollment success (Apostolou et al., 2018).

Race is the final factor to have a positive impact on private school enrollment. “What do my findings suggest about school choice in a post-desegregation work? Race, or factors strongly correlated with race, continues to have a significant influence on the choice of school for White parents” (Saporito, 2009 p. 189). Similar to the “native flight” discussed earlier, there is another concept called “White flight.” This response occurs when a population of White families leaves public schools. The various research shows that this phenomenon takes on several forms. First, there is data to suggest that the flight is mainly from one minority subgroup, Black people. The location in the United States also has an impact on the level of flight that is taking place. For example, there is a White flight of families living in California or Arizona, which may be due to the various populations in those areas. Race is clearly a factor that should be further explored. However, one study showed the White flight is specifically generated from an influx of Black students from lower income levels (Fairlie & Resch, 2002). This suggests that the intersectionality of all the factors is important. These factors will likely have an impact on enrollment at The Church Farm School because it is in the unique position to have completely changed the racial demographic of its students (Cheng et al., 2016; Betts & Fairlie, 2001; Li, 2009; Saporito, 2009, Fairlie & Resch, 2002). The literature suggests reasons for private school enrollment; however, the assumption is that it is a typical private school. The Church Farm School is not a typical boarding school, as the findings will display.

Methods

The focus of this Capstone Project was on the recruitment and enrollment of students to The Church Farm School. The three research questions below were used with the goal of providing the necessary information to make enrollment recommendations.

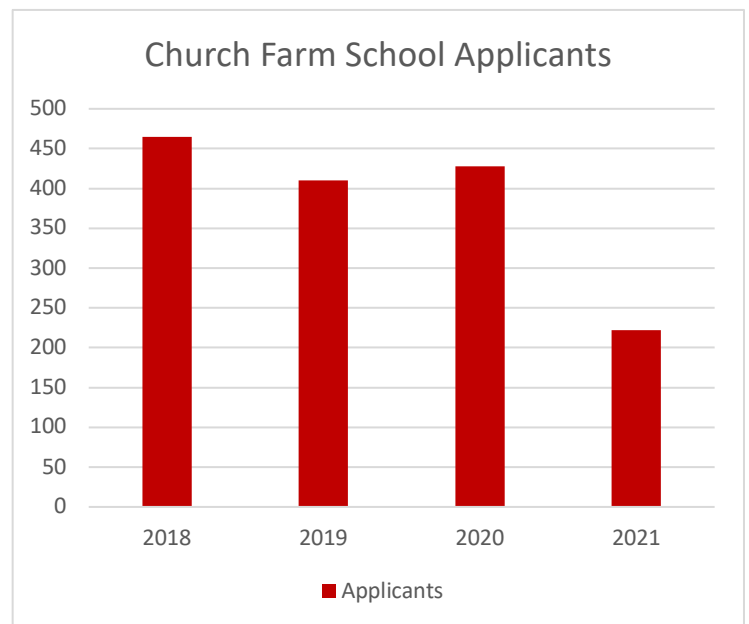
Research Question #1:
What factors drive application submission?

Research Question #2:
What factors drive enrollment?

Research Question #3:
What populations are more likely to apply and enroll?

A mixed method approach was used to collect data. All the admissions data for the past three years was made available for review. The total number of students represented in the data is 1525. The Church Farm School Applicants

chart shows the amount of data for each application cycle. The data for the current application cycle was also included. This data, 222 students, was excluded from analysis because the cycle is not complete. This data was used for the quantitative approach to the project. The data was comprised of 24 possible variables for each student. The variables

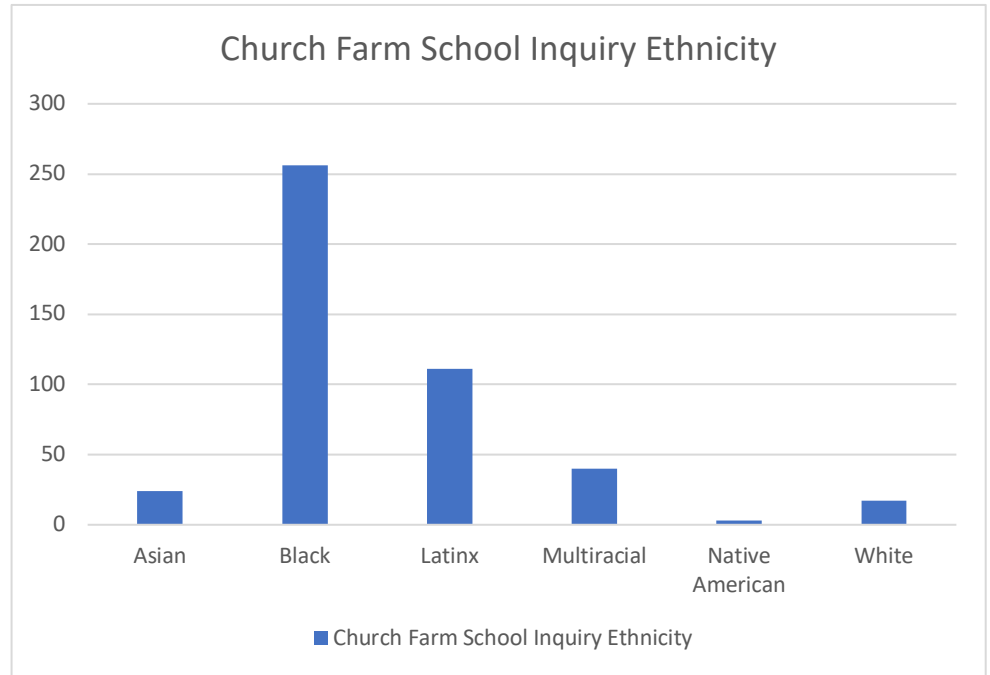


contained limited demographic information to maintain privacy. The first variable was the application year, the possible options were 2018-2019, 2019-2020, 2020-2021, and 2021-2022. This variable was adjusted and will be represented as 2018, 2019, and 2020 for this capstone. The next set of variables contained unique demographic information: First name, birthdate, city, state, and country. The final demographic variable was ethnicity, which was listed as a free text

field on the inquiry form. The field was reviewed, and the data was coded to the following values: Asian, Black, Latinx, Multiracial, American Indian, White, and Prefer Not to Respond. A significant number of students did not respond to the ethnicity question, the 1074 non-responders are not represented on

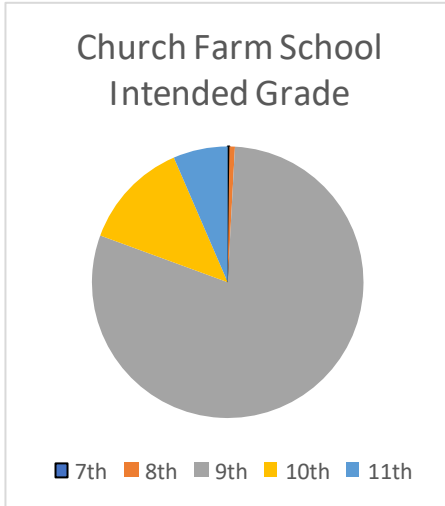
The Church Farm School Inquiry Ethnicity chart to the right.

The next two variables represent the current school or Community Based Organization associated with a student. A



Community Based Organization is a non-profit company that works with a select group of students based certain characteristics, ranging from geographic location to family education status. The Community Based Organizations work with families starting as early as elementary school through college graduation. The services are typically free to the family and provide additional college preparatory support. A little over 37% of the students are associated with a Community Based Organization, the variable was a free text field, so the data was coded to a standard name. For example, the Community Based Organization “A Better Chance” is often referred by its nickname of ABC. Some students listed the organization as ABC while others listed the full name. As a result of the coding there were 38 Community Based Organizations represented in the data. The current school name variable received a similar coding because of

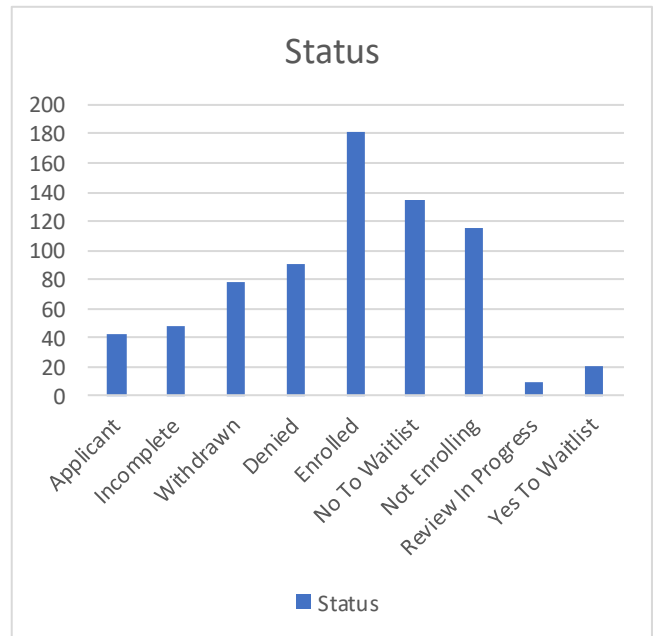
the free text field. Some students would list the school name as Abington Avenue and other students would list the name as Abington Avenue School. All schools were coded and listed as the full official name. The final free text field was the intended grade variable, this information



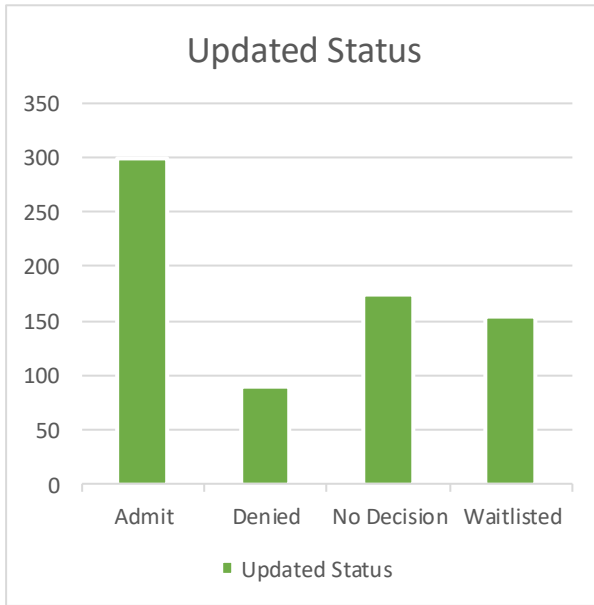
pertained to the grade that the student was interested in starting at The Church Farm School. While the field was free text it was required so there were no blank responses for this variable. Unfortunately, a few students listed 7th and 8th grades which are not available since it is only a high school. The Church Farm School Intended Grade pie chart clearly illustrates that most students are interested in entering in the 9th grade.

The remaining variables relate to the status of the students. The first variable in this area was the application status. The Status chart to the right shows the nine possible categorizations for applicants. There was an additional

categorization for the 806 students that did not apply. This option was not included in the status chart. The options provide additional data that is important, but it is misleading. The nine options are representing subgroups within a particular status of a student. For example, once a student is admitted they have the option to enroll or not enroll therefore, enroll and not enrolling are subgroups to an admit

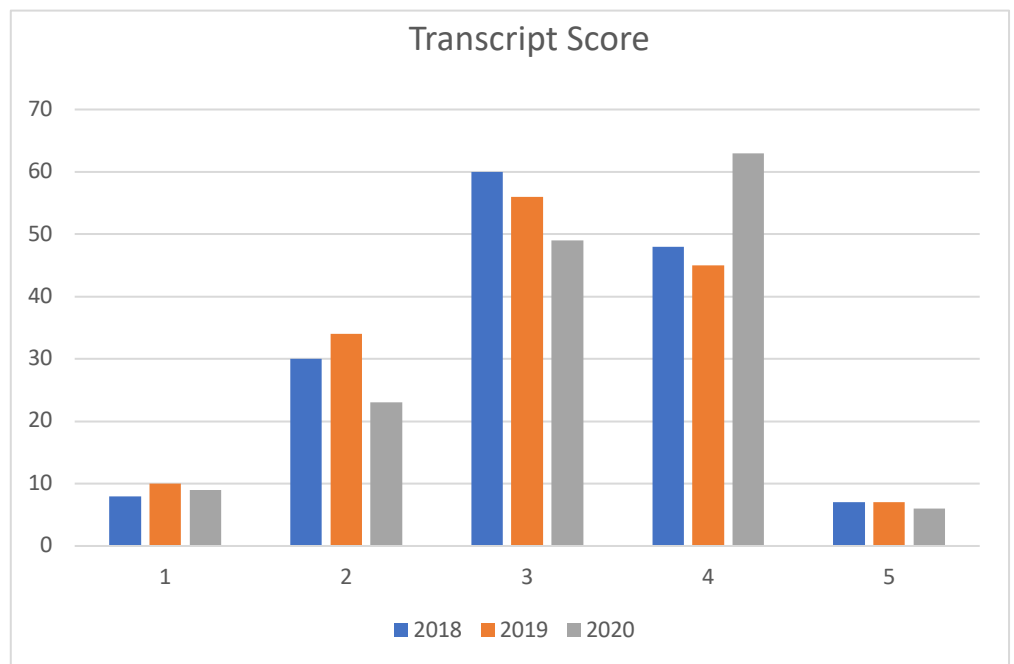


status. The enrollment best practice is to have four distinct categories for applicant status: No decision, admit, deny, waitlist.

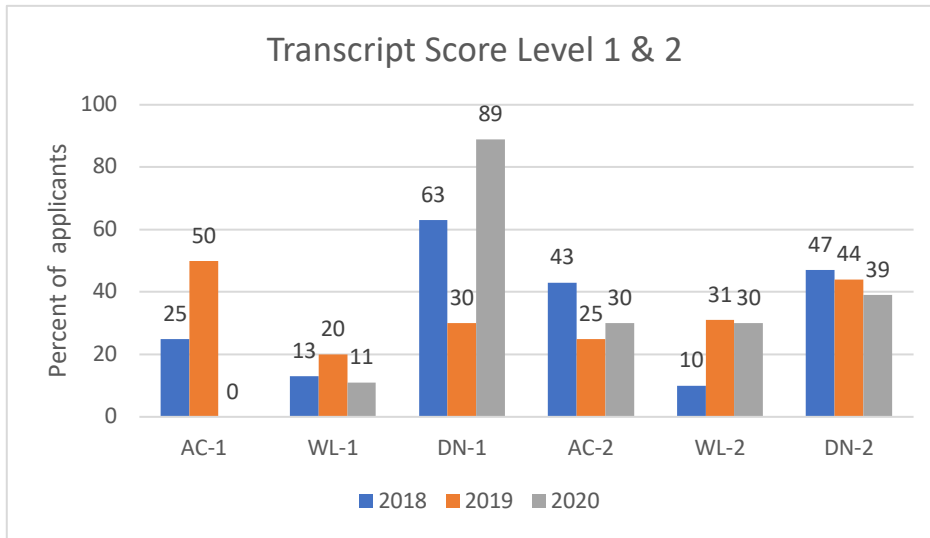


The Updated Status chart to the left reflects the applicant data in the best practice categories. The final variables were values used to make the admissions decision. There are nine variables that comprise test scores. The variables range from test date to subsection score. As a result of the COVID pandemic the test score information was lacking for all the applicants except for the 2018 students and was therefore not analyzed further.

The final variable was the transcript review score. Transcript score chart below shows students from 2018-2020. There was also some discussion in the office about the validity of using GPAs from different schools, therefore the transcript review process was developed. Each applicant is given a score on a scale of one through five for their transcript. Applicants that score a five have straight A's in all courses, students with a score of one have C's and below. For reference



applicants with a three score have mostly B grades. I reviewed the transcript scores and the



decisions associated.

The transcript charts

on this page provide

an overview of the

applicants by decision

and transcript score.

The term AC refers to

an accepted decision.

The term WL is a waitlisted decision. The term DN is a denied decision. The transcript level

follows the decision codes, so students in AC-2 are accepted with a two transcript score.

Students with a one or two transcript score are more likely to be denied as seen on the Transcript Score Level 1 & 2 chart.

Students with a transcript score ranging from a three to five are likely to be admitted as

displayed on the

Transcript Score Level 3-

5 chart. The transcript

charts showed that an

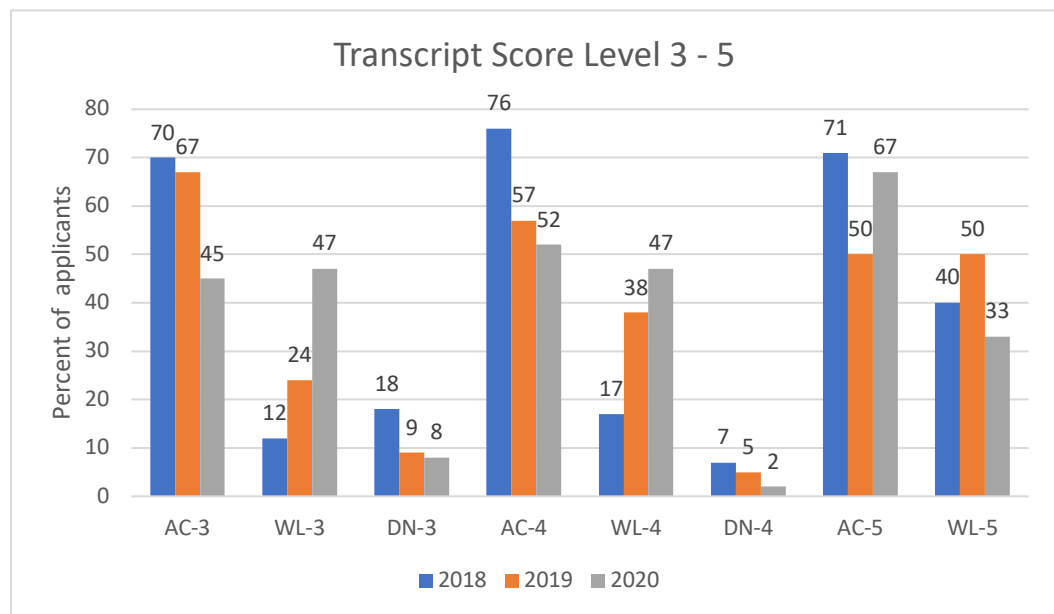
increase in the percentage

of students who scored in

the one and two range in

2020. However, there was

also an increase in



students who scored in the five for 2020. The chart does appear to show that that is an increase of waitlisted students in the three and four transcript score. However, there are a variety of factors that are considered during the admissions process, and it was confidential how much weight is placed on the transcript during The Church Farm School process.

The enrollment process can be conceptualized as a funnel from prospective students to those who actually enroll. (Bloom et al, 2015) A visualization of the funnel can be seen to the left. The amount of admissions data varies depending on where a student falls in the enrollment



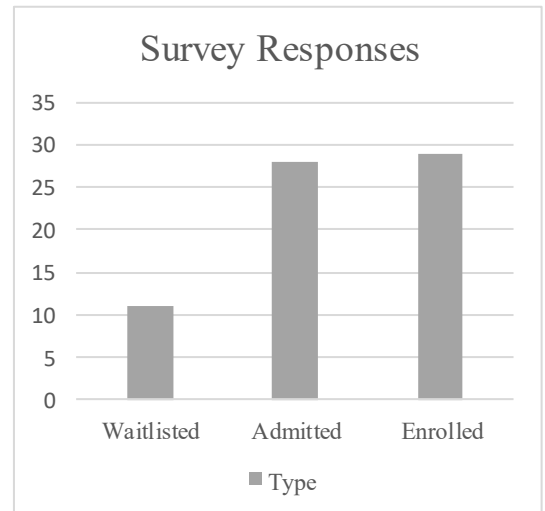
funnel. Students at the top of the funnel provide less information. For example, it is not uncommon for a student to only provide a name and an email address. As a student progresses through the funnel, more information is required, so there is more information on applicants than inquires. The lack of complete information is a limitation for this project. It is difficult to perform a high level of analysis on students at the prospect or inquiry stage of the funnel.

Surveys were the method used for the qualitative approach of the project. Surveys are an essential aspect of the enrollment process. In higher education the Collegeboard provides a platform to design a customized survey for admitted students called the *Admitted Student Questionnaire*. Collegeboard takes the data from an institution’s admitted students and compares it to competitor institutions. This data is used to make decisions about changes to the enrollment process. Unfortunately, there is not currently an equivalent platform for secondary schools. The Church Farm School designed three surveys based on experience with the *Admitted Student Questionnaire* at previous institutions. I was provided access to all survey data. It is important

to note that all surveys were sent to the parent, not the student.

The survey responses presented another limitation. As the Survey Responses chart shows the response rate was very low.

Three distinct populations were surveyed. Students who enrolled in The Church School were the first population surveyed. Thirteen surveys were completed, which represents 29% of the population. Surveys were emailed to families in the



Summer of 2020. As a result of the low response rate the surveys were emailed again in the Fall of 2020. The enrolled students survey consisted of thirteen questions, four of the questions were completely optional. Several of the required questions have several variables and only one answer was required. For example, the question about what characteristics are important for school selection has thirteen possible variables. Each variable should be rated very important, somewhat important, and not important. However, the survey responders were not required to rate each characteristic. Only 2% of the surveys has a rating for each characteristic which is not significant enough for analysis. A copy of the survey can be found in Appendix A. The first optional question was the name of the student. Next, the family had the option of selecting how they learned about The Church Farm School. This question had eight options including a free text response. Admissions process improvements were the final optional questions. Families were given a text box and encouraged to submit admissions process improvements and to list the top reasons another school was selected. The remainder of the survey consisted of required questions. Grade level of the student was the first required question. The format of this question presented challenges that will be discussed in the methods section. Competitor school research was the basis of the next two required questions. Families were asked to select the number of

schools that their son applied to and the number of schools at which they were admitted.

Families had options from one to five or more schools. Competitor research continued with the next question which asked the family to rate The Church Farm School compared to other schools on sixteen dimensions: Academic rigor, college placement record, faculty experience, faculty/student ratio, sense of community, location, diversity of faculty, diversity of students, physical plant/facilities, financial aid, technology, art, music, steam, athletic program, and community service. Families were asked to select best, better than most, about the same, poorer than most, worst, or can't compare for each dimension.

Admission process improvements was the foundation of the next three required questions. Families rated the overall experience with the admissions office, admissions resources, and admissions events using a Likert scale ranging from Excellent to Poor. The final required question asked the family to select the most widely held images of The Church Farm School. The twenty image options listed were: academically rigorous, nurturing, rich curriculum, diverse, intense, great facilities, relaxed, best kept secret, develops leadership, beautiful campus, competitive athletic program, character building, down to earth community, inclusive of all religious traditions, fun, strict, close-knit community, excellent art program, outstanding choir, or affordable. Families also had the option of selecting other and including a free text response.

The next population of students surveyed was any student that applied and was offered a space on the waitlist. Eleven families completed this survey, which represented 16% of the population. These survey questions can be found in Appendix B. When a student is offered a space on the waitlist, they have the option to accept a waitlist space or decline. The same survey was sent to students who were offered a space on the waitlist regardless of their response. Therefore, these students represent two categories of statuses. This presents a challenge because

the survey responses could be skewed if all the responders were declined waitlist families. Many of the questions are the same for this population with three exceptions. The first change was to ask what school the student would be attending in the Fall. There was also a follow up question asking why that school was selected. Gender was the basis of the final question; the family is asked if the all-boys education had an impact on the decision.

The final survey population consisted of non-enrolling students that decided to attend other institutions. Nine families completed this survey, which represents 28% of this population. These survey questions can be found in Appendix C. The core questions are the same as the enrolling student survey, however the next questions are all framed to find more information about the competitor school selected by the family. The family was asked to provide the name of the school selected and the main reasons for selection. Families were asked about characteristics of the selected school and whether gender was a factor. The final question asked about the “tipping point” that led to not selecting The Church Farm School. The survey responses and the student data were used to answer the research questions.

Data Analysis

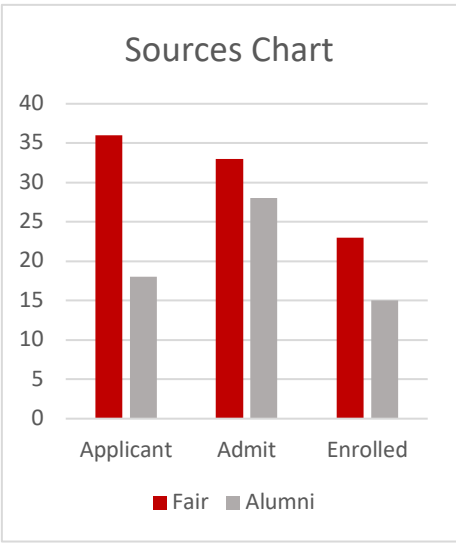
The data analysis began with a review of all the provided student data. The first step was to make sure that the data was able to be used in analysis. For example, there were no unique identifiers included in the data. Each student was given a unique ID to be used in the analysis. The next step was to review students that provided complete data. As previously mentioned, students at the top of the admissions funnel do not have a large amount of data. It was difficult to detect any significant patterns for this group. Next, I used a series of pivot tables to look for patterns within the applicant group. Most of the analysis will be discussed in the findings section. However, there are two patterns that emerged that are not connected to findings. The first pattern

is related to country of applicant students. There is an interesting trend of countries included in this data. There is a mix of nineteen countries that are represented in the three years of data. These countries include areas that are not typically known for sending students to the United States for secondary school study such as Bosnia, Latvia, and Spain. Another interesting discovery is that countries that are more commonly associated with sending students have low numbers represented in the data, countries like China, South Korea, and India. Unfortunately, there was not enough data to warrant a finding but there are implications for additional research. The second pattern was related to the states of applicants. While there is a significant overall decrease in applications there is an increase in applications in California, Connecticut, Delaware, Massachusetts, Montana, Tennessee, and Texas. While interesting there was not enough data to support a finding related to state of origin but a factor to be explored in the future. Next each survey was reviewed and coded for common themes. Interestingly, most of the themes were consistent across all three surveys. The sources for learning about The Church Farm School were consistent across all populations and will be discussed in more detail in the findings. The major concept that emerged was the repeated mention of two competitor schools, The Hill School and George School.

Findings

Finding 1: Connections

The first finding is related to research question one: What factors drive application submission? As previously discussed, application submission is an important aspect of the enrollment funnel. Although the surveys have three separate populations, many of the questions asked were similar. One of the first questions was about the how the family learned about the Church Farm School. There were



six possible options for this question: Alumni, current student, placement fair, newspaper, website, social media. Interestingly, the two highest areas were the same in all three surveys. The highest percentage on each survey was the high school placement fair. Applicants rated placements fairs at 36%, admitted students rated fairs at 33%, and enrolled students rated fairs at 23% as shown on Sources Chart. While it is true that not all middle schools have a high school placement office, there are organizations that conduct high school recruitment fairs. These organizations will be discussed more in later findings. The second highest source for information about The Church Farm School was alumni. Applicants rated alumni at 18%, admits rated alumni at 28%, and enrolled students rated alumni at 15% as shown on the Sources Chart.

Unfortunately, the alumni connection is somewhat vague and presents a limitation. The data does not provide information about the level of the connection with the alumni. Was the alum a family member? Was the alum a teacher or staff at their middle school? This limitation is something that warrants further study. However, the overall finding is that connections drive application submission. This finding is consistent with the literature that tells us connections are essential in

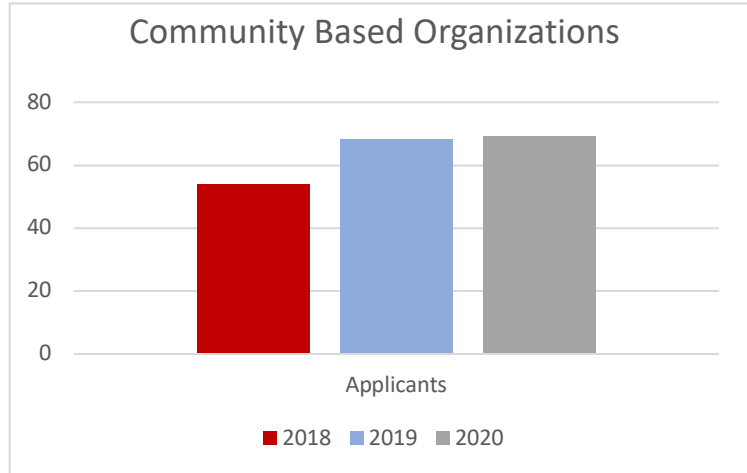
enrollment. Cheng et al. (2015) conducted a study on school choice and branding. The study showed a correlation between parental preferences and school enrollment. According to Cheng et al. (2015) “Results demonstrate that school characteristics valued by parents are predictive of the type of school to which they send their children” (p. 368). The connections that students and parents make with alumni and organizations have an impact on their application submission.

Finding 2: Community Based Organizations

Community Based Organizations (CBOs) make these connections possible. For example, *Prep for Prep* is a Community Based Organization that works specifically with traditionally underserved students in New York City. Their goal is to help these students gain admission to private schools throughout the Northeast. Prep for Prep continues to work with its students throughout high school and college. Coles (2012) tells us that, “Although research on CBOs that facilitate college access and success for under-served students is limited, the evidence we have suggests CBOs play an important role in this process” (p. 5). As previously mentioned, there are organizations that conduct high school recruitment fairs; Community Based Organizations is the subgroup classification for these organizations. The missions and values of these organizations vary but the overarching goal is to provide college access to traditionally underserved populations. The evidence shows that high school preparation is an essential aspect of college access, so many of these Community Based Organizations begin their work with assisting middle school students in the high school selection process (Coles 2012, Parker et al 2007, & Shields 2018). The Community Based Organization works with the student and select private schools to establish partnerships. The partnerships are agreements between the organization and the school for specific services that each party may provide. For example, a Community Based Organization might guarantee a certain number of applicants to a particular school. In return, the

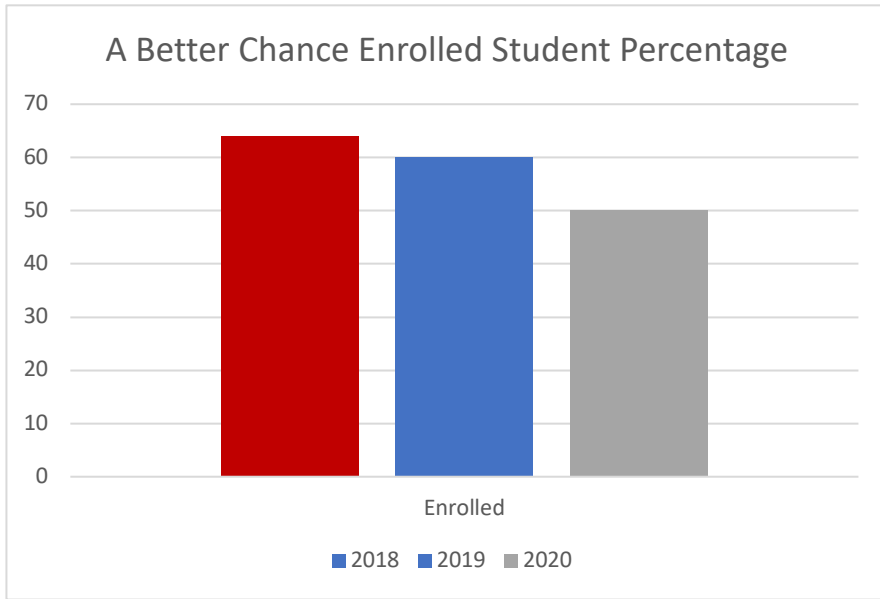
Community Based Organization would require a guaranteed scholarship amount from the school for each student that enrolls. While the agreements are confidential, there is a significant role that the Community Based Organization plays in the enrollment process. The second finding is that there is an increase of applications

from Community Based Organizations. The chart to the right represents the percentage of applicants that are associated with a Community Based Organization. The percentage has increased by more than 10% in a



three-year period. An increase in Community Based Organization applications while the overall application pool is decreasing is an interesting phenomenon to be explored.

After the additional review of the Community Based Organization applicants, another aspect emerged. The yield of students associated with Community Based applicants has been steadily decreasing since 2018. There are ten Community Based Organizations that work with The Church Farm School. Each group of applicants was examined for patterns. The hypothesis was that the patterns would vary in each Community Based Organization. Unfortunately, the pattern is fairly consistent across all Community Based Organizations. A Better Chance, a Community Based Organization that traces its roots back to desegregation in 1964, is a partner organization with The Church Farm School. The data from A Better Chance is a perfect illustration of this finding. A Better Chance works with 332 schools, 109 are boarding schools. The chart below shows the enrollment percentage for A Better Chance applicants for the past three years. The enrollment percentage has declined by 14% in three years. Ramirez (2021)



displays the important role of the Community Based Organization, “CBO staff could empower low-income students of color by establishing individual bonds with students through regular communication, trust, and care. Students describe CBO staff as encouraging of their future

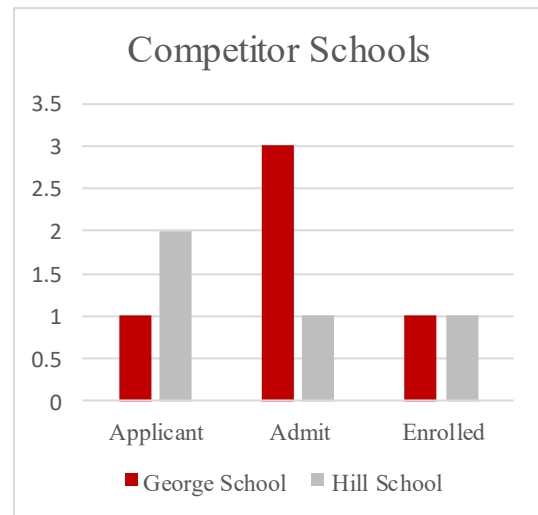
endeavors” (p. 9). Students are building deep connections with the Community Based Organization staff. The data suggest that these connections are leading to an increase in applications. The literature shows that these connections have a significant impact on the student behavior. If the applications are increasing, but the yield is decreasing, the natural question is where are the non-enrolling students enrolling for high school?

Finding 3: Branding

The survey does provide some insight into the previous question. There are several questions that highlight the competitor schools. The first question that provides this information is on all three surveys, it asks for a list of all the schools that the students has submitted applications. The other question is only on the non-enrolling survey, which asks what school the student is going to attend.

As the Competitor Schools graph below shows, there are two schools that clearly emerge as top competitors, The Hill School and George School. Both schools are coed, however, there

was a survey question asking if gender was a factor in making the decision. Surprisingly, only one student listed gender as an enrollment consideration; consequently, for the purposes of this Capstone the gender issue will not be considered. As discussed in the methods section, a review of the public information led to the third finding, non-enrolling students go to schools with a more developed communications plan.

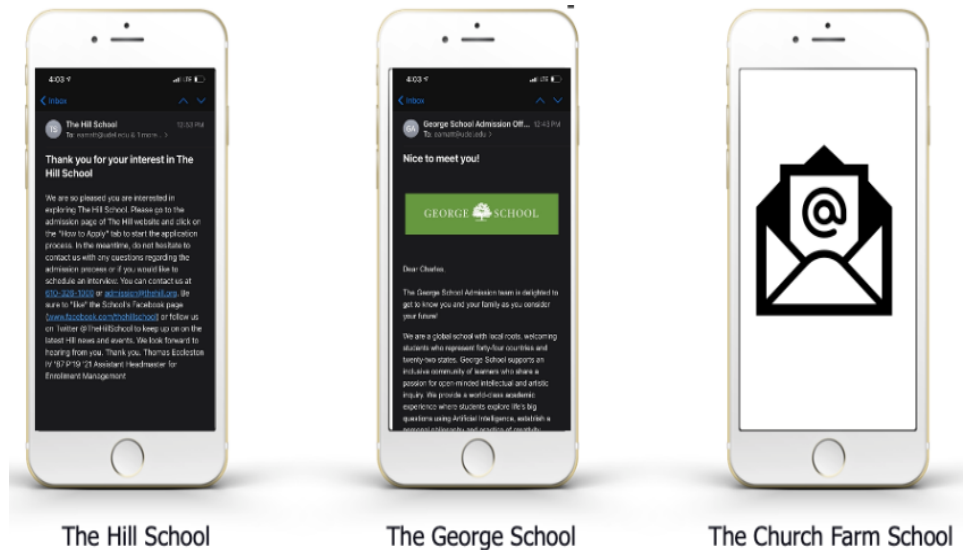


There is a plethora of literature surrounding marketing and school enrollment. Apostolou et al. (2018) conducted a study of marketing in a secondary school environment. They teach us that, “The benefits of implementing a marketing plan, according to the results we derived from our data analysis, are very important for achieving the goals of an educational organization” (p. 7). A communications plan has several parts: Website, email, and contact forms are the first major areas of the plan.

An important aspect of enrollment is data collection. It is important that students be in the admissions funnel as soon as possible. During the review of The Hill and George School, it was very clear that each school was attempting to solicit data on every admissions webpage. Data is collected using an inquiry form. The inquiry forms for The Hill and George schools solicited a variety of data points ranging from demographic information to interests. The Church Farm School has an inquiry form, but it is hidden and not easily accessible. This presents a barrier to families. Once I found the form on the website, the amount of information was lacking compared to The Hill and George School. The competitor schools are soliciting more data. What is the importance of collecting data?

APPLY NOW: INCREASING BOARDING SCHOOL ENROLLMENT

The data allows the school to begin to build a connection with the family. The image to the right is a representation of the emails received after completing the inquiry forms. I submitted the form for The Hill School, George School, and The Church Farm School at the same time. I immediately received a message from The Hill School and George School. The Hill School sent communication to the parent and the student, it provided contact information and invited



the student to begin an application. The George School communication provided information about the school based on interests indicated on the form. It also provided contact and social media information. The Church Farm School did not send a message. Schee (2009) states that, “Even though many institutions did not have an enrollment management program in place in 1997, 87.0% had the institutions marketing component and 81.2% had the admissions/recruitment component operational. Of the five (enrollment management) components, these two likely make the greatest difference in admissions yield” (p. 14). The finding is that non-enrolling students go to schools with a more developed communication plan. The data and literature support the fact that communications are essential to enrollment.

Finding 4: Academic Reputation

The literature shows that families prefer to enroll their students in schools that they perceive to be more academically rigorous. Parker et al. (2007) tells us that “Perhaps not

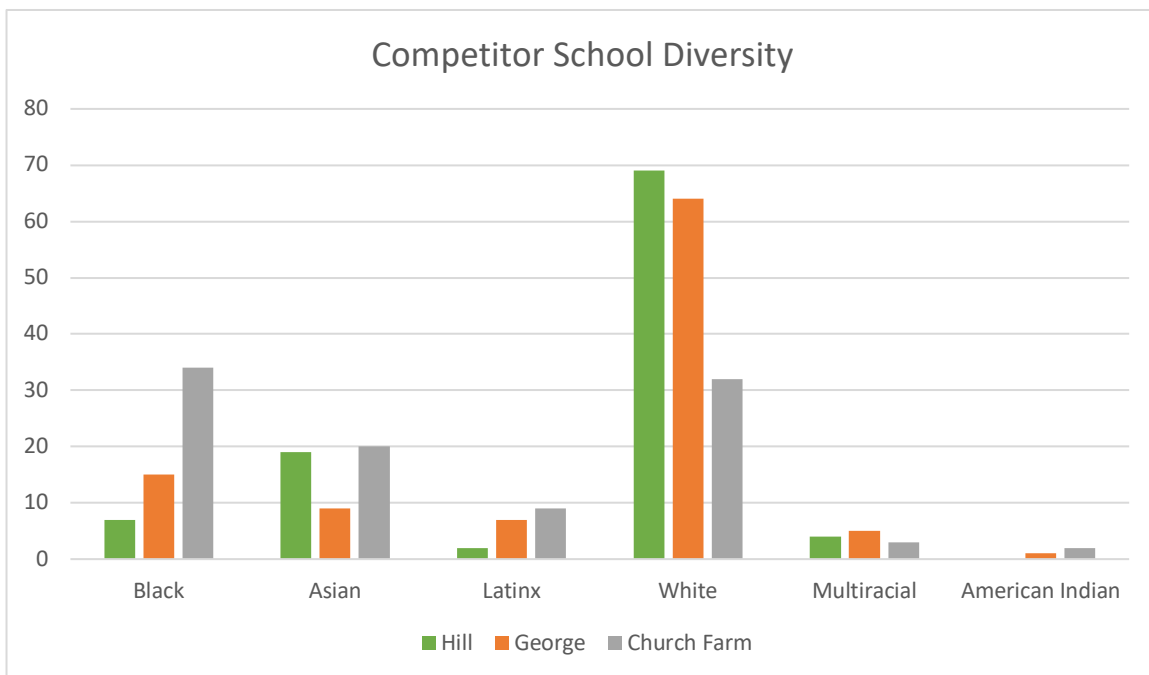
surprisingly Hsieh and Shen (2001) found that higher academic standards were important to the majority of all parents” (p. 24). The data shows that non enrolling students have significantly higher GPAs than enrolling students. Survey data and the quantitative data support this finding. The data shows that most non-enrolling families selected that they wanted a more challenging academic program. About twenty-two percent of non-enrolling students selected that they would like a more competitive academic environment. The gap in GPAs between enrolling and non-enrolling students increased within the three-year period

	2018	2019	2020
Enrolling	3.36	3.38	3.49
Non-enrolling	3.67	3.75	4.13

as seen on the chart to the right. This finding presents a limitation because there is not a list of criteria to determine academic reputation. The most common factors are SAT scores and college placement. However, there is a substantial amount of research about the bias related to test scores and students of color. It will be difficult to use that variable. Additionally, the COVID Pandemic has presented a challenge for test scores because of the lack of opportunity to sit for the exam. College placement is an additional variable that would be difficult to evaluate because each secondary school has the option of how to list the information. For example, The Hill School does not list the college information of their students. The George School lists only the colleges that students choose to attend. The Church Farm School lists all colleges that sent an offer of admission. It is difficult to evaluate the academic reputation based on college placement. However, as the literature informs this is an important factor for families that can be clearly displayed in the data.

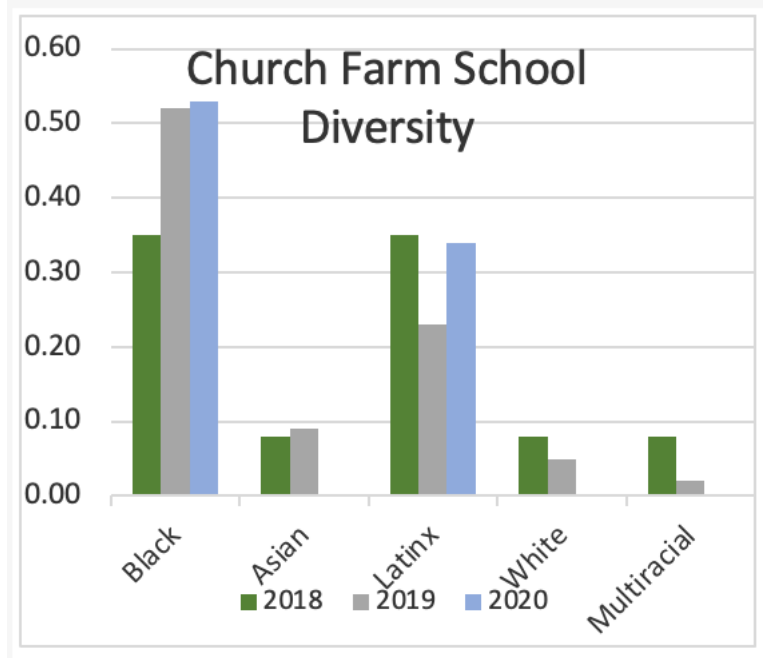
Finding 5: Diversity

Unfortunately, there is a correlation between perceived rigor and ethnicity (Fairle & Betts 2001, Li 2009, Saporito 2009). IPEDS dataset publishes all the ethnicity data of a school. The Competitor School Diversity chart below shows the ethnic breakdown for George School, The Hill School, and The Church Farm School. A clear difference exists between The Church Farm School and the two competitor schools. Over sixty percent of the students are White at the competitor schools. There is a thirty-point difference between the White students at The Church Farm School and the competitor schools. A large gap exists between the Black students at The Church Farm School and the two competitors. While not as large, there is a noticeable difference in Latinx, Asian and American Indian students as well. Overall, The Church Farm School is more diverse. Diversity is not automatically a barrier for some families. The literature shows that there are particular racial groups that present more conflict for enrollment than others. Li (2009) tells us that, “The results show that White flight appears to be more sensitive to Black concentration than to any other minority concentration” (p. 388).



This concept leads to the final aspect of the racial finding which is that The Church Farm School has a decline in enrollment by ethnicity. As previously discussed, that The Church Farm School

is more diverse than George School and The Hill School. The Church Farm School Diversity chart to the right provides the data by racial group for the past three years. It is important to note that there is a significant decline in enrollment by ethnic groups. There were no students that identified as Asian, White, or Multiracial that enrolled in The Church Farm School in



2020. The White and Multiracial students have been declining steadily since 2018. Interestingly, the Black student number has been increasing in the same timeframe. This fact supports the White flight themes from the literature.

Recommendations

Recommendation One

“Though any of these models may be effective in promoting enrollment goals, success ultimately hinges on two main factors: Institutional commitment to change and the expertise of the individual leading the enrollment effort” (Bontrager, 2004, p. 9). The first recommendation is to reinvent the Admissions Office into an enrollment management division. Depending on the level of committee and expertise, the structure could range from a Coordinator to a Matrix model. The size of The Church Farm School would make a Division model unnecessary. As previously mentioned, The Church Farm School is actively searching for a new enrollment

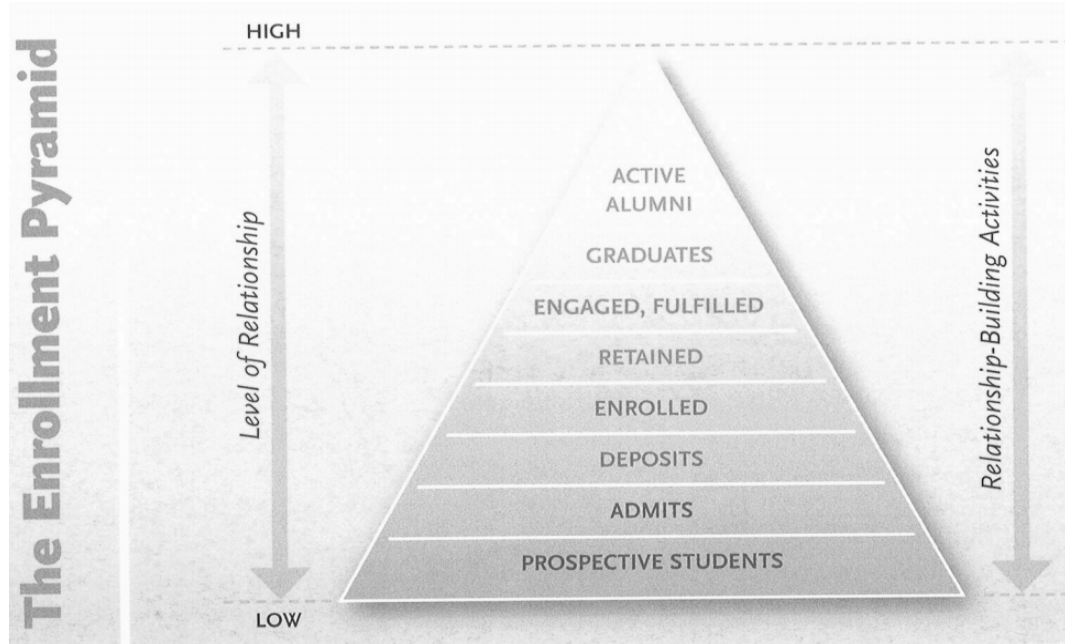
department leader and several key new admissions staff members. It is important that these hires are strategic. The literature shows that connections are an important factor in making an enrollment decision (Coles 2012, Black 2004, & Bontrager 2004). Both competitor schools, George School and The Hill School, have alumni as members of the admissions staff. This connection cannot be underestimated. The recommendation is that The Church Farm School conduct a nationwide search for the new enrollment leader. Best practices include using a search firm and posting the position on the National Association of Independent Schools website. The cost associated with posting a position on the site is \$235. The cost for hiring the search firm ranges depending on their level of involvement with the process. Carney, Sandoe & Associates is an industry leader in the secondary school search field. Once the position is posted, it is important to establish the key list of attributes that this leader should possess. The list will depend on the goals of the institution however, this leader should have experience with enrollment management and be asked to provide evidence of that support during the admissions process. The search should be public, and alumni should be involved in the hiring process. This could be accomplished with a public forum or presentation. The presentation topic should include an evidence based strategic plan for a path forward.

Recommendation Two

Once a leader is in place, it will be important for the leader to establish and maintain connections with the community. The second recommendation is to create internal connections. While it would be an asset to have an alum represented on the admissions team, the connections should extend beyond the staff. There are several subgroups that are potential partners for enrollment. The groups are current students, alumni, and parents. The updated enrollment management theory discusses the change from a funnel to pyramid (Bontrager 2004). As seen

below, alumni are at the top of the pyramid. These relationships are essential to the enrollment management operation and are in the enrollment management core concepts. Current students are another essential stakeholder, they represent the school population and can have an impact on

prospective student and alumni engagement. The literature discusses the influence that parents have in school selection,



and they are in all levels of the pyramid. Best practices dictate a variety of methods to make connections with these populations. One population option is to create admissions subgroups based on populations. The recommendation is to create a parent and alumni advisory group. The group would meet three times a year. These meetings will serve several purposes, first it will be an opportunity for ongoing feedback. The feedback can be used enhance the enrollment process. An additional purpose for these meetings will be to foster and build connections. It will be an opportunity to the parents and alumni to connect to each other and one of the meetings should be in conjunction with an admission event. It will be opportunity for admitted or prospective families to see The Church Farm School community. The final purpose of the meetings will be to make connections with current students. It will be an opportunity for students to see what life is like after The Church Farm School and serve an opportunity to increase retention.

Recommendation Three

“Efforts to improve services typically focus on students. The reality is that successful enrollment management operations seek to provide quality services to all stakeholders” (Bontrager, 2004, p. 13). The third recommendation is to enhance external connections. It was clear that there is a gap in Community Based Organization applications and yield. What are the missing features that are causing students to make other choices? What kind of programming can be established to enhance these connections? For example, some Community Based Organizations have visitation requirements for students. There is data that shows that a visit is a positive factor on enrollment (Secore 2018). The amount of data directly from the Community Based Organizations is an additional limitation for this capstone. The recommendation is that all Community Based Organization agreements should be reviewed and updated. A mandatory visit requirement should be included for all admitted students. A special program should be designed for each organization that would best highlight the needs of those students. For example, for students from outside the state of Pennsylvania the program might include an overnight visit. Additionally, the Community Based Organization staff should be invited to an exclusive open house event. This will be an opportunity to showcase The Church Farm School and to collect feedback. The program should include extensive VIP tours of the facilities, opportunities to connect current students from their organizations, and luxury dining. A process should be established that there is ongoing community with these organizations. The process would include a survey conducted at the end of each admissions cycle and a liaison selected from the Admissions Office.

Recommendation Four

“While the notion of customer service in an academic environment is not those students are always right or immune to the consequences of their actions, it does mean enrollment staff have an obligation to ferret our bad policies, simplify them, when possible, communicate them effectively, and educate students regarding their responsibilities and related consequences” (Black, 2004, p. 38). All the previous recommendations are included in the fourth recommendation, which is to create a strategic recruitment plan. A strategic recruitment plan uses data to inform decisions about travel, events, communication, and goals (Bontrager, 2004 & Dolence, 1993). For example, no school has the resources to send admissions staff to recruit in every state. Offices with strategic recruitment plans analyze the data about their existing students and pockets of potential students. The travel is concentrated on those areas. Another aspect of the plan is about communications. It is clear that an entire overhaul of the website would be prudent but might not be possible at this point in time. However, it is possible to develop and implement a communication plan. When is The Church Farm School going to communicate with students? How often? What methods will be implemented? Email or text? A communications plan can be automated so that it is an easier lift for the office. The final aspect of the plan is goal setting. It is too simplistic to simply have a goal of more students. What is the aspirational goal? What is the minimum goal to keep in operation? Data will be the main driving factor for these goals. The National Association of Independent Schools suggest two methods of strategic planning as best practices (NAIS Website, 2021). The first method is to implement a full strategic plan at one time. This process will provide a comprehensive plan but does take time to implement. It can also become outdated in the rapidly changing world of admissions. The second method is to adopt an ongoing strategic planning process. This method is still developing a plan, but it allows for change and growth. The first step is to create a leadership team. The team will be responsible

for establishing an ongoing agenda. The agenda should include guiding questions, methods for data collection, outcome measures, and a calendar. Each member of the leadership team will be responsible for a subcommittee. The subcommittees should include but are not limited to recruitment, evaluation, and communications.

Recommendation Five

“Customer relationship management (CRM) on the web is quickly becoming a required component of the enrollment management toolbox” (Bontrager, 2004, p. 14). The final recommendation provides an avenue to implement and measure the other recommendations. The final recommendation is to invest in a Customer Relations Management System (CRM). A CRM allows offices to include all aspects of admissions in one space. There are internal and external features. Admissions staff can plan and track recruitment travel. Students and families can upload application materials. Admission staff can communicate and track those communications with students and families. One possibility is to use SLATE CRM. It is important to pick a system that is robust but user friendly, the cost is based on the number of applications received at a school. The Church Farm School cost for SLATE would be under \$5,000. SLATE is very user friendly and can be designed by the staff and there is no required technical support from the school. It will allow the admissions office to build forms, surveys, and applications that will allow the school to collect the necessary information. SLATE also provides a free custom portal for students that will allow them upload application materials and streamline the process. The project and task features allow the staff to plan travel and projects within one system. It would be an ideal place for the strategic recruitment plan work. SLATE has all the necessary features to improve the enrollment process; additionally there is a free area designed for staff that work with students, called Slate.org. This would be ideal for the work with the Community Based

Organizations to provide materials and updates for their students. SLATE can be purchased and set up in as little as six weeks. SLATE Implementation should be a summer project and a prudent way to start the admissions cycle. Finally, SLATE has a 100% client retention, so it is considered an industry best practice (Technolutions Website, 2021).

Conclusion

In retrospect the lack of data made it difficult to completely answer the research questions. However, we do know that Community Based Organization association is a factor that drives application submission. We also know that ethnicity is a factor that drives enrollment and more specifically students from traditionally underserved populations are more likely to apply and enroll. The lack of current studies of boarding school enrollment made this capstone somewhat challenging. However, the findings show that boarding school enrollment is very similar to college enrollment so similar strategies can be employed. In conclusion, the enrollment landscape will always have its challenges and be subject to the changes occurring in the world. However, there are steps that can be taken to counteract these changes and stay current with the times. It is important to implement the tools necessary to effectively enroll students. According to Enrollment Management Professional Dr. Jim Black, “Lastly, the story must be compelling” (Black, 2004, p. 43). The Church Farm School is providing a wonderful opportunity for young men; I hope that with increased enrollment they will be able to continue that tradition. Only time will tell if the story is compelling enough to survive the changing landscape.

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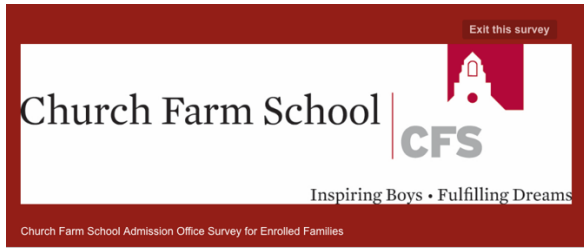
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Appendix A



1. Admission Office Survey

1. Student Name-otherwise survey will be anonymously submitted

* 2. Grade to which your son applied for September 2020

3. How did you hear about Church Farm School (select all that apply)?

- High School Placement Office
- Church Farm School Alum
- Newspaper/Magazine Advertisement
- Social media eg. Facebook, Instagram, Twitter
- High School Fair
- Church Farm School Website
- Current Church Farm School Student
- Other (please specify)

* 4. To how many schools did you apply (including CFS)?

- 1
- 2
- 3
- 4
- 5 or more

* 8. Please rate the following CFS Admission events

	Better than other schools	Same as other schools	Less favorable than other schools	N/A
Fall Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission Tour/Shadow Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Revisit Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

9. What might you suggest CFS change to improve its admission process?

10. What were the top 3 reasons you picked Church Farm School for your son?

* 11. How important were the following characteristics/programs in selecting your child's school?

	Very Important	Somewhat Important	Not Important
Academic Rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Placement Record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty/Student Ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Plant/Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEAM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. To how many schools was your son admitted (including Church Farm School)?

- 1
- 2
- 3
- 4
- 5 or more

Please name the schools:

* 6. Please rate your overall experience with the CFS Admission Office

	Excellent	Good	Fair	Poor
Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 7. Please rate the following CFS Admission resources

	Excellent	Good	Fair	Poor	N/A
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can we improve?

* 8. Please rate the following CFS Admission events

	Better than other schools	Same as other schools	Less favorable than other schools	N/A
Fall Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission Tour/Shadow Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Revisit Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 12. How did CFS compare to other schools that you considered in the following areas?

	Best	Better than Most	About the Same	Poorer than Most	Worst	Can't Compare
Academic Rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Placement Record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty/Student Ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Plant/Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEAM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 13. From the list below, please select all words or phrases that you would say are the most widely-held images of Church Farm School

- Academically rigorous
- Nurturing
- Rich curriculum
- Diverse
- Intense
- Great facilities
- Relaxed
- Best kept secret
- Develops leadership
- Beautiful campus
- Competitive athletic program
- Character building
- Down to earth community
- Inclusive of all religious traditions
- Fun
- Strict
- Close-knit community
- Excellent art program
- Outstanding choir
- Affordable

Other (please specify)

Done

Appendix B

- Student Name - otherwise survey will be anonymously submitted
- Grade to which your son applied for September 2020
- How did you hear about Church Farm School (select all that apply)?
- To how many schools did your son apply (including CFS)?
- To how many schools was your son admitted?
- What school does your son plan to attend in September?
- Please rate your overall experience with the CFS Admission Office
- Please rate the following CFS Admission resources
- Please rate the following CFS Admission events
- What might you suggest CFS change to improve its admission process?
- What were the factors that most influenced your final choice of school?
- How important were the following characteristics in selecting your son's school?
- How did CFS compare to other schools that you considered in the following areas?
- From the list below, please select all words or phrases that you would say are the most widely-held images of Church Farm School
- During the course of your time at Church Farm School, we know you heard a lot about the value of an-all boys education. What did you find most persuasive about the value of an all-boys education? And what was least persuasive?

Appendix C

- Student Name - otherwise survey will be anonymously submitted
- Grade to which your son applied for September 2020
- How did you hear about Church Farm School (select all that apply)?
- To how many schools did your son apply (including CFS)?
- To how many schools was your son admitted?
- What school does your son plan to attend in September?
- Please rate your overall experience with the CFS Admission Office
- Please rate the following CFS Admission resources
- Please rate the following CFS Admission events
- What might you suggest CFS change to improve its admission process?
- What were the factors that most influenced your final choice of school?
- How important were the following characteristics in selecting your son's school?
- How did CFS compare to other schools that you considered in the following areas?
- From the list below, please select all words or phrases that you would say are the most widely-held images of Church Farm School
- During the course of your time at Church Farm School, we know you heard a lot about the value of an-all boys education. What did you find most persuasive about the value of an all-boys education? And what was least persuasive?