Factors Influencing Enrollment Trends in Seventh-day Adventist Boarding Schools on North America

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Andrews University
School of Education

FACTORS INFLUENCING ENROLLMENT TRENDS IN SEVENTH-DAY ADVENTIST BOARDING SCHOOLS IN NORTH AMERICA

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Jeanette Wright Bryson
December 2005
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ABSTRACT

FACTORS INFLUENCING ENROLLMENT TRENDS IN SEVENTH-DAY ADVENTIST BOARDING SCHOOLS IN NORTH AMERICA

by

Jeanette Wright Bryson

Chair: Hinsdale Bernard
ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University
School of Education

Title: FACTORS INFLUENCING ENROLLMENT TRENDS IN SEVENTH-DAY ADVENTIST BOARDING SCHOOLS IN NORTH AMERICA

Name of researcher: Jeanette Wright Bryson

Name and degree of faculty chair: Hinsdale Bernard, Ph.D.

Date completed: December 2005

Problem

Enrollment is declining in the majority of Seventh-day Adventist boarding academies in North America, while it is increasing in a few. This study seeks to identify the more important factors related to increasing and declining enrollment trends.

Method

A basic causal-comparative study was conducted involving two groups of Seventh-day Adventist boarding academies, one with an increasing and one with a declining enrollment trend. A survey questionnaire was designed for educators, students, and parents/guardians affiliated with these academies to assess satisfaction and relevant perceptions and to rank the perceived importance of factors influencing enrollment trends, including Academics, Climate, Cost, Facilities, Leadership, Location, Mission,
trends, including Academics, Climate, Cost, Facilities, Leadership, Location, Mission, and Support. The statements were developed based on the findings from a review of literature, including the theories of Astin, Pascarella, Terenzini, and Tinto.

Findings

The most critical factors influencing enrollment for the respondents were Climate, Mission, and Academics. Cost was the weakest. There was no clear-cut distinction between respondents from academies experiencing an increasing and a declining enrollment trend on levels of satisfaction and perceptions of the factors that influence enrollment. Differences were evident in the relationship of socioeconomic status, church affiliation, and prior boarding academy experience of parents/guardians and levels of satisfaction, perceptions, and influences on enrollment. The findings supported the theories of enrollment, that it is not just one factor, but a combination of persons, systems, academics, and social influences that impact the decision to attend and stay enrolled in a private or parochial school.

Conclusions

Although a positive climate, excellent academics, and a focused mission are essential elements for maintaining stable enrollment levels, there still seem to be factors outside the eight identified in this study that could provide answers to the dilemma of declining enrollment trend in some of the Seventh-day Adventist boarding academies in North America. The value Adventists and other private and parochial organizations place on Christian education needs to be seriously assessed.
Dedicated to my family and particularly in memory of my late husband, George E. Bryson, my father, James C. Wright, and my Asante grandfather, Nana Isaac Adu Bobi.
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x
CHAPTER I

INTRODUCTION

Historical Background

Educational institutions have been a part of the history of the development of the Seventh-day Adventist Church in North America. However, in the early beginnings of the church, the idea of establishing schools was first rejected. In 1852, one of the leaders, James White, stated that the young church had much “to do in too short a time. The Youth’s Instructor, begun in 1852, would have to suffice along that line” (Morgan, 1974, p. 2; Vande Vere, 1972, p. 12). Morgan points out that many of the early Adventists supported White’s belief and felt that providing formal education for the youth might be misinterpreted as a denial of faith in the soon coming of Christ. However, according to a report entitled “Risk and Promise: Challenges Facing Seventh-day Adventist Education Today” published by the John Hancock Center (1997), in 1853 a group of families started a school in connection with the local church in Battle Creek and a five-family school was started in Buck’s Bridge, New York. Knight (1983) states that by 1857, White had become an enthusiastic supporter of private schools as opposed to the children of Sabbath keepers attending public schools. He saw a need to have a formal education with a foundation in religious nurture.

Michigan and New York were among the locations for the first Seventh-day Adventist schools. Louise Morton conducted the Battle Creek school in Michigan and
Goodloe Harper Bell, who would later move to Battle Creek, was a leader in the school system in New England (Edwards, 1924).

In 1872, the church leaders, recognizing that the educational institutions would prepare “young men and women to act some part more or less public in the cause of God” (Morgan, 1974, p. 10), agreed to designate the school in Battle Creek as the first denominational high school and academy—Grades 9-12. Seal (1977) describes the school as having 12 students enrolled with Bell as the teacher. The Seventh-day Adventist Educational Society was established in 1874, and James White was the titular president for the next 5 years. At the 1880 General Conference, the need for church schools was articulated, but it was stated that there was no need for residence halls (Knight, 1983). After 1880, a few educators in New York began to build a foundation for elementary and junior academy education that led to the first Adventist boarding academy in New York (Strayer, 1993). The second and third Adventist academies were established in 1882, first at Healdsburg, California, and then South Lancaster, Massachusetts.

The first Adventist dormitory was built at Battle Creek College in 1884. It was considered to be “a great blessing to the school, as the faculty could supervise the lives and work of the students carefully by having them all together in the school home” (Edwards, 1924, p. 9). By 1891, dormitories were a part of the academy in Battle Creek, and Ellen G. White began speaking in favor of establishing “School Homes.” In 1901, due to the need for more property, White argued that the school should be moved even if it meant that there might be a decline in enrollment (General Conference of Seventh-day Adventists, 1901, p. 215).
Concurrently, in New York, the several intermediate schools that had been established following the 1880 counsel were the forerunners of the boarding academy now known as Union Springs Academy. “School began at ‘The Home’ with 17 students on November 23, 1901” (Strayer, 1993, p. 2). In 1903, when a donor gave what was at that time a large amount of money, $1,000, to establish a vocational school, the New York Conference voted to set up a conference-supported boarding school. The boarding academy opened in 1903, but by 1904 the enrollment had increased and the Conference committee started fund raising. Campmeeting included work bees to construct buildings on a new site and the academy was ready in 1906 (pp. 2-7). Strayer, commenting on the efforts of both the Conference and the local churches, observed that “such close cooperation enabled the ‘school family’ to accomplish much in subsequent years to strengthen the academic, industrial and spiritual program” (p. 7). This school in Western New York eventually became known as Femwood Academy. In April of 1922 the academy facilities were sold to a “Ma Dorsey” and renamed Dorsey Academy. This was the first rural “home school” for African-American children from Adventist homes. The Conference continued to support a number of education projects, including the development of the Tunesassa Intermediate School that opened in 1906 and the Clinton (or Eastern New York) Academy near Utica, New York. The two schools later merged with other schools in the Atlantic Union to become the senior boarding academy for the Union in 1921, Union Springs Academy (Strayer, 1993, pp. 2-34).

Other educational institutions founded in the 1890s included boarding departments such as the Keene Industrial Academy in 1894, located near Dallas, Texas,
and the Oakwood Manual Training School in 1895, in Huntsville, Alabama. These academies later developed into college settings.

At a nationwide conference in 1903, the Seventh-day Adventist Department of Education set up a pattern for promoting and directing the church educational system. This system is still used today and includes guidelines for elementary, day academy, boarding academy, and college programs within the local constituent church, conference, union, and division. Of all of these ventures, the boarding academy appears to be the most at risk today.

In the early 1920s, the boarding academies had come to be considered by most church leaders and members as a positive aspect of secondary education. One of the early educators in the Adventist school system, Professor Harry E. Edwards (1924), addressed the need for boarding departments in the Adventist school system with an admonishment:

> Of all the factors, which contribute to the success of our secondary school, none is more important than HOME ADMINISTRATION. Intelligent administration means much to the success not only of those directly connected with the homes, but to the whole school and its constituency. (Introduction to “Home Administration,” paragraph 1)

Alma Graf (1924), in charge of an early girls’ dormitory in the Adventist school system, writes about a women’s dormitory located on a university campus: “Four years ago, I visited this dormitory. The warden in charge told me that while only a part of the young women had been under supervision for two years, the morals of the entire university had been improved forty per cent” (p. 2). She goes on to draw a parallel to Adventist academy dormitories, quoting parents as being supportive of the school homes. She also refers to General Conference workers who visit Adventist institutions that sponsor homes as saying about schools that one “cannot rise above the standard of its
homes, that it is impossible to separate their work and influence, [and] that the home
spirit is the pulse of the school" (p. 3).

The Bible contains many references to God calling His followers to separate from
the community around them—Noah, Abram, Lot, Moses, Paul. Not unlike the call for
these leaders to separate from evil, White (1948) wrote,

Our school homes have been established that our youth may not . . . be exposed to
the evil influences which everywhere abound, but that, as far as possible, a home
atmosphere may be provided that they may be preserved from temptations to
immorality, and be led to Jesus.

Teachers who are placed in charge of these homes bear grave
responsibilities; for they are to act as fathers and mothers, showing an interest in
the students, one and all, such as parents show in their children. . . . They should
be men and women of faith, of wisdom, and of prayer. They should not manifest
stern, unbending dignity, but should mingle with the youth, becoming one with
them in their joys and sorrows, as well as in their daily routine of work. Cheerful,
loving obedience will generally be the fruit of such effort.

If every student composing the school family would make an effort to
restrain all unkind and uncourteous words, and speak with respect to all, . . . what
a reformatory influence would go forth from every school home!” (6:168, 169,
174)

The 2004 Seventh-day Adventist Yearbook indicates that the Seventh-day
Adventist Church owns and operates educational institutions throughout the world.
There are 1,064 secondary schools (academies), providing an educational system
equivalent to Grades 9-12. Ninety-six of these academies are situated in the United States
and Canada. Thirty-nine of these academies in North America are boarding, with the
majority of the students residing in dormitories.

Enrollment is declining in most of the boarding academies in the North American
Division. According to the annual education statistical reports published by the North
American Division of Seventh-day Adventists Department of Education, between 1988
and 2001, overall enrollment in Seventh-day Adventist boarding academies in North
America declined with increased enrollment in only a minority of academies. Only 6 of the 39 boarding academies indicated a trend of increasing enrollment.

**Research Problem**

The trend in Adventist education is away from boarding academies and enrollment is declining in the majority of Seventh-day Adventist boarding academies in North America.

**Purpose of the Study**

The purpose of this study is threefold. One is to identify the most critical factors influencing enrollment in Adventist boarding academies in North America. The second is to ascertain whether or not there is a difference between the levels of satisfaction and perceptions held by students, educators, and parents/guardians affiliated with Seventh-day Adventist boarding academies and enrollment in selected boarding academies with an increasing enrollment trend as compared to those with a declining enrollment trend. The third is to identify any interaction between certain characteristics of the parents/guardians and enrollment on levels of satisfaction and perception held by parents/guardians affiliated with boarding academies with an increasing enrollment trend as compared to those with a declining enrollment trend; namely, socio-economic status, church affiliation, and prior boarding academy experience.

**Research Questions and Related Hypotheses**

There are three major questions for this study in the area of enrollment in Adventist boarding academies. Six hypotheses are presented regarding students, educators, and parents/guardians.
Research Question 1

What are the critical factors influencing enrollment in the Seventh-day Adventist boarding academies in North America?

There was no hypothesis associated with Research Question 1.

Research Question 2

When compared on critical areas that may influence enrollment, how do the levels of satisfaction, perceptions, and ranking of influences on enrollment held by students, educators, and parents/guardians differ in academies with an increasing enrollment trend compared to those with a declining enrollment trend?

Students

Research Hypothesis 1. There is a significant difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by students attending academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Educators

Research Hypothesis 2. There is a significant difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by educators employed at academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Parents/Guardians

Research Hypothesis 3. There is a significant difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of
Seventh-day Adventist boarding academies held by parents/guardians affiliated with academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Research Question 3

*Is there a difference in the perceptions of parents/guardians affiliated with boarding academies with increasing, as compared to those with a declining enrollment trend, according to the following characteristics: income or socio-economic status (SES), church affiliation, and prior boarding academy experience?*

Research Hypothesis 4. There is significant interaction between SES and enrollment trend on the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by parents/guardians whose students attend academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Research Hypothesis 5. There is significant interaction between church affiliation and enrollment trends on the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.

Research Hypothesis 6. There is significant interaction between prior boarding experience, based on the number of years the mother and/or father attended boarding academy, and enrollment trend on the level of satisfaction and perception of church support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.
Rationale for the Study

Research has been done to identify enrollment determinants and indicators thought to be influencing enrollment, from kindergarten through college. These studies have included parochial, private, and public schools. No data were found, however, for Seventh-day Adventist boarding academies relating to specific factors that may influence enrollment.

Significance of the Study

Knowledge of factors that influence enrollment is fundamental for establishing operational plans for stabilizing and increasing enrollment in schools where it is declining. Boarding academies in the Seventh-day Adventist Church in North America are in crisis. Enrollment is declining in the majority of the boarding academies and some are closing. Knowledge of specific factors that influence growth is urgently needed if boarding academies are to remain a viable option for Adventist education.

Definition of Terms

The following terms are defined as used in this study:

**Boarding Academy**: A resident high school—Grades 9-12. The boarding academies referred to in the study are those listed in the roster of the North American Division of Seventh-day Adventists.

**Church affiliation**: Membership in the Seventh-day Adventist church.

**Climate**: The qualities that characterize the environment, the personality and/or culture of the school make up the climate. It refers to the conditions on campus influencing the learning atmosphere, the academic and social events, and their
significance within the particular school culture. It also includes the diversity issues, safety, character development, and relationships.

**Conference:** The church headquarters for the local churches in a given geographic location, most often within a certain state.

**Cost:** General fees, tuition, room, and board charged for attending academy.

**Curriculum:** Courses, programs, and activities provided at the academy.

**Distance:** Accessibility and distance from student homes.

**Educators:** Faculty, staff, and administrators employed by the academy.

**Enrollment Influencers, Determinants, or Indicators:** The most frequently mentioned factors thought to influence enrollment in schools.

**Facilities:** The physical plant includes the buildings such as the cafeteria, classrooms, dormitories, industrial plant, and gymnasium. It also includes the furnishings, telephone service, and available technology.

**Financial Support:** The financial support referenced in this study includes monetary support from the local church and conference in the form of scholarships, matching funds, and subsidies. It also references enrollment plans to increase revenue.

**Geographic Location:** The location of the school indicated by one of the following: inner city, city, suburban, small town, or rural.

**Growth:** Enrollment in the indicated academy or academies during the time period in the study, either increasing or declining.

**Leadership:** In this study, leadership refers to the extent that educators are friendly, caring, and willing to listen to students and parents/guardians. It includes the degree to which educators enjoy being with the students and are perceived to have respect
for students, and are fair and consistent. For teachers, it includes the level of knowledge and training in their subject areas and the ability to address diversity in their learning plans.

Mission: The mission refers to the vision that permeates the system. It includes everything that the particular organization claims to provide for the participant, formally and informally.

SES: Socioeconomic Status based on income. For purposes of this study, based upon the average income indicated by the respondents, a family income of less than $50,000 is listed as low income (Level 1), $50,000-79,000 is middle (Level 2), and $79,001 or more is high (Level 3).

System Support: This form of support refers to the vision, enrollment plan for growth, focus, and marketing. It includes the perception that the conference officers and the local pastors exhibit.

Transportation: Availability of public or private transportation to and from the academy.

Assumptions

1. Parents and guardians participating in the survey are acquainted enough with the academy to respond to the questions in the survey.

2. Students participating in the survey have been in attendance at the academy long enough to respond substantively to the questions in the survey.
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Delimitations

The study was delimitated to responses from selected boarding academies experiencing an increase in enrollment and those experiencing a decline in enrollment. The focus was on levels of satisfaction, perceptions, and rankings of enrollment influencers in the boarding academies comprising the two groups and not on the general issues of enrollment management. To assure manageability of the data, the questionnaire was set up using an objective format and included only one open-ended question.

Limitations

This study was limited to eight Seventh-day Adventist boarding academies in North America. Two of the six boarding academies with an increasing enrollment trend and six of the boarding academies with the most rapidly declining enrollment trend received clearance to participate from the administrators at the academy, conference, and union levels. The analysis was limited to those questionnaires returned within the time frame of the study. For example, parents/guardians who live outside of North America did not respond. This may have been due to a language problem since the questionnaire was in English, and English may not have been their primary language.

Organization of the Study

Chapter 1 presented a brief introduction to the background of Adventist boarding academies, a statement as to the research problem, the purpose, questions, hypotheses, rationale, and significance of the study. It also included definitions of terms, assumptions, delimitations, and limitations.

Chapter 2 contains the review of literature and research related to the enrollment and factors influencing enrollment trends.
Chapter 3 presents the methodology and procedures used to collect the data.

Chapter 4 presents the results of analyses and findings.

Chapter 5 contains a summary of the study and findings, conclusions drawn from the findings, a discussion, and recommendations for further study.
CHAPTER II

REVIEW OF LITERATURE

The Andrews University James White Library home page, Gateway, provided the major access to the search for related literature. This included books, articles, and dissertations on the subject of the development of Adventist education, historical background of the boarding academy concept, and various enrollment issues including but not limited to the following: quality education, private schools, indicators of influence on enrollment: system support, cost, facilities, location, leadership, mission, and climate. Also explored were related enrollment issues: attendance, attrition, and marketing. The search included the Educational Resources Information Center (ERIC), Resources in Education (RIE), Current Index to Journal in Education (CIJE), WorldCAT, Education Abstracts, Dissertation Abstracts International (DAI), Index to the Writings of Ellen G. White, documents in the Adventist Heritage Library, and other resources available in the James White Library such as the catalogs and interlibrary loan services. The selection of the theorists was validated through the Social Science Citation Index from the University of Colorado and a dialogue with the founder and president of one of the top research companies studying enrollment issues in private education, Hardwick Day (James Day, personal communication, May 3, 2005).
Boarding Schools in the United States: A Historical Overview

The first documented boarding schools in North America began in 1639 when private homes were set up to provide schooling. These boarding schools were intended for boys, and most often the training was in the home of clergy. The first documentation of the possibility of girls receiving education in a boarding environment was the *Dame School*. Although, it was established to teach boys, it appears that girls were allowed to attend. It is, however, unclear how much learning was available to girls (Clarke, 1973).

The religious influences at work in the early years of American history also influenced educational practice. Education was thought to be the best weapon, after religion, in the "incessant struggle against a satanic barbarism of the wilderness" (Webb, McCarthy, & Thomas, 1988, p. 2). The Old Deluder Satan Act in 1647 required that children be taught to read so that they could understand the Scriptures in order to avoid hell fire and damnation. Following this movement, the New England courts ordered coeducation for boys to learn to read and write, and girls were to be taught to read and sew (Woody, 1929). That year, the Convent of the Ursiline Sisters opened one of the earliest boarding schools for girls in the Southern states (Bryson, Kelly, Kirner, Krafcik, Michaelis, Pope, & Rosica, 1995, p. 3).

The Protestant influence in colonial America, with its desire to train the children from the families of members of their particular congregation, produced parochial schools. Private control of schools was actually the principal 18th century answer to the problem of religious diversity. "Although the intent of church leaders to educate was certainly sincere, one may assume that their intent to proselytize was equally strong" (Astin & Lee, 1972, p. 14). The Presbyterian, Lutheran, Quakers, Dutch Reformed,
Congregationalists, Methodists, and Baptists were all active in opening both day and boarding schools.

Private boarding schools were established not only to indoctrinate people but also to acculturate them. In post-colonial America, when immigration was an issue of grave concern, an important function of many early boarding schools was to transform children into what was seen at the time as *authentic* Americans. Especially since the 18th century, assimilation was an important goal of a number of boarding establishments. While much of education became more exclusive into the middle of the century, in 1755, Charity Schools were opened with the strict guidelines that only English could be spoken. These schools were largely intended to stop the spread of German culture and to Anglicize the children (Bryson et al., 1995, p. 4). The idea behind this was that if children were separated from their immediate families and the heritage they had brought with them to a new country, they would more quickly be transformed into Americans.

This was later true of the boarding schools built and established for Native Americans. The primary purpose of these schools was the assimilation of Native American children into Euro-American culture while at the same time isolating them from other children in the educational environment. Upon the creation of these schools, Native American children were taken by force from their homes on the reservations and forcibly immersed in a closely controlled, Christian, English-only environment. Initially, boys attending these boarding schools were trained to be laborers and the girls to work in the home (Museum Anthropology, 2002).

Boarding schools for African American children were also seen as a way of providing education while isolating the students from the American mainstream. "The
Friends Meeting of Newport (Fountain City), Indiana, was first to give careful concern to the need to create an institution that would give runaway slaves basic education” (Union Literary Institute, 2004, paragraph 3). Prior to 1860, the American Missionary Association established educational institutions for the African American (Astin & Lee, 1972, p. 19). “The schools that became boarding schools were often the only places in a particular community where Blacks could be educated” (Ronald, 2003, paragraph 6). The Midwestern states were among the first to establish boarding schools for African American students. Despite Midwesterners’ general stand against slavery, even here, children with Black blood were not welcome in the local schools (Union Literary Institute, 2004, paragraph 6).

It would take litigation and government action for gender and racial bias to be at least officially ended. Throughout American history, gender bias was the norm in both boarding and day schools. Clarke pithily points out that the maxim of American education has always been that “boys’ schools and girls’ schools are one, and that one is the boys’ school” (Clarke, 1973). It was not until 1972 when Congress demanded an end to the inequality that the more serious gender segregation and discrimination ended (Bryson et al, 1995, pp. 47, 48). Even today, however, the finishing school image very often continues to plague students who attend “girls only” boarding schools (Smith, 2001).

In 1896, the Supreme Court had officially legalized school segregation in the Plessy decision. This type of segregation in schools was then officially outlawed in 1954, when the Supreme Court again ruled on the issue, this time declaring the unconstitutionality of “separate but equal” schools in the famous Brown v. Board of
Education decision (Cowan & Macguire, 1994, p. 232). Perhaps not surprisingly, given the racist climate in America, the Brown decision spawned outrage among racist, anti-desegregationist groups. "The largest and most demonstrative was the White Citizens Council, which gained over 80,000 members in hundreds of localized units within the next two years" (p. 232).

While racial segregation was outlawed, separate schools for different socio-economic groups have always been and continue to be the norm in the realm of private education. By the late 19th century, the upper class in the United States began regularly sending their children to private academies. They felt it important that their children associate with "the right people," and thus chose schools that would be "bulwarks against the growing heterogeneity of public schools." These children were "groomed . . . for success and power" (Holland, 1991, p. 5). An important function of these private schools was to provide a connection to elite postsecondary institutions.

Private schools, of course, have not been the only educational institutions for America's children. In the middle of the 19th century, public or government schools became more common. The mission of these schools was to foster cultural and moral homogeneity, political competency, and economic sufficiency (Randall, 1994). Because of their dependence on property taxes, however, these schools, like their private counterparts, may not have offered poor communities equal opportunities (Bryson et al., 1995, p. 46).

Despite the obvious values of preparing students for the best postsecondary institutions and of creating tomorrow's leaders, it is crucial that schools not be structured in ways that contribute to the persistence of subordination and exclusion in American
society (Coupland, 2001). Coupland points out that education (boarding schools) can potentially be at cross-purposes with the American ethos. He suggests that there might be something counterproductive, something contrary to the ideal of building an inclusive community, about placing a relatively small group in an isolated setting to learn how to become citizens in a heterogeneous society. Learning the cultural norms of a society emphasizes differences, nonconformity and individualism. In other words, Coupland is proposing that the American society is not homogenous, and education in a homogenous environment may provide poor preparation for encounters with people with very different perspectives and lifestyles. Boarding schools would be most able to play an effective role in preparing students for life in such society if those who shape their programs and curriculum are attentive to the broader social context in which they function (p. 1).

Religion, capitalism, socioeconomic status, and societal issues precipitated the establishment of boarding schools. These schools have always been created with particular purposes in mind, whether it is to integrate a group into the main culture or to separate it off from other children, whether it is to create tomorrow’s leaders or to reinforce gender roles. Some extremely successful schools have grown out of new philosophies of education. Innovative suggestions from researchers in teaching and learning programs have led to schools such as the Waldorf, Montessori, Erickson, and Summerhill (Bryson et al., 1995, p. 50). Still today, these schools tend to have long waiting lists.

While enrollment in private schools in general has declined, some continue to be exceptionally effective at achieving their self-identified missions. Two of the schools that have apparently been effective at reaching their goals also happen to be the oldest
boarding schools in continuous operation in the United States. They were established in 1744 and 1746 ("Oldest Funding Data, 2005). The first is a coed school, West Nottingham Academy. It is situated on a 120-acre campus with 20 acres of woodlands in a quiet, rural setting not far from the Baltimore-Philadelphia area. The enrollment in Grades 9-12 averages 260 students. The tuition for boarding students was $31,500 for the 2004-2005 school year. They accept approximately 70% of the applicants. The second is the Linden Hall School for Girls. It is located in the historic town of Lititz, Pennsylvania, near Philadelphia and Baltimore. It is situated on 47 acres. The enrollment in Grades 9-12 averages 130 students. The student teacher ratio is 4:1. Teachers serve as dorm parents and chaperones for dorm life. The tuition for boarding students was $31,500 for the 2004-2005 school year. They accept approximately 60% of their applicants.

**Boarding Schools in the Seventh-day Adventist Church: A Historical Overview**

Seventh-day Adventists, like other Americans, have seen in the organization of boarding schools an exceptional opportunity to transmit their values and attitudes to successive generations. Early Adventists, however, were not always enthusiastic about the idea of creating private church day or boarding schools. From a synthesis of works (Ball, 1862; C. C. Lewis, 1888; and James White, 1860s), (as cited in Knight, 2001), Knight concludes that the early Adventist church was *cautious* and *apathetic* toward Christian education (pp. 1, 2). A life-long dean, Murray (2001), reports that when schools were established, private homes in the community were provided for students who could not live with immediate family. Dormitories at this time were considered "unsafe for the healthful growth of students" (p. 26).
It was not until the 1888 General Conference session that the subject of Christian education would be a serious subject of discussion for the church (Knight, 2001, p. 5). It was the “Christocentric revival” in 1893, however, that moved the growth of the church and influenced the real development and growth of the Adventist educational system. Another impetus for growth was the serious concern that the Battle Creek school, which in 1872 had been designated as the first denominational high school and academy (see chapter 1), was not providing the proper training. While the school had begun with a vision, after some time it had lost what could be considered distinctive qualities of Adventist education. The school’s curriculum and entire focus was thought to be leaning toward trying to match what was happening in non-denominational schools instead of focusing on retaining a distinctive spiritual identity and sense of mission.

Ellen White began her travels to Australia during this time and it was a message about the educational program there that she began to share with church leaders in America (Knight, 2001, pp. 8, 9). At that time, she wrote the definition of education that is still used by the church today:

True education means more than the persual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole periods of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come. (White, 1903/1952, p. 13)

The desire to train young people for sharing the gospel in the United States and the larger community throughout the world was influential in moving the church leaders to establish educational institutions. There was some feeling that boarding academies would protect the children of Adventist families from evil influences. However, Knight (2001) suggests that the desire to provide the proper setting for missionary training was
more influential than the desire to protect youth from the "non-Christian world" and public school curriculum with its teachings of evolution (p. 14). Knight goes on to argue that based on the lessons learned from the Battle Creek School experience,

We can conclude that the health of Adventist education is dependent upon its ability to maintain its spiritual identity and sense of mission. Without these distinctive qualities it loses its reason for being. With them it will continue to be a dynamic force in a world in need of redemptive healing. (Knight, 2001, pp. 14, 15)

Ellen White (1903/1952) suggests that the **watchword** of Christian education is "something better" (p. 296), concluding that the boarding academy would provide *something better* than the local schools. This idea has continued to be an important tenet of the Seventh-day Adventist church.

After many years of enormous success, enrollment in Adventist boarding academies began to decline in the 1970s and has continued to drop ever since. If church school administrators wish to address this problem, they must begin by identifying the factors that influence enrollment levels. The following section offers an overview of 20th century enrollment patterns. This is followed by a presentation of some theories of enrollment followed by a review of studies conducted on suggested indicators of influence on enrollment.

**Enrollment: An Overview**

The study of school enrollment trends is an ongoing process. The National Center for Education Statistics publishes a *Digest of Education Statistics* each year. The statistical highlights in this report provide a numerical description of the current American education scene, both public and private. Monthly, quarterly, and yearly reports are published in regard to current demographics and enrollment, as well as
projections in the public and the private sectors. The private sector also publishes enrollment statistics to inform its constituents of the enrollment trend in particular school systems. One of these private sector entities is the North American Division of Seventh-day Adventist Department of Education, which publishes annual education statistical reports regarding the parochial schools under its jurisdiction.

The topic of declining enrollments was frequently researched in the early 1980s. The American Association of School Administrators focused an entire *AASA Critical Issues Series* on enrollment (1981). The majority of the publications, however, addressed the issue of setting up of a positive climate for the downsizing or closing of schools rather than taking a broader view and studying the indicators of influences on enrollment that might contribute to change and the growth of enrollment. In the fall of 1985, this changed. In response to a shift in enrollment trends, increasing enrollment became the subject of reports. This was mainly due to the increase in the number of children reaching school age. John Bare (1997) points out that this dramatic enrollment growth known as the “Baby Boom Echo” began in the nation’s elementary schools in 1984 when elementary enrollment began to increase annually. This increase, however, was primarily in public schools.

According to the National Center for Education Statistics (2004), the total public elementary and secondary school enrollment fell 15 percent between 1970 and 1984, but rose 13% from 1984 to 1994. Much of the growth before 1990 was in the elementary sector, but as these children moved into secondary school, they represented a 25% increase in enrollment in public secondary schools from 1990 to 2003, which was a 15% net increase. The trend was the reverse for private schools. While, from 1970 to 1984,
total private school enrollment had risen by 6%, “between 1984 and 1994, private school enrollment decreased [by] 2 percent” (National Center for Education Statistics, 1996, p. 5). This disparity between public and private school enrollment growth was to continue into the twenty-first century. According to the Digest of Education Statistics (2003), by 2003, private school enrollment had grown by 13% from its 1985 rate, but the proportion of school-aged children attending private schools had dropped. In 1985, 5.6 million children were enrolled in private schools, which represented 12.4% of the school age population. By 2003, this number was 6.3 million, which represented only 11.5% of the school-age population (p. 1). Enrollment in private boarding schools, including Seventh-day Adventist ones, reflected this downward trend.

The fluctuation in enrollment trends in the private educational environments can be at least partially attributed to societal changes. The 1960s were a time when the American public was concerned about others. The Peace Corps was created. Americans were traveling outside the continent. Educators were idealistic. It was a decade of acute moralistic thinking (Lawson, 1996, pp. 28, 29). The 1960s can be called the “Others Decade” (Warren, 1994, p. 25). Part of this concern for others was a focus on the quality of public education and an emphasis on the need for wealthy families to send their children to public schools. This kind of ideology continued into the 1970s, when even the president of the United States sent his daughter to a local public school. Clearly, this kind of thinking affected enrollment in private schools. The problem is much more complex than this, however. The following section offers an overview of research regarding enrollment patterns and presents a number of theoretical models of these patterns.
Theories of Enrollment

It is important to keep in mind, as Conway (1994) has observed, that enrollment numbers are not necessarily indicative of either a successful or unsuccessful program. In fact, a decline is not necessarily a negative since external factors often drive enrollment figures (including socio-economic factors, philosophical trends, etc.). This is further demonstrated by the rapid growth in the number of Christian schools when the public school curriculum began to place a greater emphasis on Secular Humanism and evolution, as pointed out by Stephen (1979).

Irrespective of external factors, however, surely a strong argument could be made that internal policies do affect enrollment numbers. In the 1990s, the Seventh-day Adventist church began to search for answers to the enrollment changes in Adventist educational institutions. *Project Affirmation* was the beginning study that led to the *Valuegenesis* research. The findings are based on responses throughout the North American Division during the 2000 school year. According to a recent study conducted by the Education Department of the North American Division of Seventh-day Adventists, as reported by the associate director of education, Larry Blackmer (personal communication, May 16, 2005), only “35 to 40 percent of children from Adventist homes were in Adventist schools.” He goes on to state that the reasons were varied from financial to lack of commitment to Adventist education. Gillespie, Donahue, Boyatt, and Gane (2004), researchers involved with the Valuegenesis studies, theorize that the low enrollment in the Adventist system results from the fact that many church workers and members do not have a background in Adventist education and thus do not appreciate the benefits it offers. Furthermore, they argue that the realities of cost, demand for quality education, declining funds, and increasing student choice influence enrollment. One of
their theories is that loyalty keeps youth in the church (and subsequently in church school).

Another theoretical approach to the problem of falling enrollment is that schools fail when they are not run in an optimal manner, that they, in fact, should be run as businesses. The argument is that business adapts to changing demographics, so why not education? The Vice President of Johnson and Johnson Baby Products makes this point in a publication of the American Association of School Administrators (1981). His argument is that just as his company relies on available clients, schools rely on children of school age. His advice to school administrators is that they find new markets (p. 11).

In response to such theories, educators attending a national conference of the American Association of School Administrators (AASA) called for a study of the character and future of the American high school. The Association was initially reluctant to conduct another survey, however, responding that “the high school, like a cemetery or an iceberg, has resisted change” (p. 11). In their response to the request for a further study, the Association did not address the causes of the resistance to change or question the qualities of education that equate to a product created by a corporation.

In the end, the survey was conducted by AASA. Some of the questions asked were as follows: “Is the jolt of the downward enrollment curve the force that will help do it? If educational systems are slow to change, what can be done about enrollment?” (p. 11). The survey’s findings supported the argument that the kinds of issues one must address in a successful business must also be addressed by school administrators. Very much like the steps in a business decision, respondents most frequently cited the importance of being given the facts about the product, in this case, the school. Parents
and students want to know about factors such as the facilities, services, views of the
current clients, projections as to potential population, alternatives to closing, and the
flexibility of time tables.

Returning to a place of business, in this case parents/guardians sending their
children to the same school systems their parents attended, students continuing to attend a
given school from one year to the next, and younger siblings also being enrolled could be
identified as "returning customers," an example of continuance. Just as a business has a
goal to attract customers who will return, schools want to retain students, encourage
alumni to send their children, and attract alumni to return and invest.

Companies, such as the McKinsey & Company (2001), study continuance and
loyalty. Their research reported in the publication, Marketing Practice, involved 1,200
consumers in 16 different industry groups. Based on the research, interviews, and client
experience, the conclusions indicated that quality and a positive experience will
encourage a trust in the product, the system, and a willingness to return. However, when
McKinsey & Company attempted to identify loyalty in terms of continuance or repeat
customers, they found that one-third of their interviewees found satisfaction just as
important as loyalty. This would imply that quality must attract the customer to make a
choice to participate. The process of building continuance, loyalty, and efficacy
incorporates behaviors and attitudes.

The theory of keeping customers proposed by McKinsey & Company (2001)
suggests that behaviors and attitudes are vital to the process of building loyalty. In other
words, just as in a successful business, in the school situation, (a) generations of families
would continue to enroll just as families continue to purchase certain products, (b) family
and school relationships would be fostered to create a loyalty to the educational system much as customer relations are sustained in a business to create loyalty, and more importantly, (c) an updated quality product would be provided to attract and satisfy those who are seeking the best.

The McKinsey theory (McKinsey & Company, 2001) adapted to school systems process might begin with behaviors, such as visiting the campus, completing the registration form, registering a student, and telling others about the school. The attitudes would include a development of trust in the school and its leadership, a belief that the system will deliver the learning outcomes promised, a feeling of connectedness due to good customer information, a preference for the particular school, and a willingness to be inconvenienced just to be a part of the system (p. 5).

Traditional thinking on enrollment issues looks at numbers and retention or continuance. McKinsey & Company (2001) suggests that assessment be done to ascertain if the product is meeting the values of the participants over time. To do this, it is important to understand the customer base and engage in active management of what becomes customer migration (p. 8).

A number of social scientists counter the claim that schools ought to be run like businesses, contending, as does Evans (2000), that a school is unique and different from businesses in significant ways:

Schools are much more like families and religious institutions than like corporations and other professional organizations—so much so that corporate models and assumptions rarely fit them well, especially with respect to four key facets of school life and culture: mission, operations, outcomes, and personnel. (p. 43)

However, education theories linking key components of school systems and enrollment issues may not be so different from that of business theorists. The seminal
theorists in school enrollment research include, but are not limited to, Astin (1991), Hossler (1986), Pascarella and Terenzini (1991), and Tinto (1987). The two major comprehensive syntheses of the influences on enrollment are from Terenzini and Tinto. From the 1990s and onward, various types of organizations, including private consulting companies (such as McKenzie, Noel Levitz, and Hardwick Day), educational research organizations funded by the government (such as the American Association of School Administrators), as well as Adventist Church researchers (such as Dudley, Gillespie, & Knight) have taken up the search for theories as to what influences enrollment.

Astin (1991), Director of Higher Education Research at the University of California-Los Angeles, is known for his theory of involvement, that is, students learn more if they are involved (Hutley, 2005, paragraph 1). While Astin’s studies have concentrated on enrollment theories for post-secondary educational institutions, his theory of involvement and enrollment effects provides insight into secondary level institutions as well, providing useful insights into why private boarding academies might be failing and ways in which this problem might be addressed. “The most basic tenet of Astin’s Theory of Involvement is that students learn more the more they are involved in both the academic and social aspects of the . . . experience” (Astin, 1991, p. 121). Astin suggests that faculty interaction both inside and outside the classroom and high quality resources are needed for student growth (Hutley, 2005, paragraph 1). According to Astin, motivation and behavior of students must be studied when looking at enrollment influences (Hutley, 2005, paragraph 4). The assessment of a program must include as many interactions between student input and environmental characteristics as possible (Astin, 1991, p. 67). When Astin refers to interaction, he is talking about how two
influencing factors and the outcome interact; for example, the influence of the residence hall life and retention (p. 121).

Astin and Lee (1972) describe private institutions as *invisible* (p. 2). Their use of a visibility descriptive to determine a school’s affluence is based on two attributes of a given school: “*selectivity*, as reflected in the average academic ability of its students, and its relative enrollment size” (p. 3). They found that high selectivity results in high visibility (p. 6). Among the institutions studied, they also found that “*eliteness* seems to fade more rapidly with declining selectivity than was the case with declining size” (p. 6).

In comparing private and public schools, Astin and Lee state that the *invisible* institutions are more likely to disappear due to diminishing enrollments. This, they feel, is because they are more often church-related in a society that is becoming more secular. The ability of a private school to depend on church financial support is diminishing and the complications of receiving government funding make that source prohibitive. The result may be closures or a transition from sectarian to nonsectarian status (p. 19).

Astin and Lee’s analysis highlights a challenge for the future of religious education. If private schools are to remain viable, they must take full account of changing enrollment trends and student and family needs as they determine how to respond to the concerns of a changing market.

Like Astin and Lee, Hossler (1986) focuses primarily on enrollment-related issues in the context of postsecondary institutions, but, again, the references to the items that influence enrollment are clearly also relevant for secondary level institutions. For him, the primary influences are school image, marketing, and financial aid policies. Introducing the term *enrollment influencing* (1984, p. 151), Hossler, Bean, and
Associates (1990) argue that attrition and retention are directly dependent on items such as quality academics, planned social activities, recognition of diversity, faculty involvement, and directed efforts to build self-confidence in the students (pp. 167 – 169). Their contention concerning these issues is true of enrollment influencing theories and factors. They, however, state that while theories and factors can be established as true, almost anything can be enrollment influencing and can lead to a healthy or unhealthy educational institution (1984, p. 151).

According to Hossler et al. (1990), “The first fully developed theoretical model of student attrition was described by Spady in 1970” (p. 150). Spady’s (as cited in Hossler et al., 1990) theories were then revised by Tinto (1987), who developed new theories such as the importance of identifying the entry characteristics of students and distinguishing academic and social factors (Hossler et al., 1990, pp. 150, 151). Tinto’s theory is that students arrive on a school campus “with varying patterns of personal, family, and academic characteristics and skills, including initial dispositions and intentions.”

These intentions and commitments are subsequently modified and reformulated on a continuing basis through a longitudinal series of interactions between the individual and the structures and members of the academic and social systems of the institution. Satisfying and rewarding encounters with the formal and informal academic and social systems of the institution are presumed to lead to greater integration in those systems and thus to student retention. (Pascarella & Terenzini, 1991, pp. 51, 52)

When Tinto (1987) uses the term integration, he is referring to the broader understanding of systems on a campus and the successful merging of a student into both the academic and social environment of the school.

Exploring the theories of enrollment from the perspective of attrition, Tinto (1987) points out that conflict theorists claim that societal stratification influences enrollment. Furthermore, economic theorists share the view that “individual decisions
about persistence are no different in substance than any other economic decision which weighs the costs and benefits of alternative ways of investing one's scarce economic resources” (p. 89). Tinto's assessment of these theories is that economics provide limited explanations.

Tinto (1987) refers to structural-functional theorists who suggest that individual behavior and ability have more to do with enrollment than do school environment. He then discusses several studies done with students who have left high school without completing their programs. The data indicate that, on the contrary, the expectations of the educators and the climate do affect student enrollment. The development of his own theory begins with a social anthropological approach. With respect to residential programs, Tinto argues that while separating the student from the home environment is somewhat isolating and stressful, the day school may provide even less of a sense of community than the residential institutions (pp. 95, 96). Tinto argues that it is very important that boarding schools recognize that while separating the student from former environments is a positive influence, separation poses serious problems. He urges educators to address the fact that students entering a boarding setting are forced to adopt new norms and patterns of behavior. Additionally, according to this theory, boarding schools that leave the student to make the transition without support will lose students. Tinto suggests that residential programs need to provide a variety of formal rituals and ceremonies and some informal mechanisms to ease the transition.

Tinto (1987) found that a 1913 study of suicide rates conducted by Durkeim in the context of different cultures led to a better understanding of the influence of informal practices. In looking at attrition, Durkheim addressed the influence of individual
behavior. He conducted a study of early sociology, *Suicide*. The study identified four types of suicide: *altruistic*, community sees it as morally desirable; *anomic*, disruption of normal conditions; *fatalistic*, result of normative control; and *egotistical*, result of an individual’s attempt to integrate and establish membership within the community. The *egotistical* type was the basis for Durkheim’s theory. Durkheim found the need to integrate into the environment and a feeling of belonging to the community key to a successful transition when separated from a past culture. In the case of students, the passage from one community to another would be comparable to leaving home for boarding academy (as cited in Tinto, 1987).

The systems in a school include both the academic and the social. They are often unrelated to each other. Thus, since schools tend to concentrate on the academic component of education, the social systems that include “recurring sets of interactions among students, faculty, and staff which take place largely outside the academic domain” (Tinto, 1987, p. 106) often get neglected. Tinto’s theory of enrollment brings to light the importance of assisting the student in entering both the academic and the social environment and maintaining a balance between the two (pp. 105-108). This is especially important to consider when studying the boarding academy setting where the amount of time spent outside the classroom exceeds that of formal instruction.

Tinto’s model offers a broad view of the systems present on any school campus and illustrates how the educational community ought to interrelate. A part of Tinto’s model is shown in Figure 1.

The model specifies both the conditions that foster involvement and the social mechanisms through which involvement occurs. In so doing, it moves beyond the
Figure 1. A model of institutional departure.

noting of the obvious importance of student involvement in the educational process to the development of a view which suggests ways in which diverse forms of social and intellectual involvement may be generated on campus for different types of students. (Tinto, 1987, p. 128)

Pascarella and Terenzini (1991) propose that numerous models could be applied to enrollment issues depending on the variable set: entry characteristics of the student (gender, academic aptitude and achievement, socioeconomic status, race or ethnicity, and so on), structural features (size, type of control, selectivity, and the like), general environment on campus (for example, the academic, cultural, social, and/or political climate created by faculty and students on a campus), the interaction of students and educators, and the quality of the student’s efforts to learn and develop (pp. 54, 55).

While Tinto’s model reflects intra-institutional influences, Pascarella and Terenzini (1985) approach the subject of attrition and thus enrollment through a model that reflects the structural and organizational influences. Pascarella’s model is shown in Figure 2.

Being aware of the behavioral and cognitive entry characteristics of the students is important to a conceptual model of enrollment. Even though the student entering high school comes as a “fully formed and sovereign individual” (Buckheit, 2004, p. 19), the school must recognize the influence of the family and home environment. Pascarella and Terenzini report that John Weidman (1984, as cited in Pascarella & Terenzini, 1985) developed a model that includes parental involvement and other external influences (p. 56). The influence of the qualities that characterize the parents/guardians and the family life in general is often neglected (Stovall & Ayers, 2005, p. 36).

A conceptual model of enrollment and attrition could include many influencers based on the theories of Tinto (1987), intra-institutional influence; Pascarella and Terenzini (1991), inclusion of the various support systems; Hossler et al. (1999), entry
Structural/Organizational Characteristics of Institutions
- Enrollment
- Faculty-Student Ratio
- Selectivity
- % Residential

Interactions with Agents of Socialization
- Faculty
- Peers

Learning and Cognitive Development

Institutional Environment

Quality of Student Effort

Student Background/Precollege Traits
- Aptitude
- Achievement
- Personality
- Aspiration
- Ethnicity

characteristics of the students, influence of the parents/guardians, socioeconomic status and religious beliefs and practices of the family (p. 23); and Astin (1991), the involvement of student, educator, and parent/guardian. The themes based on these theories from Figures 1 and 2, along with the literature, were synthesized by the researcher into the model shown in Figure 3.

The influence of the support, student backgrounds, characteristics of the parents/guardians, and the expectations of what the boarding academy will provide, all interact. The interaction may or may not lead to the step where the student actually enrolls. If the student enters the boarding academy, the experiences generally fall into two categories, formal and informal. After entering the academy, the quality of the learning experience is influenced by the continued interaction of all of these factors.

**Indicators of Influences on Enrollment**

**Support**

The term *support* is often thought to refer only to financial support: scholarships, matching funds, and subsidies from the persons and institutions that make up the community. It, however, also includes a belief in the institution and its practices evidenced by interaction between the pastors, members of the church, and conference leaders and the students, educators, and parents/guardians who are affiliated with it. This interaction may take the form of visits and invitations for exchange of programs but, as Peshkin (1986) discusses in his book *God's Choice: The Total World of a Fundamentalist Christian School*, support can mean a synchronizing of a way of thinking and behaving on the part of all parties affiliated with the institution.

Peshkin (1986), in his discussion of Bethany Baptist Academy as a total...
Figure 3. A conceptual model of enrollment and retention influencers.
institution, refers to what he calls a “seminal essay” by Goffman (1986, as cited in Peshkin, 1986). Goffman talks about groupings of people enclosed within an institution. He lists institutions where the participants are there involuntarily and makes a distinction between these and boarding schools that he describes as being in the category of institutions that enclose a group of people who are voluntarily cut off from outside influences. For Peshkin, it is necessary to provide this voluntary separation in order to have an environment based totally on Scripture. To achieve this immersion into a particular way of thinking, learning, and behaving, the students, educators, and parents/guardians affiliated with a particular educational system based on Scripture must have a support system that models this Truth. Peshkin warns, however, that fundamentalists “organize their institutions—family, church, and school—to be fully congruent with it, confidently ignoring alternative notions, based, for example, on new evidence or on changing times” (p. 260). The support system is based on the belief that the way of life followed on the campus is better than that practiced outside its walls. “In Goffman’s total institutions, neither the inmates nor their custodians would exalt the contents of their institutional life; each may acknowledge its necessity, while wishing that the world was such as to preclude its necessity” (p. 269).

Reflecting on the work of Peshkin and Goffman, it would seem then that church members—whether they have children in school or not—church pastors, and conference workers need to frequent the campus of the local academy and to invite the students to perform in their churches and for conference functions. Fink (1989) conducted a study among Seventh-day Adventist ministers to identify their perceptions of Seventh-day Adventist schools. The population for his study was made up of 440 ordained and

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licensed Adventist ministers serving as pastors and 135 ordained ministers not serving as pastors. The data from the study showed that the majority of the study’s respondents were persuaded that “the differences between SDA schools and public schools [were] sufficient to justify separate systems.” However, “the perceptions of SDA ministers disagreed as to whether they support the SDA school system currently as they did in the past.” Other findings included that “the SDA ministers perceived that all SDA members (whether or not they had children enrolled in SDA schools) were obligated to fiscally support SDA schools” (p. 117).

Adventist schools often parallel general American schools and this concern that a dwindling population in the public sector will produce a declining birth rate will affect the future of Adventist education and, ultimately, the enrollment trends in boarding academies. The prediction in the public school system is that many schools will cease to exist due to a lack of support from the families and communities currently supporting the system. Goodlad (1984) stated, “Our public system of schooling requires for its survival, to say nothing of its good health, the support of many not currently using it, and that support is in doubt” (p. 2).

Cost

Cost is clearly of primary concern. Enrollment statistics indicate that the amount of resources the nation requires to maintain a high level of effective school programs is rising. If the cost factor for effective school programs is increasing, this same cost factor will affect Seventh-day Adventist boarding academies and thus the choice of schools Adventist parents make for their children. Hossler et al. (1990) report that cost appears to be a more important influence on enrollment than quality even for academically talented
students (p. 61). Education research done by Causino (1987), Griffith (1990), Smith (1993), and a number of projects published in the 1980s also indicate that cost is a definite determinant in school choice.

Conway (1994) observed that even though enrollment numbers are not necessarily indicative of either a successful or unsuccessful program, financial factors do dictate a need to provide numbers in order for a private school to survive. Sykes (1996) studied retention in independent secondary boarding schools and identified the need to build a healthy learning community in order to maintain enrollment. In the process of conducting the study, Sykes made the observation that the building of stable enrollments is critical to the financial health of the independent secondary boarding school.

The financial status of the potential students also impacts enrollment (Causino, 1987). Causino’s study assessed the relationships between family income, school tuition, and choice of Catholic high schools. He found that higher school tuition was associated with a lower probability of enrollment. Causino’s study was an analysis of eighth-grade pupils in one of two Catholic elementary schools in Baltimore and one of two elementary Catholic schools on the edge of Los Angeles. In both sub-samples, higher income levels were found to predict a higher probability of attending a Catholic high school.

Although perceived quality of an institution has a greater effect on choice than does financial aid for academically talented high school students (Chapman and Jackson, 1987), the amount of financial aid awarded plays a significant role in the decisions of such students. . . . $1,000 more in financial aid from one of the institutions can influence a student’s decision in favor of that institution. (Braxton, 1990, p. 57)

Location

There is little said in the literature about the distance from home to school as it relates to the availability of public transport. Geographic location as to the environment

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around the boarding school is addressed from differing points of view, such as those discussed in regard to isolating, insulating, or encapsulating the learning environment in early institutions in America. A number of researchers have studied secondary schools and their effects on children (Rutter, Maughan, Mortimore, & Ouston, 1979). “A variety of studies in both Britain and the United States have clearly indicated that the main source of variations between schools in their effects on the children does not lie in factors such as buildings or resources” (p. 20). Under the title *Ecological Influences*, Rutter and colleagues do mention that geography and buildings are among the “external factors” that influence student achievement. “A school is part of its environment, and influences the wider community, just as environmental forces provide constraints and pressures which determine what a school can be like” (p. 146).

Geographic location was also seen as a safety factor. In 2003, a study of students ages 12-18 reported that the location of the school was related to their fear of attack. An urban location was more likely to yield violence than that of suburban or rural schools (National Center for Educational Statistics, Indicator 12, 2005).

In the early 1970s, Anderson, Bowman, and Tinto (1972) conducted a study of accessibility in terms of location. Their findings clearly continue to be relevant today. They found that enrollment issues were tied to (a) the demands by the population the school was designed to teach and (b) “the distinction between the student’s perspective on geographic accessibility and the institution’s view of recruitment areas” (p. 2). Identifying the communities the students would come to the school from as new enrollees and an awareness of the options available to them was looked at in their study. When looking at location, accessibility, and not the individual characteristics of students, was
considered. This carries some concerns as variance in the study is reduced and few institutions are homogeneous. Nevertheless, what is important is that the study showed that distance ceased to be an issue once the school was 10 miles or further away. Also, if there were no alternatives, distances made no difference (p. 23).

When the study considered ability and family status, it reduced the influence of accessibility. In the study, when schools were grouped for location, the range was 20 percentage points. When using traits of individuals, attendance rates varied by 40 to 50 points. The variance was due to differences in ability and not location. High academic students tended to stay closer to home. The results of this study showed that the ability of students and the status of parents/guardians have strong effects on school choice. The economic model developed included the ability to succeed academically, benefit in the future from the program the school offered and the ability to pay the cost given the socioeconomic status of the family. All of the relationships were found to be interactive (Anderson et al., 1972, pp. 273 - 275). The rates of continuation into college would imply graduation from a secondary school, Grades 9 – 12, and therefore the study is of interest to establishing theories of enrollment.

Facilities

The facilities or physical plant on a school campus includes the buildings, the furnishings, telephone service, and available technology. First impressions when looking at a brochure published by a school, checking the website on the Internet, or arriving on a campus for the first time influence the prospective student’s perception of the school, which can then influence whether or not students desire to attend a particular school.

Early boarding schools in the United States provided simple room and board
situations. For example, the Round Hill School, which was established to provide an education for children from wealthy families, was deliberately designed to provide deprivation based on Plato’s belief that self-indulgence was not good for the young student. In 1855, Shattuck established one of the early boarding high schools for the children of the wealthy and influential residents of Boston, the Groton School. The school was austere. The dormitory rooms are described as *barren cubicles* (Hicks, 2001, p. 528). At the same time, in early to mid-19th century, Horace Mann, the first superintendent of public instruction in Massachusetts, established standards for educational facilities. Samuel Lewis and Henry Barnard, superintendents of schools in Ohio and Connecticut, respectively, also argued for properly constructed school buildings with guidelines for heating and ventilating. “Notwithstanding the support of these well-known educators, the provision of school facilities and, to a lesser extent, transportation represented a problem” (Webb et al., 1988, p. 199).

The physical space in early 21st-century boarding academies is markedly different from that of the earliest schools. Plans in 2005 include providing suites within dormitories, the communal showers being considered inappropriate. Easy access to technology is available through individual laptops and palm pilots. Cell phones abound. Students bring what they need from home. The idea is that today’s families are not going to send their children to schools with the kind of deprivation of the past. If boarding schools are going to attract students, the current sense is that they must be appealing.

Being appealing is not enough, however, and physical space is not everything. People today are looking for something else in the schools, based on the idea that it is not primarily facilities that influence learning:
The large school has authority: its grand exterior dimensions, its long halls and myriad rooms, and its tides of students all carry an implication of power and rightness. The small school lacks such certainty: its modest building[, its short halls and few rooms, and its students, who move more in trickles than in tides, give an impression of a casual or not quite decisive educational environment. These are outside views. They are illusions. (Barker & Gump, 1964, p. 195)

It would be a mistake for school administrators to think that the physical amenities and attractiveness of the school in terms of the campus and facilities are more important than other aspects of the school, such as fulfilling its mission. Hawley (2005), the head of University School in Ohio, in an online article “Forsaking Mission for Markets” relates an experience shared with him by a colleague about the experience of going with his son to try to choose a school. He shared that the visits to various campuses stressed the “attractions and advantages.” Nonetheless,

as it happened, the boy did not warm to any of the schools and even asked his father if it was important to leave home to go to high school. The father found himself grasping for persuasive reasons why boarding school would be beneficial, but stopped short. An essential quality he was hoping to sense in the course of the visits had eluded him. “All that stuck with me,” he said, “were the facilities. They seemed like spas.” His son had a similar impression. “It was like” the boy told his father, “they wanted to sell me something.” (last paragraph)

Leadership: Faculty and Administration

Glasser (1998) refers to the quality school as one having quality leaders who truly lead rather than simply manage. Hanson (2003), author of the text *Educational Administration and Organizational Behavior*, describes the role of leadership as the differentiating factor between schools. The leader sets the tone. The success or failure often depends, not only on the energy and vision of the leader but the ability of the leader to give attention to details and facilitate in an efficient manner. Putting aside the debate involving the distinction between what constitutes a leader and what constitutes an administrator, this review makes a strong case for the importance of administration and
faculty as influence indicators on enrollment. The quality of a school clearly depends on its educators having effective leadership traits. "The possession of certain traits increases the likelihood that a leader will be effective" (Hoy & Miskel, 2005, p. 380). Important leadership traits identified by Hoy and Miskel are shown in Table 1.

Table 1

*Traits Associated With Effective Leadership*

<table>
<thead>
<tr>
<th>Personality</th>
<th>Motivation</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-confidence</td>
<td>Task and interpersonal needs</td>
<td>Technical</td>
</tr>
<tr>
<td>Stress tolerance</td>
<td>Achievement orientation</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>Power needs</td>
<td>Conceptual</td>
</tr>
<tr>
<td>Integrity</td>
<td>Expectations</td>
<td>Administrative</td>
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</table>

Additional studies of enrollment factors revealed that the impact of the leadership styles of the administration and the faculty made a difference in how the school was perceived. One of the authors, Sykes (1996), studied secondary boarding schools listed in the National Association of Independent Schools. His findings stressed the need to recognize the importance of the leadership. A study by Palmer (1996) suggests that the impact of the principal’s leadership style is related to school effectiveness. The population for Palmer’s study was all Mississippi high-school principals and eight faculty members from those high schools with level 3 accreditation ratings and an enrollment between 500 and 1,000 students. Thirty-four principals and 272 faculty members
responded to two questionnaires. One survey instrument, the *Audit of Principal Effectiveness Inventory*, measured faculty members' perceptions of principals' effectiveness. A second instrument, Hersey-Blanchard LEAD-SELF, was used to measure principals' leadership style, range of leadership styles and leadership style adaptability. Palmer's findings suggested that there exists a significant relationship between leadership style and school effectiveness.

Maxwell (1998), author of *The 21 Irrefutable Laws of Leadership*, suggests that the quality of an organization, a school, is determined by the leadership styles of the educators. Maxwell notes that leaders attract people by *who they are* and not who they would like to have working with them. This means that who the administrator is in an educational setting will attract certain educators, and these leaders will in turn create or fail to create an effective school (pp. 89, 90).

Covey (1992) lists the seven habits of principle-centered leaders:

1. Learn from their experiences
2. Service-oriented
3. Aware of the need to maintain a positive energy field
4. Believe in other people
5. Life is an adventure to them
6. Synergistic
7. Regularly exercise the four dimensions of the human personality: physical, mental, emotional, and spiritual (pp. 33-39).
Mission

Covey (1992) refers to the mission statement of an organization (a school) as the *compass* in the hands of all participants (p. 185). It is a statement of vision. In other words, schools in any setting need a reason to exist and a plan for their existence, a mission or vision. "Real vision cannot be understood in isolation from the idea of purpose" (Senge, 1990, p. 148). Merrow (2001), acclaimed to be a healing presence in the dialogue regarding education, insists that the purpose for education must include the need to provide "an academic foundation, prepare workers, build good citizens, develop upright moral character, and cultivate every child's individual talents" (p. 127).

The mission of Christian education carries the additional inherent understanding that educators in the school setting would model a relationship with God, spiritual growth would be fostered, character development addressed, and students completing the program of study would feel adequately prepared for employment or college—academically, spiritually, socially, and physically. The statement of the philosophy of Seventh-day Adventist education explains that "the distinctive characteristics of Adventist Education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker" (North American Division of Seventh-day Adventists, Office of Education, 2004, p. 5).

In *True Education*, White (2000) instructs the early Adventist believers to view the mission or goals of education to include the "harmonious development of the physical, the mental, and the spiritual powers" (p. 9). She goes on to point out that "God is the source of all true knowledge" (p. 11) and that the Bible is the standard. The location is mentioned in the context of the Garden of Eden, perhaps the first *insulated*
educational system. White concludes the manuscript on education,

Heaven is a school, its field of study the universe, its teacher the Infinite One. A branch of this school was established in Eden, and, after the plan of redemption has accomplished its purpose, education will again be taken up in the Eden school. (p. 187).

White traces education from the Garden of Eden to the Schools of the Prophets set up by Samuel.

These schools were intended to serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors. To this end, Samuel gathered companies of young men who were pious, intelligent, and studious. These were called the sons of the prophets. As they studied the Word and works of God, His life-giving power quickened the energies of mind and soul, and the students received wisdom from above. (p. 32)

As White (2000) illustrates with the description of the Schools of the Prophets, educational settings need to provide a “coming apart” and communing with God that is unique (p. 161). It is the “coming apart” and being separated from the distractions that contributed to the desire for campuses to provide housing and be located away from the city, or, if in the city, isolated from the local community—if only by walls.

Presenting a history of Christian education is not the focus of this particular research project, but it is important to recognize the plan for Christian education that led to the establishing of homes and later dormitories for the purpose of educating students in an encapsulated environment, particularly for those youth in Grades 9 – 12.

The idea of providing an insulated location for training, selecting qualified instructors, admitting eligible students, and having as a goal to energize the mind and soul of the students in a Theo-centric environment was a popular movement of the late 19th century and not necessarily unique to Seventh-day Adventists. Many of the ideas came from such earlier philosophers as Plato and later Jean-Jacques Rousseau. For
example, the focus of the comments in *Emile* (Rousseau, 1762, 1911), a novel, is on teaching from the works of John Locke and on the need to understand that education comes from "nature, from men, or from things." Rousseau refers to the gift of education:

> The inner growth of our organs and faculties is the education of nature, the use we learn to make of our growth is the education of men, what we gain by our experience of our surroundings is the education of things. (as cited in Doyle & Smith, 1997, p. 12)

These early philosophers believed that the harmony of all three modes of education would produce a well-educated person. To be successful, at least two had to be under control to force the third to follow their lead. Rousseau (1911) stressed the power of the environment in determining the success of educational encounters. Doyle and Smith (1997) and Field (2001) credit the idea that educators must be aware of the critical influence of environment to Rousseau and to Dewey who believed in the interrelationship of individuals with their environment. Doyle and Smith contend, "The focus on the environment, on the need to develop opportunities for new experiences and reflection, and on the dynamic provided by each person's development remain very powerful ideas" (p. 12).

It seems that the beliefs of both biblical scholars and secular scholars led the way to setting up places of learning outside the normal life of a given community. The Europeans, particularly the British boarding schools, accepted this thinking and influenced educators in America. That history is not part of this study. What is important to recognize is that since colonial times, boarding schools have been a part of the history of education in America.

As Conway (1992) asserts in *Phi Delta Kappan*, "Private education in the U.S. has been synonymous with excellence for 200 years" (p. 562). He suggests that private
schools succeed because they have effective leadership, small class size, and parent involvement.

The concept of boarding schools was popular with those providing private educational opportunities beginning as early as 1798 when Primus Hall opened a boarding school for African American students (Cowan & Macguire, 1994) and in 1823 when the Round Hill School, a private experimental boarding school, was founded in Northampton, Massachusetts, by Cogswell.

Round Hill was the first true boarding school in the United States and the first to incorporate physical education into its curriculum. Its founders were imitating Swiss educator Emanuel von Fellenberg, who had founded a boarding school in an isolated rural setting and practiced the “art of education,” which, he said, consisted of “knowing how to occupy every moment of life in well directed and useful activity of the youthful powers, in order that . . . nothing evil may find room to develop itself” (Unger, 1996, p. 128).

Even though the Round Hill School only stayed open for eight years, it is said to have become the model for hundreds of boarding schools that opened in the late 19th century.

According to Unger (1996), the impetus behind the beginning of boarding schools in America was due to one of three motivating factors: religion, the need to prepare youth for military service, or to provide feeder schools for elite higher educational institutions. Enrollment in boarding schools declined for a number of years after World War II but started up again in the 1950s. The elitism was attacked in the 1960s, and the decline of the boarding school in the public sector began. There are still elite secondary schools that
send 50% of their graduates to selective colleges and universities but the idea of the feeder school has diminished and with it the demand for youth to enroll in those particular boarding schools.

The mission of a school experiencing a declining enrollment trend may get lost and a gap develop between reality and the ideal vision. The gap may have a debilitating effect on those employed and enrolled in the system. Goleman et al. (2002) suggest that the "ancient human organizing principle of the primal band—those groups of fifty to one hundred people who roamed the land with a common bond and whose survival depended on close understanding and cooperation" provide lessons as to the importance of a common mission. They state, "In the best organizations, people share a vision of who they are collectively, and they share a special chemistry" (p. 218). The realistic mission will draw the participants together and lessen the gap between the stated outcomes and the actual outcomes.

Climate

The climate of a school refers to the learning environment, the style of education, the culture or way of life on the campus, the character of a school, and the organizational health. A healthy school climate reflects a leadership that listens to the members of the support system and incorporates only those suggestions that will facilitate the carrying out of the mission of the school. The educators will be committed to providing a teaching and learning environment that lends itself to excellence. All participants—students, educators, parents/guardians—will feel valued and enthusiastic about academic achievement and the success of the program (Hoy & Miskel, 2005; Rafferty, 2003).
The findings of Hoy and Miskel (2005) agree with the findings of a research report edited by Tim Hillman and Craig Thom IV (1997). One of the schools in the Hillman and Thorn study is a boarding and day secondary school in Exeter, New Hampshire. The school invites 1,000 students to visit the campus each year for what is called The Sampler Program. The students stay for 5 days. This pre-admit program is designed to introduce students to the culture of the campus (Abraham-Thompson, 1997, p. 36). The researchers concluded that culture makes up the climate on a campus. They suggest that, even though the culture of a given school can be found written in books and brochures, it is the daily practices that create the culture and ultimately the climate of a campus (Lutkus, 1997, p. 41). The students represent a wide variety of backgrounds. Hillman and Thorn (1997) suggest that it is this diversity of religions, ideas, practices, and values that gives strength to the boarding academy setting and creates the positive learning climate. “It is a little like going to another country. You see different things. You see basic assumptions that you make about your life being challenged” (p. 42). Students attend this and other similar schools by choice, and this introduction to the expected climate of the campus makes a difference.

Families of students who attend public schools may not have a choice of school other than the place of residence, but those who choose boarding campuses do have a choice. The quality of the learning climate, academics, and character development were reported by four researchers to be priorities for families when selecting a school at the secondary level: Bender (2001), Cooper (1996), Hunt (1996), and Kouba (1996). Hunt’s (1996) research focused on Seventh-day Adventist families and school choice during the student’s pre-college years. His research ranked the three factors in the
following order:

1. A safe environment—free of drugs, violence, and overt discrimination
2. Quality academics leading to success in higher education and in jobs
3. Character development that is in sync with their expectations.

Other research isolated one or the other of the three. For example, Rigney (1985) stressed the quality of the academics as an important influence but did not reference the other two factors. Studies by Buttrum (1994) and Roden (1992) indicated safe environment was a priority to families when selecting schools for their student(s).

Merrow (2001) suggests that excellent schools protect their students in a variety of ways. One avenue is that of providing non-threatening adult presence. “In physically safe schools, the teachers maintain a presence in the halls. They’re around talking with students, not as police, but as responsible adults” (p. 97).

A safe environment may refer to a climate on campus that allows the student to make mistakes without a disproportionate fear of punishment. The term punishment in this case would refer to something negative happening to the student that has to be enforced by the power of an authority figure. It often “provokes resistance and resentment” (Kohn, 1993, p. 167).

After a 3-year study of Arkansas private schools, Buttrum (1994) added better discipline to the desire for a safe school environment thought to exist in private schools as the basis for the initial school choices. Parents of these students were surveyed to determine if there existed a significant relationship between selected demographic variables and selected private school choice factors. A study conducted after the students had been in attendance showed additional factors became important to the parents. These
behaviors included the following: students’ time spent studying, self-confidence, satisfaction with learning, satisfaction with teachers, and motivation for learning.

Bernard (2001), in a presentation for new principals, identified the following factors to be the general climate factors: respect, trust, high morale, opportunities for input, continuous holistic development, cohesiveness, school renewal, and caring (p. 1). Climate is everything that happens on a campus. “A healthy school climate contributes to effective teaching and learning” (Freiberg, 1998, p. 22).

Related Studies

Numerous studies have been done to identify quality schools and surveys done to identify factors that influence enrollment. A few of them are shared here to illustrate.

Akers (1978), a noted Adventist educator, suggests that quality is the issue, not size. Akers’s article, “The Measure of a School,” set the tone for later publications by stressing quality and excellence as priorities (Brantley, 1999). However, Stephen (1979) suggests that the closing of private schools and the need for careful planning must be based on good operational research. Stephen’s observation is that church membership has been increasing while the enrollments of Seventh-day Adventist schools in Illinois, Indiana, Michigan, and Wisconsin have been barely holding their own or declining. Stephen proposed a need for future study of those factors influencing growth in academies such as tuition rates, distance of students from schools, recruitment, transportation, worthy student funds, membership of only one parent in the Adventist church, and overall curriculum.

Bartlett (1989) conducted research on enrollment at Indiana Academy. Bartlett observed that enrollments would rise and fall in direct proportion to the amount of
personal contact among personnel, parents, and students. Neagle (1991), conducting research with Catholic schools, supports the need for familiarity with the name and the programs being offered. Neagle states that marketing research needs to be conducted by schools where declining enrollment poses a threat to survival. Research done in more than 1,000 schools showed that respectful collaboration with parents is essential (Comer, 2005, p. 38).

Hunt (1996) studied marketing and enrollment in Seventh-day Adventist boarding academies. Hunt sought to identify those factors that a prospective parent considers important in determining whether or not their child will attend an Adventist boarding academy.

Hunt (1996) analyzed the correlation between these factors and other variables. He studied students in the Southern and Columbia Unions of the Seventh-day Adventist Church. A research-generated questionnaire was used to survey parents of eighth-grade students in Adventist elementary and junior academies. The total population of parents was approximately 2,000. Of the 400 parents solicited, 180 (48.5%) responded. The factors selected for the survey were based on his review of literature for his dissertation. Hunt found that the most important of the factors was spiritual environment, followed by safe environment, caring teachers, and school climate. Additional factors identified included student/teacher ratio, financial assistance, and work opportunities for students, multicultural setting, positive school environment, demanding academic program, and cost.

Rumschlag (1998) conducted a qualitative study of a Catholic urban school in Florida that was experiencing declining enrollment and dwindling financial resources.
Rumschlag’s findings suggest that the decline in enrollment was due to such factors as inadequate information sharing, impact of cultural diversity, and changing family structures.

Neagle (1991) suggested that Catholic parents seek a Catholic prep school which (a) offers relevant, practical courses; (b) helps develop religious and moral values; (c) encourages a sense of accomplishment, happiness, and a love of learning; and (d) places a low priority on athletics. Palmer’s study included 301 parent interviews of Catholic schoolboys in Grades 5 through 8. Neagle’s questions were mostly general and included (a) parents’ perceptions of public, private, and parochial schools; (b) identification of desired characteristics in Catholic high schools; (c) identifying perceived strengths and weaknesses of the Notre Dame Prep school; and (d) the affordability of tuition. The result of Neagle’s study was the formulation of an enrollment promotion plan that served as a model for those Catholic schools whose declining enrollment poses a threat to their survival. He suggests that additional study needs to be done to determine the extent of influence the development of such a plan is having on continued enrollment growth in those schools where the plan is being implemented.

**Conclusion**

The review of related research indicates that there are numerous factors that influence enrollment in any school setting. As a first step to understanding what influences enrollment, the many factors needed to be identified and the list prioritized. The review indicates that the most frequently cited indicators are support, cost, location, facilities, leadership/educators, mission, and climate. The enrollment issues in the Seventh-day Adventist boarding academies in North America most likely parallel those
in other settings. Prior research supports the need to identify the levels of satisfaction and perceptions held by students, educators, and parents/guardians affiliated with Seventh-day Adventist boarding academies with increasing and declining enrollment trends.

This study will focus on these indicators of influence for enrollment and identify those perceived to be most important to students, educators, and parent/guardians affiliated with eight Seventh-day Adventist boarding academies in North America. The levels of satisfaction and perceptions measured and the differences and commonalities between those with an increasing enrollment trend and those with a declining enrollment trend will be reported. The interaction between SES, church affiliation, and prior boarding academy experience of the parents/guardians will be noted.
CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was threefold: first, to identify the level of satisfaction and perceptions held by students, educators, and parents/guardians in selected Seventh-day Adventist boarding academies in North America on the indicators thought to influence school enrollment, namely, support, cost, location, facilities, leadership, mission, and climate. Second, the study was to ascertain if there were differences between boarding academies with an increasing enrollment trend, as compared to those with a declining enrollment trend with respect to levels of satisfaction and perceptions held by students, educators, and parents/guardians. Third, to further determine if there was any interaction between socioeconomic status, church affiliation, and prior boarding academy experience of parents/guardians and enrollment on levels of satisfaction and perceptions held by parents/guardians affiliated with boarding academies with an increasing enrollment trend as compared to those with a declining enrollment trend.

This chapter describes the research design, population and sample, variables, hypotheses, instrumentation, and procedures followed in the collection and analysis of the data.
Research Design

This is a causal-comparative study involving two groups of boarding academies owned and operated by the Seventh-day Adventist church differing in enrollment trend, one with an increasing enrollment trend and one with a declining enrollment trend.

Description of Population

The population for this study was current students, educators, and parents/guardians of selected Seventh-day Adventist boarding academies in North America. The academies selected represent a sampling of the academies with an increasing enrollment trend and a sampling of those with a declining enrollment trend from among the 39 boarding academies that were in existence in 1988 and still functioning primarily as boarding academies in 2002.

The enrollment statistics for the Seventh-day Adventist boarding academies in North America were obtained from annual statistical reports from 1988-2001 (General Conference of Seventh-day Adventists). The opening enrollment numbers were identified for each year. The percentage of attrition from the previous year to the following year and the average attrition for each academy for the entire period was used to identify the academies with the fastest increasing enrollment and those with the most rapidly declining enrollment. From these data, it was found that only 6 academies had experienced an increasing enrollment trend, while 33 had experienced a declining enrollment trend. The 6 that had experienced an increasing enrollment trend and the 6 that had experienced the most rapidly declining enrollment were invited to participate in the study. Three of the 6 boarding academies with an increasing enrollment agreed to participate, but only 2 participated. The 6 that had experienced the most rapidly declining
enrollment agreed to and did participate in the study. One additional academy with a declining enrollment trend was selected for a pilot study.

**Research Questions and Null Hypotheses**

There were three major questions addressed in this study in the area of enrollment in Adventist boarding academies. Six null hypotheses were presented regarding students, educators, and parents/guardians.

**Research Question 1**

*What are the critical factors influencing enrollment in the Seventh-day Adventist boarding academies in North America?*

There was no hypothesis associated with Research Question 1. The data were to be collected from literature and prior research.

**Research Question 2**

*When compared on critical areas that may influence enrollment, how do the levels of satisfaction, perceptions, and ranking of influences on enrollment held by students, educators, and parents/guardians differ in academies with an increasing enrollment trend compared to those with a declining enrollment trend?*

Three hypotheses were established for each group of respondents: students, educators, and parents/guardians.

**Students**

Null Hypothesis 1. There is no difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of
Seventh-day Adventist boarding academies held by students attending academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Educators

Null Hypothesis 2. There is no difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by educators employed at academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Parents/Guardians

Null Hypothesis 3. There is no difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by parents/guardians whose students attend academies with an increasing enrollment trend compared to those with a declining enrollment trend.

Research Question 3

Is there a difference in the perceptions of parents/guardians affiliated with boarding academies with increasing, as compared to those with a declining enrollment trend, according to the following characteristics: income or socio-economic status (SES), church affiliation, and prior boarding academy experience?

Three hypotheses were established for parents/guardians related to the stated characteristics.

Null Hypothesis 4. There is no interaction between SES and enrollment on the level of satisfaction and perception of support, cost, location, facilities, educators,
mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.

Null Hypothesis 5. There is no interaction between church affiliation and enrollment on the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.

Null Hypothesis 6. There is no interaction between prior boarding experience, based on the number of years the mother and/or father attended boarding academy, and enrollment on the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.

**Instrumentation**

A survey questionnaire was developed based on the findings from the review of literature, conversations with enrollment personnel, and a consultation with representatives of the education consulting firm, Noel Levitz. The questionnaire distributed to students, educators, and parents/guardians was designed to assess levels of satisfaction and perceptions held on indicators of enrollment in boarding academies. The instruments included five sections.

The first section of the student questionnaire included eight questions regarding gender, age, ethnic background, class standing, status (year) at the current academy, dormitory status, church affiliation, and parent/guardian residence. The first section of the educator questionnaire asked seven questions regarding current responsibilities, certification, highest degree earned, training to teach subjects assigned, professional
growth experiences in the previous 12 months, boarding academy experience as a student, and ethnic background. The first section of the parent/guardian questionnaire asked six questions regarding socioeconomic status, church affiliation, boarding academy experience, distance from the academy, location of the residence, and ethnic background.

In the second section, all respondents were asked to describe their level of satisfaction with 12 experiences related to the boarding academy using a 5-point Likert scale with 5 being the most satisfied and 1 the least: very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, and very dissatisfied. In the third section, all respondents were asked to indicate their level of agreement with twenty-seven statements having to do with their perceptions of the academy using a 5-point Likert scale, with 5 being the strongest agreement with the positive perception and 1 the weakest: strongly agree, somewhat agree, neutral, somewhat disagree, and strongly disagree. In the fourth, all respondents were asked to prioritize eight indicators of broader categories that influence enrollment using a 5-point Likert scale with 5 being very influential and 1 not at all: extremely influential, very influential, influential, somewhat influential, and not influential. The questionnaire offered the option of indicating a lack of knowledge as to the status of a given factor by marking a column titled “Don’t Know.” The final section consisted of an open-ended question identified as “Your Opinion” and included the instructions to use the space to write additional comments as to what they feel is important to enrollment.

Prior to the distribution of the questionnaires, the instrument was given to a few parents, students, and experts in education, marketing, and enrollment management. They were asked to read it and respond to the clarity of the instructions and the relevance of the
statements. The questionnaires were then sent to one selected boarding academy for students and educators to complete and mailed to the parents/guardians of the students enrolled in that academy.

The results of the pilot study indicated a need to revise the open-ended question. The original open-ended question read: “Use this space to write additional factors you feel are important to enrollment that may not have been covered in this survey.” The lines that followed were labeled Positive Factors and Negative Factors. The revised question read: “Use this space to write additional comments about what you feel is important to enrollment.” No labels were provided; the five lines that followed provided space for written comments.

**Data Collection**

The Seventh-day Adventist church in North America is divided into nine unions with each union divided into conferences. Boarding academies are usually owned and operated by the local conference with the union functioning as the accrediting body. Letters requesting permission to conduct the study were sent to each union director of education, conference superintendent of education, and the principal for each academy selected for the study.

It was the plan that the respondents represent the 39 boarding academies: 6 boarding academies identified as having experienced an increase in enrollment trend would constitute one group and 6 of the 30 boarding academies experiencing a decline in enrollment trend the other group. One academy with an increase in enrollment trend had transitioned into a predominately day academy with less than one third of the students living in the dormitories. Two unions did not participate due to situations in their
respective areas. Ten academies from seven unions agreed to participate in the study, and 8 academies actually participated, 2 with an increasing enrollment trend and 6 with a declining enrollment trend. The students, educators, and parents/guardians currently affiliated with the academies at the time of the study were then invited to participate in the study.

The academy materials included two packets, one for students and one for educators. The packets contained cover letters, instructions, the questionnaire to be distributed by the proctor, envelopes for each completed form, and a secured container with an opening for the envelopes to be individually collected, and a return container with prepaid postage. Also included were detailed instructions as to how and under what circumstances the questionnaires were to be administered.

The person responsible for the questionnaires at the academy was selected in consultation with the principal. The designated proctor then received the materials to be administered on the given campus. The principal signed a roster as the “parent on location” permitting students under the age of 16 to participate. The student questionnaires were distributed and filled out by students from Grades 9-12. After completing the questionnaire, the student placed it in the envelope provided and individually placed it into the secure container. The student questionnaires were collected and returned during one session. The proctors were given the instruction that this session could be held during an assembly in the auditorium or in a classroom or hall used for such gatherings at the academy. The educator questionnaires were distributed individually or at a faculty meeting, filled out, and placed individually into the secure container provided by the researcher. All currently employed administrators and faculty
were to be included. All persons were informed that there are no right or wrong answers and that participation was voluntary with the completion of the survey being accepted as consent. Participants were told that they could withdraw from the study at any time. Samples of the questionnaires sent to students, educators, and parents/guardians are included in Appendix B. Copies of the correspondence are in Appendix C.

The number of questionnaires sent to a given academy was based on the opening student enrollment figures and reported faculty numbers published by the General Conference of Seventh-day Adventists: Department of Education. A combined total of 1,442 student and 223 educator questionnaires were sent to the academies to be distributed by the proctor. Each participating academy sent address labels for the parent/guardian packets. Upon receipt of the address labels, the parent/guardian cover letters and questionnaires were mailed to the homes of 1,380 parents/guardians of the currently enrolled students.

The combined number of returned questionnaires from the students, educators, and parents/guardians totaled 1,569 questionnaires. The data are shown in Table 2.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Distributed/Mailed</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1,442</td>
<td>1,085</td>
</tr>
<tr>
<td>Educators</td>
<td>242</td>
<td>141</td>
</tr>
<tr>
<td>Parents/Guardians</td>
<td>1,351</td>
<td>343</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,045</strong></td>
<td><strong>1,569</strong></td>
</tr>
</tbody>
</table>
Data Analysis

The returned questionnaires were scanned to enter the data into the SPSS program. The next step taken was to inspect and clean up the data. If a response appeared to be missing, the paper copy of the questionnaire was inspected. In some cases, ink copies had to be done over in pencil. All original questionnaires were kept and filed for reference.

The survey included an option for participants to indicate a lack of knowledge to respond to any given statement by checking the column “Don’t Know” on the questionnaire. Though it could have been just overlooked, or a personal choice not to respond to a particular item, it was assumed to represent a lack of knowledge on the part of the respondent. Both the “Don’t Know” and the missing data entered into the SPSS program were recoded to 0.

Scales were established to simplify the analysis process. Sections 2 and 3 of the questionnaire included a total of 39 statements. To make the scales, the statements related to a given topic were grouped together. The 8 statements of broader categories of perceived influences on enrollment in section 4 were left as individual items for the purpose of ranking what was most important to each of the respondent groups and comparing the responses from the academies with an increasing enrollment trend as compared to those with a declining enrollment trend.

The 39 statements were analyzed using Principal Component Analysis with both Varimax and Oblimin rotation. A pattern matrix for Oblimin and a rotated factor matrix for Varimax included items that grouped well together. The factors were labeled based on items with the highest factor loadings on the given factor. Comparing the groupings on
the Varimax to the Oblimin and conducting an analysis with the factors assisted in determining the number of scales to be formed and the items for each scale.

For example, studying the original eight statements listed in the fourth section of the questionnaire and the results of the factor analysis and thinking about the numerous factors that influence enrollment, the number of statements that appeared to address certain issues such as leadership were too many for one scale. These were then divided. For example, there were 14 statements that could be related to leadership. Conducting a factor analysis helped decide which statements could be separated into different scales. As a result, the study of the leadership statements led to a division of leadership into two parts: Leadership Faculty and Leadership Administration. Also, some statements grouped with leadership related strongly to other indicators of enrollment and were grouped accordingly. For example, the statement “Faculty model a sincere relationship with God” relates to both the scales Leadership and Climate. Given the definition of climate for this study, the statement fit well into the scale Climate.

The reliability analysis to determine the degree of correlation among the satisfaction and perception statements related to a given indicator of influence on enrollment indicated that some statements were not correlated enough to be grouped together. For example, the coefficient alpha was poor for the statements having to do with satisfaction with Location. As a result, the statements were not grouped as a location scale but left as separate items: Distance, Transportation, and Geographic Location. The final data with the coefficient alpha results for the modified scales are shown in Table 3.

A two-way contingency table analysis was conducted to identify whether respondents from boarding academies with an increasing enrollment trend and a
declining enrollment trend differed in the number of statements omitted or marked
"Don't Know."

One-way ANOVA was used to measure differences between students, educators, and parents/guardians from boarding academies with increasing enrollment and those with declining enrollment in levels of satisfaction and perception.

Two-way ANOVA was used to test for interaction between enrollment and SES, church affiliation, and prior boarding academy experience for the parents/guardians whose students attended academies with increasing enrollment as compared to those who attended academies with declining enrollment.

Table 3

 Reliability of Scales

<table>
<thead>
<tr>
<th>Final Scales</th>
<th>Coefficient Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>.769</td>
<td>3</td>
</tr>
<tr>
<td>System Support</td>
<td>.618</td>
<td>4</td>
</tr>
<tr>
<td>Cost</td>
<td>.847</td>
<td>2</td>
</tr>
<tr>
<td>Facilities</td>
<td>.642</td>
<td>4</td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>.921</td>
<td>9</td>
</tr>
<tr>
<td>Leadership Administration</td>
<td>.893</td>
<td>4</td>
</tr>
<tr>
<td>Mission</td>
<td>.863</td>
<td>5</td>
</tr>
<tr>
<td>Climate</td>
<td>.811</td>
<td>6</td>
</tr>
</tbody>
</table>
To test the hypothesis of significant differences between means, the significance level was .05. The strength of the difference is given as effect size. The following classifications were used: small, \( .2 \sigma \); medium, \( .5 \sigma \); and large, \( .8 \sigma \).

The written comments were recorded and summarized. The number of students, educators, and parents/guardians who responded were counted. The code for the questionnaire was recorded with an indication as to whether or not the respondent represented an academy with an increasing or a declining enrollment trend and if an address had been included.

Each written response was evaluated and color-coded to reflect a positive or negative comment about the particular boarding academy and whether or not there was a general response regarding what was considered to be important enrollment influencers in a general sense. To provide anonymity, the academies were assigned numbers and letters. The written comments were then identified, based on the scales used to analyze the responses to the questionnaire. The general responses to the question as to what the respondent(s) felt was enrollment influencing were titled Influence; positive comments were titled, Praise; negative comments, Complaint. Suggestions not directly related to the established scales and influencing factors were listed as Other and later noted in summary statements. A few comments were written that were not related to the topic and therefore are not reported. After recording the data for each academy, an overall observation of that particular set of comments was made, and the summaries developed.
CHAPTER IV

RESEARCH FINDINGS

Introduction

This chapter presents the responses from students, educators, and parents/guardians from eight Seventh-day Adventist boarding academies in the United States on critical areas thought to influence school enrollment. Two academies experiencing an increasing enrollment trend represent one group and 6 academies with a declining enrollment trend the other group. The levels of satisfaction and perceptions were analyzed based on 12 items related to levels of satisfaction, 27 items related to perceptions, and 8 items of influence. Nine of the 12 satisfaction items were combined into three scales: Financial Support, Cost, and Facilities. The remaining three satisfaction items were not merged into scales: Distance, Geographic Location, and Transportation. The 27 perception items were combined into five scales: System Support, Leadership Faculty, Leadership Administration, Mission, and Climate. The eight influence variables of a broader category remained as separate items: Support, Academics, Cost, Leadership, Facilities, Climate, Location, and Mission. Thus this study addresses nineteen variables.

The first section provides information as to the characteristics of the respondents. The second section provides information as to the percentage of respondents who either indicated they did not have the knowledge to respond or did not respond. The third section indicates the findings from all respondents collectively from all academies,
differentiating the responses from boarding academies with increasing and a declining enrollment trend on the named variables. The fourth section includes research question 1 and reports the responses to the hypotheses related to research questions 2 and 3. It includes the differences between levels of satisfaction and perceptions held individually by groups—students, educators, parents/guardians—affiliated with boarding academies with an increasing or with a declining enrollment trend on the named variables and the differences in relationship to the socioeconomic status, church affiliation, and prior boarding academy experience of the parents/guardians. The fifth section presents the written responses from the open-ended question having to do with what respondents perceived as enrollment influencing in boarding academies in general.

Respondents

The students, educators, and parents/guardians affiliated with the selected boarding academies at the time of the study were asked to respond to the questionnaires.

Total Respondents

Students, educators, and parents/guardians of 8 boarding academies, representing increasing and declining boarding academies in seven of the nine unions, participated in the study. Of the 3,045 questionnaires distributed, 1,569 were returned—533 from academies where the enrollment is increasing and 1,036 from those where the enrollment is declining.
Students

Of the 1,442 questionnaires sent to the students enrolled in the 8 boarding academies participating in this study, 1,085 of those were returned, 365 from academies with an increasing enrollment trend and 720 with a declining enrollment trend. The data are shown in Table 4.

The characteristics of the student population indicated that the number of males and females was nearly the same. The age groupings seemed normal for American students in Grades 9-12. Ethnicity characteristics indicate that the White/Non-Hispanic students represent the largest ethnic group attending the boarding academies in this study. Given the class standing, it would seem that the majority of students enroll for the final 2 years, 60% of the student respondents were juniors and seniors, with over one third of the senior class having spent 4 years in the boarding academy. The majority of the students reside in the state where the academy is located. Most boarding students live within 200 miles or less of the academy. Nearly one quarter of the students attending the boarding academies do not live in the dormitories. The responses to these and other questions regarding the characteristics of the student respondents are also shown in Table 4.

Educators

Of the 242 questionnaires sent to administrators and faculty employed by the 8 boarding academies participating in this study, 141 were returned, 34 from academies with an increasing enrollment trend and 107 from academies with a declining enrollment trend. The data are shown in Table 5.
Table 4

**Student Respondents: Characteristics**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>589</td>
<td>54.8</td>
</tr>
<tr>
<td>Male</td>
<td>486</td>
<td>45.2</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 or younger</td>
<td>257</td>
<td>24.0</td>
</tr>
<tr>
<td>16</td>
<td>232</td>
<td>21.6</td>
</tr>
<tr>
<td>17</td>
<td>331</td>
<td>30.8</td>
</tr>
<tr>
<td>18 or older</td>
<td>254</td>
<td>23.6</td>
</tr>
<tr>
<td><strong>Ethnic Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American, Indian/Alaska</td>
<td>20</td>
<td>1.9</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>107</td>
<td>10.3</td>
</tr>
<tr>
<td>Black/Non-Hispanic</td>
<td>59</td>
<td>5.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>126</td>
<td>12.1</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>657</td>
<td>63.0</td>
</tr>
<tr>
<td>Other</td>
<td>74</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Class Standing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>195</td>
<td>18.3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>231</td>
<td>21.7</td>
</tr>
<tr>
<td>Junior</td>
<td>331</td>
<td>31.1</td>
</tr>
<tr>
<td>Senior</td>
<td>309</td>
<td>29.0</td>
</tr>
<tr>
<td><strong>Year at current academy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>438</td>
<td>41.6</td>
</tr>
<tr>
<td>Second</td>
<td>328</td>
<td>30.7</td>
</tr>
<tr>
<td>Third</td>
<td>197</td>
<td>17.5</td>
</tr>
<tr>
<td>Fourth</td>
<td>115</td>
<td>10.8</td>
</tr>
<tr>
<td><strong>Residence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitory</td>
<td>812</td>
<td>76.1</td>
</tr>
<tr>
<td>Private home</td>
<td>255</td>
<td>23.9</td>
</tr>
<tr>
<td><strong>Parent Residence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same state as academy</td>
<td>692</td>
<td>68.2</td>
</tr>
<tr>
<td>U.S., but different state</td>
<td>271</td>
<td>26.7</td>
</tr>
<tr>
<td>Outside North America</td>
<td>51</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Table 5

*Educators: Characteristics*

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position at the academy</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>29</td>
<td>20.6</td>
</tr>
<tr>
<td>Instructional</td>
<td>73</td>
<td>51.8</td>
</tr>
<tr>
<td>Staff</td>
<td>45</td>
<td>31.9</td>
</tr>
<tr>
<td><strong>Certification</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denominational</td>
<td>90</td>
<td>63.8</td>
</tr>
<tr>
<td>State</td>
<td>27</td>
<td>19.1</td>
</tr>
<tr>
<td><strong>Degree, highest earned</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>64</td>
<td>56.1</td>
</tr>
<tr>
<td>Master’s</td>
<td>45</td>
<td>39.5</td>
</tr>
<tr>
<td>Specialist</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Trained to teach subject(s) assigned</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All subjects</td>
<td>71</td>
<td>65.7</td>
</tr>
<tr>
<td>Most subjects</td>
<td>7</td>
<td>6.5</td>
</tr>
<tr>
<td>Some subjects</td>
<td>15</td>
<td>13.9</td>
</tr>
<tr>
<td>None of the subjects</td>
<td>15</td>
<td>13.9</td>
</tr>
<tr>
<td><strong>Professional growth experiences</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing education</td>
<td>54</td>
<td>38.3</td>
</tr>
<tr>
<td>Conventions</td>
<td>64</td>
<td>45.4</td>
</tr>
<tr>
<td>Observations</td>
<td>33</td>
<td>23.4</td>
</tr>
<tr>
<td>Workshops</td>
<td>65</td>
<td>46.1</td>
</tr>
<tr>
<td><strong>Prior boarding academy experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>39</td>
<td>29.1</td>
</tr>
<tr>
<td>One year</td>
<td>11</td>
<td>8.2</td>
</tr>
<tr>
<td>Two or more years</td>
<td>44</td>
<td>62.7</td>
</tr>
<tr>
<td><strong>Ethnic Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American, Indian/Alaska</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Black/Non-Hispanic</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>5.3</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>114</td>
<td>86.4</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2.3</td>
</tr>
</tbody>
</table>

* Multiple responses were acceptable for these questions.
Of the 141 educators, 29 serve as administrators, 45 staff, and 73 instructional staff. Ninety of the 141, who indicated that they were considered instructors, do have denominational certification. Twenty-seven also have state certification. The majority of the educators, 95.6%, completed either a Bachelor’s or Master’s degree. Even though only 73 indicated that they were instructors, 108 responded to the question of training for the class(es) they teach. Seventy-one stated that they were trained to teach all of the subjects assigned to them at the academy, 7 most subjects, 15 some subjects, and 15 none of the subjects.

Fewer than 50% of the educators had been involved in professional growth experiences in the 12 months prior to responding to the questions. Of the educators, 62.7% had had two or more years of prior boarding academy experience as high-school students. A total of 70.9% have had at least some prior boarding academy experience when they were in Grades 9-12. The majority, 114 of the 132, who indicated their ethnic background, were White/Non-Hispanic.

An educator could include one area of responsibility or a combination of administrative, faculty or instructional, and/or staff responsibilities. A cross tab analysis of just the 71 educators teaching in the classroom showed that 78.9% are trained to teach all of the subjects they are teaching; 51.4% have a Bachelor’s degree, 47.1% have Master’s degrees, and 1.4% have a doctorate degree.

Additional analysis was also done with the demographic data. The student and educator demographics were compared. The greatest difference in ethnic group representation in the student population as compared to that of the educators is Hispanic with 12.0% of the students and 5.3% of the educators. The second greatest difference was
Asian/Pacific Islander with 10.3 percentage of the students and 4.0% of the educators. The only group over-represented was that of the White/Non-Hispanic: while 86.4% of the educators are White/Non-Hispanic, 63% of the students are of that ethnic grouping. The responses to these and other questions regarding the characteristics of the educators are also shown in Table 5.

Parents/Guardians

Of the 1,351 questionnaires mailed to parents/guardians of students enrolled in the 8 boarding academies participating in this study 343 were returned, 134 from academies with increasing enrollment and 209 with declining. The data are shown in Table 6.

The responses indicated that the largest number of the parents were in the high income level, $79,000 plus. The majority were Seventh-day Adventists. Approximately half of the parents/guardians had had prior boarding academy experience for 2 years or more as high school students. The homes of 71.5% of the students are located within 200 miles of the academy and 62.4% are situated in small towns or rural areas. The responses to these and other questions regarding the characteristics of the parents/guardians are also shown in Table 6.

Knowledge of Certain Aspects of the Boarding Academy

The survey included an option for participants to indicate a lack of knowledge to respond to any given statement by checking the column titled “Don’t Know” on the questionnaire. Those items left without a response were also assumed to represent a lack of knowledge on the part of the respondent. A count was taken to identify the number of respondents and responses from students, educators, and parents/guardians. These figures
### Table 6

**Parents/Guardians: Characteristics**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socioeconomic Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; $50,000</td>
<td>95</td>
<td>18.5</td>
</tr>
<tr>
<td>$50 - 79,000</td>
<td>91</td>
<td>27.7</td>
</tr>
<tr>
<td>&gt; $79,001</td>
<td>143</td>
<td>43.5</td>
</tr>
<tr>
<td><strong>Church affiliation: Mother</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seventh-day Adventist</td>
<td>296</td>
<td>91.4</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Church affiliation: Father</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seventh-day Adventist</td>
<td>277</td>
<td>86.0</td>
</tr>
<tr>
<td>Other</td>
<td>45</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Boarding academy experience: Mother</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>138</td>
<td>43.8</td>
</tr>
<tr>
<td>One year</td>
<td>20</td>
<td>6.3</td>
</tr>
<tr>
<td>Two or more years</td>
<td>157</td>
<td>49.8</td>
</tr>
<tr>
<td><strong>Boarding academy experience: Father</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>156</td>
<td>50.2</td>
</tr>
<tr>
<td>One year</td>
<td>20</td>
<td>6.4</td>
</tr>
<tr>
<td>Two or more years</td>
<td>135</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Distance from academy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 miles or less</td>
<td>144</td>
<td>44.0</td>
</tr>
<tr>
<td>101-200 miles</td>
<td>90</td>
<td>27.5</td>
</tr>
<tr>
<td>201 miles or more</td>
<td>93</td>
<td>28.5</td>
</tr>
<tr>
<td><strong>Residence: Geographic location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City/Inner city</td>
<td>43</td>
<td>12.8</td>
</tr>
<tr>
<td>Suburban</td>
<td>83</td>
<td>24.8</td>
</tr>
<tr>
<td>Small town/Rural</td>
<td>209</td>
<td>62.4</td>
</tr>
<tr>
<td><strong>Ethnic Background: Mother</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American, Indian/Alaska</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>19</td>
<td>6.1</td>
</tr>
<tr>
<td>Black/Non-Hispanic</td>
<td>9</td>
<td>2.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22</td>
<td>7.1</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>253</td>
<td>81.6</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Ethnic Background: Father</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American, Indian/Alaska</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>16</td>
<td>5.1</td>
</tr>
<tr>
<td>Black/Non-Hispanic</td>
<td>11</td>
<td>3.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19</td>
<td>6.1</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>255</td>
<td>81.7</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>1.9</td>
</tr>
</tbody>
</table>

*Note.* The responses to three of the questions were recoded: Socioeconomic Status, distance from home to the boarding academy, and the number of years of boarding academy experience.
were then subdivided into two groups: those from academies with an increasing enrollment trend and those with a declining enrollment trend. A count was taken to determine the percentage of “Don’t Know” responses from students, educators, and parents/guardians from each group: those affiliated with academies with an increasing enrollment trend and those with a declining enrollment trend. This was reported as the “knowledge base” and indicates the level of awareness of the boarding academy experience on the part of students, educators, and parents/guardians and the difference between the respondents from academies with an increasing enrollment trend and a declining enrollment trend.

A two-way contingency table analysis was conducted to identify whether respondents from boarding academies with an increasing enrollment trend and a declining enrollment trend differed in their perceived knowledge base.

The Chi-Square indicates that there were differences in the knowledge base between respondents from academies with an increasing enrollment trend and those from academies with a declining enrollment trend on three items: perceptions held as to whether or not the academy organizations were invited to perform in the local home churches \((p = .025)\), educators listen to students \((p = .019)\), and students are friendly \((p = .042)\). In each case, the respondents from academies with an increasing enrollment trend indicated that they had more knowledge upon which to base their perception of the item than did those from academies with a declining enrollment trend. The variations between the increasing and a declining enrollment trend on each item were \(2 - 4\%\) (Tables 7, 8, and 9).
Table 7

Boarding Academies With Increasing and Declining Enrollment: Percentage of Participants Who Responded to Items Having to do With Levels of Satisfaction

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Increasing</th>
<th>Declining</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction: Item</td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>Financial Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference financial</td>
<td>358</td>
<td>67.20</td>
<td>713</td>
</tr>
<tr>
<td>Church financial</td>
<td>372</td>
<td>69.80</td>
<td>695</td>
</tr>
<tr>
<td>Conference enrollment plan</td>
<td>245</td>
<td>46.00</td>
<td>491</td>
</tr>
<tr>
<td>Cost:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>494</td>
<td>92.70</td>
<td>942</td>
</tr>
<tr>
<td>Room and board</td>
<td>443</td>
<td>83.10</td>
<td>835</td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td>510</td>
<td>95.70</td>
<td>978</td>
</tr>
<tr>
<td>Transportation</td>
<td>417</td>
<td>78.20</td>
<td>783</td>
</tr>
<tr>
<td>Geographic location</td>
<td>482</td>
<td>90.40</td>
<td>940</td>
</tr>
<tr>
<td>Facilities:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition of buildings</td>
<td>517</td>
<td>97.00</td>
<td>1005</td>
</tr>
<tr>
<td>Technology</td>
<td>508</td>
<td>95.30</td>
<td>983</td>
</tr>
<tr>
<td>Dormitories</td>
<td>475</td>
<td>89.10</td>
<td>914</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>514</td>
<td>96.40</td>
<td>1006</td>
</tr>
</tbody>
</table>

* p < .05.
Table 8

Boarding Academies With Increasing and Declining Enrollment: Percentage of Participants Who Responded to Items Having to Do With Levels of Perceptions

<table>
<thead>
<tr>
<th>Perception</th>
<th>Item</th>
<th>Increasing</th>
<th>Declining</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>Conference Administrators visit</td>
<td>357</td>
<td>67.00</td>
<td>673</td>
</tr>
<tr>
<td></td>
<td>Church scholarships</td>
<td>348</td>
<td>65.30</td>
<td>633</td>
</tr>
<tr>
<td></td>
<td>Academy performances</td>
<td>471</td>
<td>88.40</td>
<td>872</td>
</tr>
<tr>
<td></td>
<td>Pastoral support</td>
<td>420</td>
<td>78.80</td>
<td>800</td>
</tr>
<tr>
<td>Leadership</td>
<td>Listen to parents</td>
<td>498</td>
<td>93.40</td>
<td>931</td>
</tr>
<tr>
<td>Faculty</td>
<td>Listen to students</td>
<td>518</td>
<td>97.20</td>
<td>999</td>
</tr>
<tr>
<td></td>
<td>Caring</td>
<td>523</td>
<td>98.10</td>
<td>1005</td>
</tr>
<tr>
<td></td>
<td>Fair and consistent</td>
<td>516</td>
<td>96.80</td>
<td>988</td>
</tr>
<tr>
<td></td>
<td>Respect students</td>
<td>517</td>
<td>97.00</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Know their subjects</td>
<td>511</td>
<td>95.90</td>
<td>977</td>
</tr>
<tr>
<td></td>
<td>Consider diversity</td>
<td>441</td>
<td>82.70</td>
<td>842</td>
</tr>
<tr>
<td></td>
<td>Friendly</td>
<td>517</td>
<td>97.00</td>
<td>996</td>
</tr>
<tr>
<td>Leadership</td>
<td>Listen to parents</td>
<td>441</td>
<td>82.70</td>
<td>815</td>
</tr>
<tr>
<td>Administration</td>
<td>Listen to students</td>
<td>468</td>
<td>87.80</td>
<td>873</td>
</tr>
<tr>
<td></td>
<td>Fair and consistent</td>
<td>366</td>
<td>68.70</td>
<td>697</td>
</tr>
<tr>
<td></td>
<td>Like students</td>
<td>453</td>
<td>85.00</td>
<td>851</td>
</tr>
<tr>
<td>Mission</td>
<td>Faculty model relationship with God</td>
<td>511</td>
<td>95.90</td>
<td>980</td>
</tr>
<tr>
<td></td>
<td>Administration model relationship with God</td>
<td>453</td>
<td>85.00</td>
<td>840</td>
</tr>
<tr>
<td></td>
<td>Administration communicate vision</td>
<td>426</td>
<td>79.90</td>
<td>819</td>
</tr>
<tr>
<td></td>
<td>Academics/college prep.</td>
<td>445</td>
<td>83.50</td>
<td>848</td>
</tr>
<tr>
<td></td>
<td>Spiritual growth fostered</td>
<td>495</td>
<td>92.90</td>
<td>961</td>
</tr>
<tr>
<td></td>
<td>Character development</td>
<td>457</td>
<td>85.70</td>
<td>889</td>
</tr>
<tr>
<td>Climate</td>
<td>Reasonable rules</td>
<td>487</td>
<td>91.40</td>
<td>916</td>
</tr>
<tr>
<td></td>
<td>Students friendly</td>
<td>523</td>
<td>98.10</td>
<td>997</td>
</tr>
<tr>
<td></td>
<td>Students feel safe</td>
<td>510</td>
<td>95.70</td>
<td>978</td>
</tr>
<tr>
<td></td>
<td>Redemptive discipline</td>
<td>465</td>
<td>87.20</td>
<td>898</td>
</tr>
<tr>
<td></td>
<td>Diversity promoted</td>
<td>452</td>
<td>84.80</td>
<td>843</td>
</tr>
<tr>
<td></td>
<td>Character addressed</td>
<td>457</td>
<td>85.70</td>
<td>889</td>
</tr>
</tbody>
</table>

*p < .05.
The statements pertaining to satisfaction variables are shown in Table 7. The statements pertaining to perception variables are shown in Table 8. The eight indicators perceived to be influential on enrollment include the following: Support, Academics, Cost, Leadership, Facilities, Climate, Location, and Mission. These variables are shown in Table 9.

**Enrollment Influencers**

Research Question 1 asked; *What are the critical factors influencing enrollment in the Seventh-day Adventist boarding academies in North America?*

There was no hypothesis associated with Research Question 1.

The major contributing influences on boarding academy enrollment, suggested by the literature and prior research, clustered around the eight factors included in this study: Support, Academics, Cost, Leadership, Facilities, Climate, Location, and Mission. Using a Likert scale of 1 to 5 to determine the degree of influence, *extremely influential* to *not influential*, Climate was the highest, 3.79, then Mission, 3.65, and Academics, 3.60. Cost was the lowest, 2.87. The data are shown in Table 10.

**Levels of Satisfaction and Perceptions**

Research Question 2 asked: *When compared on critical areas that may influence enrollment, how do the levels of satisfaction, perceptions, and ranking of influences on enrollment held by students, educators, and parents/guardians differ in academies with an increasing enrollment trend compared to those with a declining enrollment trend?*
Table 9

*Boarding Academies With Increasing and Declining Enrollment: Percentage of Participants Who Responded to Items Having to Do With Enrollment Influences*

<table>
<thead>
<tr>
<th>Influence</th>
<th>Item</th>
<th>Increasing</th>
<th></th>
<th>Declining</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td></td>
<td>$p^*$</td>
</tr>
<tr>
<td>Support</td>
<td>Conference and church</td>
<td>384</td>
<td>72.00</td>
<td>757</td>
<td>73.10</td>
</tr>
<tr>
<td>Academics</td>
<td>Faculty training/teaching</td>
<td>469</td>
<td>88.00</td>
<td>920</td>
<td>88.80</td>
</tr>
<tr>
<td>Cost</td>
<td>Fees, tuition, room, board</td>
<td>478</td>
<td>89.70</td>
<td>937</td>
<td>90.40</td>
</tr>
<tr>
<td>Leadership</td>
<td>Administration</td>
<td>477</td>
<td>89.50</td>
<td>945</td>
<td>91.20</td>
</tr>
<tr>
<td>Facilities</td>
<td>Building conditions</td>
<td>494</td>
<td>92.70</td>
<td>974</td>
<td>94.00</td>
</tr>
<tr>
<td>Climate</td>
<td>Learning environment</td>
<td>492</td>
<td>92.30</td>
<td>977</td>
<td>94.30</td>
</tr>
<tr>
<td>Location</td>
<td>Accessibility/environment</td>
<td>485</td>
<td>91.00</td>
<td>958</td>
<td>92.50</td>
</tr>
<tr>
<td>Mission</td>
<td>Vision: academics/social/spiritual/vocational</td>
<td>480</td>
<td>90.10</td>
<td>944</td>
<td>91.10</td>
</tr>
</tbody>
</table>

$^*$ $p < .05$.
The first section reports the collective data from students, educators, and parents/guardians as to the levels of satisfaction and perceptions. The subsequent sections report the data as they relate to the three groups separately.

Table 10

Variables Ranked in Order of Level of Influence by Means for All Groups: Students, Educators, and Parents/Guardians

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td>3.79</td>
<td>1</td>
</tr>
<tr>
<td>Mission</td>
<td>3.65</td>
<td>2</td>
</tr>
<tr>
<td>Academics</td>
<td>3.60</td>
<td>3</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.41</td>
<td>4</td>
</tr>
<tr>
<td>Location</td>
<td>3.41</td>
<td>5</td>
</tr>
<tr>
<td>Facilities</td>
<td>3.16</td>
<td>6</td>
</tr>
<tr>
<td>Support</td>
<td>3.12</td>
<td>7</td>
</tr>
<tr>
<td>Cost</td>
<td>2.87</td>
<td>8</td>
</tr>
</tbody>
</table>

All Respondents

There were significant differences between respondents from academies with an increasing enrollment trend and those with a declining enrollment trend on 8 of the 19 variables. There were significant differences between respondents from academies with an increasing enrollment trend and those with a declining enrollment trend on three of the
six satisfaction variables: availability of public transportation to and from the residence to the boarding academy \( (p = .010) \), the geographic location of the academy \( (p = .000) \), and the facilities on campus \( (p = .000) \). The respondents from academies with a declining enrollment trend were more satisfied with transportation and geographic location. There was a small effect on Transportation and medium effect on Geographic Location. The respondents from academies with increasing enrollment were more satisfied with the facilities on their campus than were those from declining. There was a small effect on Facilities. The data are shown in Table 11.

There were significant differences between respondents from academies with an increasing enrollment trend and a declining enrollment trend on two of the five perception variables: the leadership of the faculty \( (p = .005) \) and the climate on campus \( (p = .016) \).

The respondents from academies with declining enrollment perceived the leadership of the faculty and the climate on campus to be more positive than did those from academies with increasing enrollment. There was a small effect on Leadership Faculty and Climate. The data are shown in Table 12.

There were significant differences between respondents from academies with an increasing enrollment trend and those with a declining enrollment trend on three of the eight broader influence variables in enrollment related to the perceived influence of academics \( (p = .017) \), facilities \( (p = .022) \), and location \( (p = .000) \). The respondents from academies with a declining enrollment trend perceived academics and location to be more influential than did the academies with an increasing enrollment trend. The respondents
Table 11

*Satification Variables: All Groups*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Growth</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>Increasing</td>
<td>346</td>
<td>3.32</td>
<td>1.003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Declining</td>
<td>675</td>
<td>3.21</td>
<td>0.990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,021</td>
<td>3.25</td>
<td>0.995</td>
<td>2.665</td>
<td>0.103</td>
</tr>
<tr>
<td>Cost</td>
<td>Increasing</td>
<td>502</td>
<td>2.63</td>
<td>1.010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declining</td>
<td>957</td>
<td></td>
<td>2.59</td>
<td>1.010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,459</td>
<td>2.60</td>
<td>1.010</td>
<td>0.535</td>
<td>0.465</td>
</tr>
<tr>
<td>Distance</td>
<td>Increasing</td>
<td>510</td>
<td>3.34</td>
<td>1.335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declining</td>
<td>978</td>
<td></td>
<td>3.47</td>
<td>1.351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,488</td>
<td>3.43</td>
<td>1.347</td>
<td>3.479</td>
<td>0.465</td>
</tr>
<tr>
<td>Transportation</td>
<td>Increasing</td>
<td>417</td>
<td>2.79</td>
<td>1.164</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declining</td>
<td>783</td>
<td></td>
<td>2.97</td>
<td>1.183</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,200</td>
<td>2.91</td>
<td>1.179</td>
<td>6.672</td>
<td>0.010*</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>Increasing</td>
<td>482</td>
<td>3.56</td>
<td>1.285</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declining</td>
<td>940</td>
<td></td>
<td>4.14</td>
<td>1.089</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,422</td>
<td>3.94</td>
<td>1.190</td>
<td>78.142</td>
<td>0.000*</td>
</tr>
<tr>
<td>Facilities</td>
<td>Increasing</td>
<td>524</td>
<td>3.30</td>
<td>0.874</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declining</td>
<td>1,016</td>
<td></td>
<td>3.06</td>
<td>0.843</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,540</td>
<td>3.14</td>
<td>0.860</td>
<td>25.543</td>
<td>0.000*</td>
</tr>
</tbody>
</table>

*<.05.

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Table 12

*Perception Variables: All Groups*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Growth</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>Increasing</td>
<td>479</td>
<td>3.52</td>
<td>1.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>Declining</td>
<td>888</td>
<td>3.45</td>
<td>1.031</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>Total</td>
<td>1,367</td>
<td>3.48</td>
<td>1.020</td>
<td>1.328</td>
<td>0.249</td>
</tr>
<tr>
<td>Leadership</td>
<td>Increasing</td>
<td>528</td>
<td>3.52</td>
<td>0.922</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Declining</td>
<td>1,020</td>
<td>3.66</td>
<td>0.900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
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<td>7.995</td>
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<td>0.016*</td>
</tr>
</tbody>
</table>

*p < .05.
from academies with an increasing enrollment trend perceived facilities to be more influential than did the academies with a declining enrollment trend. There was a small effect on Academics, Facilities, and Location. The data are shown in Table 13. Prioritized, the perceived influences on enrollment are shown in Table 14.

Students

Null Hypothesis 1. There is no difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by students attending academies with increasing enrollment compared to those with declining enrollment.

There were significant differences between students from academies with an increasing enrollment trend and those with a declining enrollment trend on 7 of the 19 variables. There were significant differences between students from academies with an increasing enrollment trend and those with a declining enrollment trend on three of the six satisfaction variables: the availability of public transportation to and from the residence and the boarding academy ($p = .003$), the geographic location of the academy ($p = .000$), and the facilities on campus ($p = .001$). The students from academies with an increasing enrollment trend were more satisfied with the facilities on their campus. The size of the difference on Facilities was a small effect. The students from academies with a declining enrollment trend were more satisfied with the transportation and geographic location than were students from academies with increasing enrollment. There was a small effect on Transportation and a medium effect on Geographic Location. The data are shown in Table 15.
Table 13

*Influences on Enrollment: All Groups*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Enrollment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
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*p < .05.
Table 14

Variables Ranked in Order of Level of Influence by Means: All Groups

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<th>Variable</th>
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<th>Rank</th>
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<th>Rank</th>
<th>Declining M</th>
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<td>7</td>
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<td>3.09</td>
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<td>3.14</td>
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Table 15

Satisfaction Variables: Students

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<th>M</th>
<th>SD</th>
<th>F</th>
<th>p</th>
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<td>Financial Support</td>
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<td>0.939</td>
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<td>0.947</td>
<td>0.083</td>
<td>0.773</td>
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<td>1.214</td>
<td>0.271</td>
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<td>1.186</td>
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<td>8.985</td>
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</tr>
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<td>1.244</td>
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<td>1.127</td>
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</tr>
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<td>Total</td>
<td>960</td>
<td>3.72</td>
<td>1.230</td>
<td>106.709</td>
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</tr>
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<td>1,066</td>
<td>3.01</td>
<td>0.819</td>
<td>10.860</td>
<td>0.001*</td>
</tr>
</tbody>
</table>

* p < .05.
There were significant differences between students from academies with an increasing enrollment trend and those with a declining enrollment trend on two of the five perception variables: leadership of the faculty \( (p = .007) \) and the climate on campus \( (p = .002) \). The students from academies with a declining enrollment trend perceived the leadership of the faculty and the climate on campus to be more positive than did those from academies with an increasing enrollment trend. There was a small effect on Leadership Faculty and on Climate. The data are shown in Table 16.

There were significant differences between students from academies with an increasing enrollment trend and those with a declining enrollment trend on two of the eight influential variables in enrollment related to the perceived influence of the facilities \( (p = .004) \) and location \( (p = .000) \). The students from academies with an increasing enrollment trend perceived the facilities to be more influential than did the students from academies with a decreasing enrollment trend. The students from academies with a declining enrollment perceived the location to be more influential than did the students from academies with an increasing enrollment trend. There was a small effect on both Facilities and Location. The data are shown in Table 17.

Educators

Null Hypothesis 2. There is no difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by educators employed at academies with an increasing enrollment trend compared to those with a declining enrollment trend.
Table 16

Perception Variables: Students

<table>
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<th>Variables</th>
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<th>SD</th>
<th>F</th>
<th>p</th>
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* p < .05.
Table 17

*Influences on Enrollment: Students*

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<th>Enrollment</th>
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<th>SD</th>
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* p < .05.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
There was a significant difference between educators from academies with an increasing enrollment trend and those with a declining enrollment trend on 5 of the 19 variables.

There was a significant difference between educators from academies with an increasing enrollment trend and those with a declining enrollment trend on one of the six satisfaction variables between academies with increasing enrollment and those with declining enrollment related to satisfaction with the facilities (\( p = .024 \)). The educators from academies with an increasing enrollment trend were more satisfied with the facilities than were those from academies with a declining enrollment trend. The size of the difference was just slightly below a medium effect. The data are shown in Table 18.

There was a significant difference between educators from academies with an increasing enrollment trend and those with a declining enrollment trend on one of the five perception variables: the system support (\( p = .008 \)). The educators from academies with an increasing enrollment trend perceived the support to be more positive than did those from academies with a declining enrollment trend. There was a medium effect on Support. The data are shown in Table 19.

There were significant differences between educators from academies with an increasing enrollment trend and those with a declining enrollment trend on three of the eight influential variables in enrollment related to the perceived influence of academics (\( p = .004 \)), cost (\( p = .010 \)), and facilities (\( p = .033 \)). The educators from academies with a declining enrollment trend perceived all three to be more influential than did those from
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*p < .05.
Table 19

*Perception Variables: Educators*

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*p < .05.
academies with an increasing enrollment trend. There was a medium effect on Academics and Location with slightly less than a medium effect on Facilities. The data are shown in Table 20.

Parents/Guardians

Null Hypothesis 3. There is no difference in the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by parents/guardians affiliated with academies with an increasing enrollment trend compared to those with a declining enrollment trend.

There were significant differences between parents/guardians from academies with an increasing enrollment trend and those with a declining enrollment trend on two of the six satisfaction variables: satisfaction with financial support \((p = .030)\) and the facilities \((p = .000)\). The parents/guardians from academies with an increasing enrollment trend perceived the support and the facilities on campus to be more positive than did those from academies with a declining enrollment trend. There was a large effect on Financial Support and a slightly less than medium effect on Facilities. The data are shown in Table 21.

There were significant differences between parents/guardians from academies with an increasing enrollment trend and those with a declining enrollment trend on two of the five perception variables: system support for the academy \((p = .030)\) and the mission \((p = .031)\). The parents/guardians from academies with increasing enrollment perceived the System Support and the Mission to be more positive than did those from academies
Table 20

*Influences on Enrollment: Educators*

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*p < .05.*

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Table 21

Satisfaction Variables: Parents/Guardians

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</table>

*p < .05.
with declining enrollment. There was a small effect in each case. The data are shown in Table 22.

There were no significant differences between the parents/guardians from academies with increasing enrollment and those with declining enrollment on the eight influence variables. The data are shown in Table 23.

Table 22

*Perception Variables: Parents/Guardians*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Enrollment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System Support</strong></td>
<td>Increasing</td>
<td>127</td>
<td>3.71</td>
<td>0.994</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>181</td>
<td>3.46</td>
<td>0.989</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>308</td>
<td>3.56</td>
<td>0.997</td>
<td>4.783</td>
<td>0.030*</td>
</tr>
<tr>
<td><strong>Leadership Faculty</strong></td>
<td>Increasing</td>
<td>133</td>
<td>3.90</td>
<td>0.778</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>204</td>
<td>3.96</td>
<td>0.826</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>337</td>
<td>3.94</td>
<td>0.807</td>
<td>0.435</td>
<td>0.510</td>
</tr>
<tr>
<td><strong>Leadership Administration</strong></td>
<td>Increasing</td>
<td>113</td>
<td>3.97</td>
<td>0.884</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>164</td>
<td>3.85</td>
<td>1.040</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>277</td>
<td>3.90</td>
<td>0.979</td>
<td>1.052</td>
<td>0.306</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
<td>Increasing</td>
<td>131</td>
<td>4.16</td>
<td>0.608</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>196</td>
<td>3.97</td>
<td>0.905</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>327</td>
<td>4.05</td>
<td>0.804</td>
<td>4.697</td>
<td>0.031*</td>
</tr>
<tr>
<td><strong>Climate</strong></td>
<td>Increasing</td>
<td>130</td>
<td>4.08</td>
<td>0.645</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>193</td>
<td>4.07</td>
<td>0.717</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>323</td>
<td>4.08</td>
<td>0.688</td>
<td>0.019</td>
<td>0.890</td>
</tr>
</tbody>
</table>

*p < .05.

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Table 23

Influences on Enrollment: Parents/Guardians

<table>
<thead>
<tr>
<th>Variables</th>
<th>Enrollment</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing</td>
<td>116</td>
<td>3.30</td>
<td>1.372</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>180</td>
<td>3.09</td>
<td>1.359</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>296</td>
<td>3.17</td>
<td>1.366</td>
<td>1.717</td>
<td>0.191</td>
</tr>
<tr>
<td>Support</td>
<td>Increasing</td>
<td>124</td>
<td>3.68</td>
<td>1.094</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>191</td>
<td>3.82</td>
<td>1.063</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>315</td>
<td>3.76</td>
<td>1.075</td>
<td>1.263</td>
<td>0.262</td>
</tr>
<tr>
<td>Academics</td>
<td>Increasing</td>
<td>124</td>
<td>3.18</td>
<td>1.344</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>199</td>
<td>3.21</td>
<td>1.338</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>323</td>
<td>3.20</td>
<td>1.338</td>
<td>0.035</td>
<td>0.852</td>
</tr>
<tr>
<td>Cost</td>
<td>Increasing</td>
<td>125</td>
<td>3.78</td>
<td>1.111</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>195</td>
<td>3.72</td>
<td>1.238</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>320</td>
<td>3.74</td>
<td>1.189</td>
<td>0.234</td>
<td>0.629</td>
</tr>
<tr>
<td>Leadership</td>
<td>Increasing</td>
<td>127</td>
<td>3.36</td>
<td>1.125</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>199</td>
<td>3.21</td>
<td>1.200</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>326</td>
<td>3.27</td>
<td>1.172</td>
<td>1.291</td>
<td>0.257</td>
</tr>
<tr>
<td>Facilities</td>
<td>Increasing</td>
<td>128</td>
<td>4.11</td>
<td>0.825</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>201</td>
<td>4.02</td>
<td>1.012</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>329</td>
<td>4.06</td>
<td>0.943</td>
<td>0.627</td>
<td>0.429</td>
</tr>
<tr>
<td>Climate</td>
<td>Increasing</td>
<td>128</td>
<td>3.50</td>
<td>1.217</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>201</td>
<td>3.68</td>
<td>1.148</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>329</td>
<td>3.61</td>
<td>1.177</td>
<td>1.867</td>
<td>0.173</td>
</tr>
<tr>
<td>Location</td>
<td>Increasing</td>
<td>127</td>
<td>4.09</td>
<td>1.003</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declining</td>
<td>196</td>
<td>3.88</td>
<td>1.177</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>323</td>
<td>3.97</td>
<td>1.115</td>
<td>2.795</td>
<td>0.096</td>
</tr>
</tbody>
</table>

*p < .05.
Interaction Between Enrollment and Parent/Guardian Descriptors

Research Question 3 asked: Is there a difference in the perceptions of parents/guardians affiliated with boarding academies with increasing, as compared to those with a declining enrollment trend, according to the following characteristics: socioeconomic status (SES), church affiliation, and prior boarding academy experience?

There was significant interaction on 5 of the 19 variables: socioeconomic status on 2 of the 19 variables, church affiliation on 1 of the 19 variables, and prior boarding academy experience on 2 of the 19 variables.

Interaction of Socioeconomic Status of Parents/Guardians and Enrollment

Null Hypothesis 4. There is no interaction between socioeconomic status and enrollment trend on the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies held by parents/guardians whose students attend academies with an increasing enrollment trend compared to those with a declining enrollment trend.

There was no significant interaction for any of the six satisfaction variables. There was interaction for one of the perception variables, System Support, and one of the enrollment influencers, Academics (Influence 2).

System Support

There was a significant interaction between socioeconomic status and enrollment on the variable, System Support, $F(2,290) = 3.591, p = .029$. The main effects for enrollment and socioeconomic status will not be interpreted. Parents/guardians from the academies with an increasing enrollment trend and a declining enrollment trend viewed
System Support about the same for the low and middle socioeconomic levels. At the high level, academies with an increasing enrollment trend had a mean of 3.966 compared to a mean of 3.333 for those with a declining enrollment trend. These data are shown on Tables 24 and 25. This is shown graphically in Figure 4. The size of the difference at the highest socioeconomic status level was a medium effect: 0.626 σ.

Influence of Academics

There was a significant interaction between socioeconomic status and enrollment on the levels of perceptions of influence held on Academics (Influence 2), \( F(2,297) = 4.360, p = .022 \). The main effects on enrollment for socioeconomic status and Academics will not be interpreted.

Parents/guardians from the academies with increasing enrollment ranked Academics as a greater influence at the middle level of socioeconomic status than did parents/guardians from academies with declining enrollment. Parents/guardians from the academies with declining enrollment ranked academics as a greater influence at the lowest and highest levels of socioeconomic status than parents/guardians from academies with increasing enrollment. These data are shown on Tables 26 and 27.

The perceived influence of Academics had the largest difference at the highest level of socioeconomic status with \( M = 3.333 \) for academies with increasing enrollment as compared to \( M = 3.883 \) for those with declining enrollment. This is shown graphically in Figure 5. The size of this difference was a medium effect: 0.510 σ.
Table 24

*Interaction: Enrollment (Growth) and Socioeconomic Status (SES) of Parents/Guardians on System Support*

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>1</td>
<td>2.653</td>
<td>2.653</td>
<td>2.656</td>
<td>0.104</td>
</tr>
<tr>
<td>SES</td>
<td>2</td>
<td>0.567</td>
<td>0.284</td>
<td>0.284</td>
<td>0.753</td>
</tr>
<tr>
<td>Growth*SES</td>
<td>2</td>
<td>7.174</td>
<td>3.587</td>
<td>3.591</td>
<td>0.029*</td>
</tr>
<tr>
<td>Error</td>
<td>290</td>
<td>289.711</td>
<td>0.999</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 25

*Mean Strength of System Support on Enrollment (Growth) and Socioeconomic Status (SES) of Parents/Guardians*

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Growth Level One</th>
<th>Growth Level Two</th>
<th>Growth Level Three</th>
<th>Main Effect (Growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing</td>
<td>3.591</td>
<td>3.556</td>
<td>3.966</td>
<td>3.704</td>
</tr>
<tr>
<td>Declining</td>
<td>3.661</td>
<td>3.529</td>
<td>3.333</td>
<td>3.508</td>
</tr>
<tr>
<td>Main Effect (SES)</td>
<td>3.626</td>
<td>3.543</td>
<td>3.650</td>
<td></td>
</tr>
</tbody>
</table>
Figure 4. System Support—Interaction between growth and socioeconomic status of parents/guardians.
Table 26

*Interaction: Enrollment (Growth) and Socioeconomic Status (SES) of Parents/Guardians on Influence of Academics (Influence 2)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>1</td>
<td>1.138</td>
<td>1.138</td>
<td>1.008</td>
<td>.316</td>
</tr>
<tr>
<td>SES</td>
<td>2</td>
<td>2.353</td>
<td>1.177</td>
<td>1.043</td>
<td>.354</td>
</tr>
<tr>
<td>Growth*SES</td>
<td>2</td>
<td>8.720</td>
<td>4.360</td>
<td>4.360</td>
<td>.022*</td>
</tr>
<tr>
<td>Error</td>
<td>297</td>
<td>4613.000</td>
<td>1.128</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 27

*Mean Strength of Influence of Academics (Influence 2) on Enrollment (Growth) and Socioeconomic Status (SES) of Parents/Guardians*

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Growth</th>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Main Effect (Growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing</td>
<td>3.725</td>
<td>3.944</td>
<td>3.333</td>
<td>3.668</td>
<td></td>
</tr>
<tr>
<td>Declining</td>
<td>3.860</td>
<td>3.646</td>
<td>3.883</td>
<td>3.796</td>
<td></td>
</tr>
<tr>
<td>Main Effects</td>
<td></td>
<td>3.793</td>
<td>3.795</td>
<td>3.608</td>
<td></td>
</tr>
</tbody>
</table>
Figure 5. Academics—Interaction between growth and socioeconomic status of parents/guardians.
Interaction of Church Affiliation of Parents/Guardians and Enrollment

Null Hypothesis 5. There is no interaction between church affiliation and enrollment trends on the level of satisfaction and perception of support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.

There was no significant interaction between church affiliation of mothers and enrollment. There was significant interaction between church affiliation of fathers and enrollment for 1 of the 19 variables: none of the six satisfaction variables, one of the five perception variables: System Support, and none of the eight influence variables.

There was a significant interaction between the church affiliation of the father and enrollment on the levels of perceptions held on System Support, $F(1,283) = 6.141$, $p = .014$. The main effects for enrollment and income are not interpreted. Fathers who are Seventh-day Adventist from the academies with an increasing enrollment trend scored higher on System Support than the fathers from academies with a declining enrollment trend. Fathers who are not Seventh-day Adventists from the academies with a declining enrollment trend scored higher on System Support than the fathers from academies with an increasing enrollment trend. These data are shown on Tables 28 and 29.

System Support had the largest difference for the non-Seventh-day Adventist fathers with a mean of $M = 3.042$ for academies with increasing enrollment as compared to $M = 3.618$ for those with declining enrollment. This is shown graphically in Figure 6. The size of this difference was a medium effect: 0.585 $\sigma$. 

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Table 28

*Interaction: Enrollment (Growth) and Church Affiliation of Fathers on System Support*

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>1</td>
<td>0.253</td>
<td>0.253</td>
<td>0.272</td>
<td>0.603</td>
</tr>
<tr>
<td>Church Father</td>
<td>1</td>
<td>2.201</td>
<td>2.201</td>
<td>2.358</td>
<td>0.126</td>
</tr>
<tr>
<td>Growth*Church</td>
<td>1</td>
<td>5.731</td>
<td>5.731</td>
<td>6.141</td>
<td>0.014*</td>
</tr>
<tr>
<td>Error</td>
<td>283</td>
<td>264.116</td>
<td>0.933</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 29

*Mean Strength of System Support on Enrollment (Growth) and Father's Church Affiliation (Church Father)*

<table>
<thead>
<tr>
<th>Growth</th>
<th>SDA</th>
<th>Other</th>
<th>Main Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing</td>
<td>3.813</td>
<td>3.042</td>
<td>3.527</td>
</tr>
<tr>
<td>Declining</td>
<td>3.437</td>
<td>3.618</td>
<td>3.427</td>
</tr>
</tbody>
</table>

| Church Father | 3.625 | 3.330 |

Figure 6. System Support—Interaction Between Growth and Church Affiliation of the Father.
Interaction of Prior Boarding Academy Experience of Parents/Guardians and Enrollment

The demographic section of the parent/guardian survey asked both mothers and fathers to indicate prior experience with boarding academies by identifying the number of years, if any, spent on a boarding academy campus when they were of high school age. The scale included 0 to 4 years. The figures were recoded to three: (a) none, (b) 1 year, (c) 2 or more years.

Null Hypothesis 6. There is no interaction between prior boarding experience, based on the number of years the mother and/or father attended boarding academy, and enrollment trend on the level of satisfaction and perception of church support, cost, location, facilities, educators, mission, and climate of Seventh-day Adventist boarding academies on the part of parents/guardians.

There was no significant interaction between boarding experience of fathers and enrollment. There was significant interaction between boarding experience of mothers and enrollment for 2 of the 19 variables: one of the six satisfaction variables: Geographic Location, none of the five perception variables, and one of the eight influence indicators: Support (Influence 1).

Geographic Location

There was no significant interaction between the number of years fathers spent on boarding campuses and enrollment on the satisfaction with Geographic Location. There was, however, a significant interaction between the number of years mothers spent on boarding academy campuses and enrollment (Growth) on the satisfaction with Geographic Location $F(2, 297) = 4.664, p = .010$. The main effects for growth and prior
boarding experience are not interpreted. Mothers with one year or no prior boarding experience from the academies with declining enrollment scored higher on satisfaction with Geographic Location than mothers from academies with increasing enrollment. Satisfaction with Geographic Location was higher for mothers with two or more years of prior boarding academy experience from academies with increasing enrollment than for mothers from academies with declining enrollment. These data are shown on Tables 30 and 31.

The largest difference was at one year with $M = 4.625$ for academies with increasing enrollment as compared to $M = 3.500$ for the declining. This is shown graphically in Figure 7. The size of the difference was a large effect: $1.109 \delta$.

Support (Influence 1)

There was no significant interaction between the number of years fathers spent on boarding academy campuses and enrollment (Growth) on the perceived influence of Support (Influence 1). There was, however, a significant interaction between the number of years mothers spent on boarding academy campuses and enrollment (Growth) on the perceived influence of Support (Influence 1), $F(2, 264) = 3.717, p = .026$. The main effects for growth and prior boarding experience are not interpreted. Mothers from the academies with increasing enrollment with one and two or more years of boarding academy experience perceived Support to be a greater influence on enrollment than mothers from academies with declining enrollment. Support was perceived to be a greater influence for mothers with no prior boarding academy experience from academies with declining enrollment than for mothers from academies with increasing enrollment. These data are shown on Tables 32 and 33.
Table 30

*Interaction: Enrollment (Growth) and Prior Experience (Boarding Mother)*
on Satisfaction With the Geographic Location

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>1</td>
<td>3.618</td>
<td>3.618</td>
<td>3.610</td>
<td>.058</td>
</tr>
<tr>
<td>Boarding Mother</td>
<td>2</td>
<td>5.364</td>
<td>2.682</td>
<td>2.676</td>
<td>.070</td>
</tr>
<tr>
<td>Growth*Boarding</td>
<td>2</td>
<td>9.347</td>
<td>4.674</td>
<td>4.664</td>
<td>.010*</td>
</tr>
</tbody>
</table>

Error 297 297.637 1.002

*p < .05.

Table 31

*Mean Strength of Satisfaction With Geographic Location on Enrollment (Growth) and Prior Boarding Academy Experience of Mother (Boarding Mother)*

<table>
<thead>
<tr>
<th>Growth</th>
<th>Years of Prior Experience</th>
<th>Main Effect (Growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>One</td>
</tr>
<tr>
<td>Increasing</td>
<td>3.979</td>
<td>3.500</td>
</tr>
<tr>
<td>Declining</td>
<td>4.280</td>
<td>4.625</td>
</tr>
<tr>
<td>Main Effect (Boarding)</td>
<td>4.130</td>
<td>4.063</td>
</tr>
</tbody>
</table>

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Years of Prior Boarding Experience of the Mothers

Figure 7. Geographic Location—Interaction between growth and prior boarding experience of the mother.
Table 32

*Interaction: Enrollment (Growth) and Prior Boarding Academy Experience (Boarding Mother) on Perceptions of Influence of Support (Influence 1)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>MS</th>
<th>SS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>1</td>
<td>11.274</td>
<td>11.274</td>
<td>6.292</td>
<td>0.013</td>
</tr>
<tr>
<td>Boarding Mother</td>
<td>2</td>
<td>0.024</td>
<td>0.049</td>
<td>0.014</td>
<td>0.986</td>
</tr>
<tr>
<td>Growth*Boarding</td>
<td>2</td>
<td>6.659</td>
<td>13.318</td>
<td>3.717</td>
<td>0.026*</td>
</tr>
<tr>
<td>Error</td>
<td>264</td>
<td>1.792</td>
<td>473.005</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 33

*Mean Strength of Perceptions of Influence of Support (Influence 1) on Enrollment (Growth) and Prior Boarding Experience of Mother (Boarding Mother)*

<table>
<thead>
<tr>
<th>Growth</th>
<th>Years of Prior Experience</th>
<th>Main Effect (Growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>One</td>
</tr>
<tr>
<td>Increasing</td>
<td>3.122</td>
<td>4.333</td>
</tr>
<tr>
<td>Declining</td>
<td>3.284</td>
<td>2.167</td>
</tr>
<tr>
<td>Main Effect (Boarding)</td>
<td>3.203</td>
<td>3.250</td>
</tr>
</tbody>
</table>
The largest difference was for the mothers who had experienced one year on a boarding academy campus, with $M = 4.333$ for academies with increasing enrollment as compared to $M = 2.167$ with a declining enrollment. This is shown graphically in Figure 8. The size of this difference was a large effect: $1.151 \sigma$.

**Written Comments**

The questionnaire included a section where students, educators, and parents/guardians could write a response as to what they felt was important to enrollment. The written comments related to the satisfaction and perception variables were labeled *Influence*. Positive comments about their specific academy were labeled *Praise* and negative comments about their specific academy were labeled *Complaint*. The responses not specifically related to the variables were listed as *Other*. Since they were not specifically addressed in this study, they are not included in the tables. They are included in the summary statements as a resource for suggestions for future research.

The comments and summaries are appended in Appendix D.

**Comments From Participants**

**Students**

Of the 1,085 student questionnaires returned, 385 included a response to the open-ended question as to what influences enrollment.

**Increasing Enrollment Trend**

Students from boarding academies with an increasing enrollment trend varied in their responses. The rules were mentioned in the form of a complaint, mainly that they were inflexible, by 11 out of the 50 students on one of the campuses. Facilities were also
Figure 8. Support (Influence 1)—Interaction between growth and prior boarding experience of the mother.
frequently mentioned. On the other campus, there were students who talked about the
friendly faculty and administration, particularly the deans.

Combined, the students from boarding academies with an increasing enrollment trend,
prioritized by the number of times mentioned, shared Influence comments related to the
variables Mission, Climate, and Cost. The Praise comments related to Mission and
Climate. However, the majority of the comments from students attending boarding
academies with an increasing enrollment were of a negative nature (73.6%) and related to
the variables Mission, Climate, Leadership Administration, Leadership Faculty, and Cost.

Some students wrote comments asking for educators who could teach, staff who
would be fair, lighter rules, and better food. On the same campus, other students
praised the educators and considered the rules fair. The frequencies of the types of
comments are shown in Table 34.

Negative student comments were shared such as “Fire the dean.” Other
comments included the following:

“The school is just all right.”

“Great chance to learn about God.”

Students from the academies with an increasing enrollment trend shared an expressed
desire for more sports in particular and a need for Advanced Placement classes. Some
asked that study be given to the condition of individual buildings. There were other
comments written by students from academies with increasing enrollment trends that
were not specifically addressed in this study. These included a need to acknowledge that
Table 34

Student Comments—Count: Boarding Academies With an Increasing Enrollment Trend

<table>
<thead>
<tr>
<th>Variable</th>
<th>Influence</th>
<th>Praise</th>
<th>Complaint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>System Support</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cost</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Location Distance</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Location Transportation</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Facilities</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Administration</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Mission</td>
<td>5</td>
<td>4</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Climate</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>9</td>
<td>67</td>
<td>87</td>
</tr>
</tbody>
</table>

Note. Multiple responses were possible from participants for each scale.

the establishing of day junior academies might influence enrollment in the boarding academy serving that area, the influence of out-of-class activities, and summer student employment.

**Declining Enrollment Trend**

Students from boarding academies experiencing a decline in enrollment varied in their responses. Prioritized by the number of times mentioned, the written comments from students related to the influence variables Climate, Mission, Facilities, and Cost.

The majority of the praise comments related to Mission, Climate, and Leadership
Faculty. The majority of the comments (60.4%) were of a negative nature. The complaints, prioritized, were related to the variables Mission, Leadership Administration, Leadership Faculty, Climate, Facilities, and Cost. The positive comments included the following:

"The experience at boarding school is great—it gives student/s/ opportunity for growth in a Christian atmosphere and learning more responsibility."

"I love it here and I think it’s something that should always be around."

"The deans at . . . are fabulous, as well as the teachers" and "God is on our campus."

"It’s completely worth enrolling, just for the experience."

"I think a boarding school is a great place to become independent and make life-long friends."

"I have been to public school and hate it after coming here. Don’t change anything."

The negative comments included an expressed need for a variety of course offerings. Students expressed a need for the climate on campus to be more accepting. They were specific about the need for the educators to model a relationship with God, provide quality teaching, connect with students, and be fair and consistent. Food service, cost, and facilities were also mentioned as areas in need of improvement. The frequencies of the types of comments are shown in Table 35.

There were comments written by students from academies with a declining enrollment trend that were not specifically addressed in this study. These included the need for more frequent and informative communication between the academy and
Table 35

Student Comments—Count: Boarding Academies With a Declining Enrollment Trend

<table>
<thead>
<tr>
<th>Variable</th>
<th>Influence</th>
<th>Praise</th>
<th>Complaint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>System Support</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Cost</td>
<td>7</td>
<td>0</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Distance</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Facilities</td>
<td>7</td>
<td>1</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>6</td>
<td>4</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>Leadership Administration</td>
<td>3</td>
<td>2</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>Mission</td>
<td>15</td>
<td>8</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Climate</td>
<td>17</td>
<td>4</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td><strong>20</strong></td>
<td><strong>132</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note. Multiple responses were possible from participants for each scale.

parents, church, and conference. Other comments were related to marketing, admission policies, relationship between the students who reside in the community and those who reside in the dormitories, out-of-class activities, and time management.

Educators

Very few educators employed at the boarding academies in this study responded to the invitation to comment on what they felt were important influences on enrollment. Of the 141 questionnaires returned, 17 included a response to the open-ended question. There were 27 comments made by 5 educators from academies with an increasing enrollment trend and 12 from those with a declining enrollment trend. Educators from 3
of the academies with a declining enrollment trend made no written comments. The
frequency of the comments for educators from academies experiencing an increasing
enrollment trend and a declining enrollment trend is shown in Table 36.

Table 36

*Educator Comments as to What Influences Enrollment—Count:
Boarding Academies With an Increasing Enrollment Trend and a Declining Enrollment Trend*

<table>
<thead>
<tr>
<th>Influence Variable</th>
<th>Enrollment Trend</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing</td>
<td>Declining</td>
</tr>
<tr>
<td>Financial Support</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>System Support</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cost</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Distance</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transportation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Facilities</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Leadership Administration</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Mission</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Climate</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

*Note.* Multiple responses were possible from participants for each scale.

**Increasing Enrollment Trend**

Educators affiliated with boarding academies with an increasing enrollment trend
responded to the open-ended question as to what influences enrollment. The educators
did not write a Praise or Complaint. The Influence comments from educators from one of
the academies with an increasing enrollment trend related to the variable Mission. The number of comments related to Leadership Faculty, Cost, and Financial were the same. The comments included statements that the following were important influences on enrollment: the morale of the teaching faculty, selective acceptance of students, high standards for behavior and dress, and adherence to conservative Adventist tradition. The educators from the other academy with increasing enrollment trends commented on the importance of Support, particularly conference financial support. They also made Influence comments related to the Facilities—clean/well-run dormitories, Climate—friendly students and educators, Leadership—close relationship between faculty and staff, Mission—excellence in academics, sports, music, and enrichment classes.

Declining Enrollment Trend

Educators affiliated with boarding academies with a declining enrollment trend responded to the open-ended question as to what influences enrollment. They did not write a Praise or Complaint. Prioritized, the Influence comments from educators from academies with a declining enrollment trend related to the variable titled Mission and Leadership Administration.

One educator commented on the need for a greater variety of options for the college preparatory students, classes or courses for non-college prep students and scholastically challenged students.

There were comments that pastors needed to preach about Christian education and enroll their children in the Adventist school system. One educator observed,

Until parents, pastors, and constituents talk about WHEN you go to the academy and not IF, things will not change. Also, academy and Christian education need to
be preached on a regular basis. . . . Schools need to eyeball parents and prospective students, and elementary schools need visiting from first grade on.

Regarding marketing and pastors, an educator advised, “Need to work with pastors who need to be more active with parents of academy age kids. Need to work with parents and prospective students for years before academy age.”

The following areas were felt to have an influence on enrollment: teachers given support, students feel cared for and respected, providing a variety of out-of-class activities, students performing throughout the conference, guests invited to campus, preparation of students for employment, strong academic offerings, advanced placement classes, spiritual atmosphere, and an emphasis on service.

There were comments written by educators from academies with a declining enrollment trend that were not specifically addressed in this study. These included marketing, following through with prospective students and their families, and admission policies.

Parents/Guardians

Of the 343 parent/guardian questionnaires returned, 170 included a response to the open-ended question. Nearly half of the parents/guardians from both the academies with increasing and a declining enrollment trend chose to comment on what they felt to be important influences on enrollment.

Increasing Enrollment Trend

Parents/Guardians from boarding academies with an increasing enrollment trend responded to the open-ended question as to what influences enrollment. Prioritized, the Influence comments from parents/guardians from academies with an increasing
enrollment trend related to the variables titled Mission, Leadership Administration, Leadership Faculty, Cost, and Climate. The Praise comments related first to Leadership Administration, Leadership Faculty, and Location Distance. Complaints were related to the variables Climate, Leadership Faculty, Mission, and Leadership Administration.

There were comments of concern regarding Adventist standards, day and boarding academy conflicts, safe environment, and presence of Conference administrators. Cost and Facilities were mentioned, but as one parent/guardian observed, “Parents will overlook inadequacies in facilities if they see evidence of high academic standards, a strong spiritual environment and caring faculty and staff. Also, parents appreciate having a well-heard voice in important decisions.”

General observations as to what influences enrollment in the boarding academy also included a strict Christian environment, strong mission emphasis, high faculty morale, qualified faculty, rules fair and consistent, tuition plan based on income, and spirituality. The frequency of the comments is shown in Table 37.

There were comments written by parents/guardians from academies with increasing enrollment trends that were not specifically addressed in this study. These included scheduling, screening and control of members of households living on campus, registration and admission policies, and marketing. Communication between the academy and the parents/guardians was frequently mentioned.

**Declining Enrollment Trend**

Parents/Guardians from boarding academies with a declining enrollment trend responded to the open-ended question as to what influences enrollment. Prioritized, the
Influence comments from parents/guardians from academies with a declining enrollment trend related to the variables Mission, Climate, Cost, and Leadership Administration.

The majority of the praise comments related to Geographic Location, Mission, and Leadership Faculty. Complaints were related to the variables Mission, Climate, Leadership Administration, Facilities, Leadership Faculty, and Cost.

Comments of a negative nature were made in regard to the effectiveness of the educators, the relationship between educators and students, care of the facilities, support from the local church and conference, cost, and safety. One parent/guardian summed up the situation by stating

Table 37

*Parent/Guardian Comments—Count: Boarding Academies With an Increasing Enrollment Trend*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Influence</th>
<th>Praise</th>
<th>Complaint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>System Support</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Cost</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Distance</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Transportation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Facilities</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>7</td>
<td>2</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Leadership Administration</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Mission</td>
<td>12</td>
<td>0</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Climate</td>
<td>6</td>
<td>1</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>7</strong></td>
<td><strong>38</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Multiple responses were possible from participants for each scale.
“Adventist Education” will have to make a clear loud statement to its students and parents about why a Christian education is more valuable than a much less expensive public or local non-denominational high school education to survive. (Especially a boarding situation).

General comments in regard to what influences enrollment included the Location Distance, Geographic Location in relationship to day academies, positive spiritual life, quality education, courses offered for both the students who are college bound and those who will seek employment or vocational training, dormitory conditions, healthful options in the cafeteria, and a Christ-centered education. The frequency of the comments is shown in Table 38.

Table 38

Parent/Guardian Comments—Count: Boarding Academies With a Declining Enrollment Trend

<table>
<thead>
<tr>
<th>Scale</th>
<th>Influence</th>
<th>Praise</th>
<th>Complaint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>System Support</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Cost</td>
<td>16</td>
<td>0</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Distance</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Facilities</td>
<td>6</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Leadership Administration</td>
<td>12</td>
<td>3</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Mission</td>
<td>29</td>
<td>5</td>
<td>15</td>
<td>49</td>
</tr>
<tr>
<td>Climate</td>
<td>23</td>
<td>2</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>26</td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

Note. Multiple responses were possible from participants for each scale.

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One parent summed up the future of boarding academies with the formula, “Wonderful campus + mediocre faculty—dwindling enrollment—bankruptcy.”

There were comments written by parents/guardians from academies with a declining enrollment trend that were not specifically addressed in this study. These included marketing, scheduling—particularly home leaves, parental involvement, admission policies, special needs and opportunities for the challenged student, student industries on campus, job opportunities off campus, creative financing—to include special consideration to new Adventists who are not accustomed to paying for education. One parent/guardian suggested that research be done to identify children of Adventist families attending public school even when a day church school exists within traveling distance. Like parents/guardians from academies with an increasing enrollment trend, the parents/guardians from academies with a declining enrollment trend wrote about the need for better communication between the academy and the parents/guardians.

Highlights of Findings

There were significant differences between the responses of students on 7 out of 19 variables, educators on 5 out of 19 variables, and parents/guardians on 4 out of 19 variables from boarding academies with an increasing enrollment trend as compared to academies with a declining enrollment trend. Of these 57 possibilities, there were sixteen differences, but on only one variable, satisfaction with the facilities, was there a consistent difference between students, educators, and parents/guardians.
Students

The students from academies with an increasing enrollment trend were more satisfied with the facilities and perceived facilities to be a more important enrollment influencer than students from academies with a declining enrollment. The students from academies with a declining enrollment were more satisfied with the transportation and geographic location, held a higher perception of the faculty leadership and climate on campus, and perceived location to be a more important enrollment influencer than students from academies with an increasing enrollment trend.

Educators

The educators from academies with an increasing enrollment trend were more satisfied with the facilities and held a higher perception of the support from the system than did educators from academies with a declining enrollment trend. The educators from academies with a declining enrollment trend perceived academics, cost, and facilities to be more important enrollment influencers than educators from academies with an increasing enrollment trend.

Parents/Guardians

The parents/guardians affiliated with the academies experiencing an increasing enrollment trend were more satisfied with the financial support and the facilities and held a higher perception of the support from the system and the mission than the parents/guardians affiliated with the academies experiencing a declining enrollment trend. The data are shown in Table 39.
Table 39

**Summary of Significant Differences in Levels of Satisfaction, Perception, and Influences**

<table>
<thead>
<tr>
<th>Scale/Factor</th>
<th>Students</th>
<th>Educators</th>
<th>Parents/G.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction</strong></td>
<td>I</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>Financial Support</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Location</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td><strong>Perception</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System Support</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Leadership Faculty</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Influences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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*Note.* I = an academy with an increasing enrollment trend. D = an academy with a declining enrollment trend. A plus sign (+) represents greater satisfaction, a more positive perception, or a perception that a factor has an influence on enrollment.
Only five significant interactions were found between socioeconomic status, church affiliation, and prior boarding academy experience and enrollment on levels of satisfaction and perception of Seventh-day Adventist boarding academies held by parents/guardians from academies with an increasing enrollment trend as compared to those with a declining enrollment trend. Two out of six satisfaction variables were found to have significant interaction: Financial Support and Geographic Location. One out of five perception variables were found to have significant interaction: System Support. Two out of eight influence variables were found to have significant interaction: Support and Academics.

Since 5 out of 57 possibilities (9%) is only slightly higher than the level of significance used (5%) many or most of the 5 significant interactions found are probably random and therefore not meaningful. Most likely, none of the five significant interactions would have a meaningful interpretation.

The open-ended question allowed the respondents to share personal comments as to what they felt was important to enrollment. Educators wrote comments related to the general enrollment influencers. Educators from academies with an increasing enrollment trend commented on themes that included nearly all of the variables whereas comments from the educators from academies with a declining enrollment trend centered on mission and administrative leadership. Students and parents/guardians also commented on enrollment influencers, but more often expressed a Praise or Complaint.

Students from academies with an increasing enrollment trend and a declining enrollment trend both addressed mission and climate with a mixture of comments, praise, and complaints. Both groups of students had more complaints than praise for the
leadership of the faculty and the administration and the cost. The students from academies with a declining enrollment trend commented as to the influence of the facilities and complained about the facilities.

Mission, climate, and leadership were the themes that ran through the comments from parents/guardians from both groups, academies with an increasing enrollment trend and academies with a declining enrollment trend.

A discussion of the findings reported in chapter 4 and recommendations for further study based on these findings are included in chapter 5.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The first section of this chapter contains a summary of the study, presenting it in terms of its research problem, purpose, literature review, methodology, and findings. This section offers an exploration of the findings that emerged from the study including possible explanations for these findings. The second section states the conclusions. The third section suggests recommendations for practice and further study.

Summary of the Study

Research Problem

The Seventh-day Adventist Church owns and operates educational institutions throughout the world. These schools are an integral component of the church organization. One important reason for this is the belief that education is one of the best avenues to train Adventist youth and evangelize families. One key challenge facing the church in the beginning of the 21st century is the diminishing enrollment in Seventh-day Adventist boarding academies in North America.
Purpose of the Study

The purpose of this study was threefold. One was to identify the most critical factors influencing enrollment in Adventist boarding academies in North America. The second was to ascertain whether or not there is a difference between the levels of satisfaction and perceptions regarding selected factors held by students, educators, and parents/guardians affiliated with Seventh-day Adventist boarding academies and enrollment in selected boarding academies with an increasing enrollment trend as compared to those with a declining enrollment trend. The third was to identify specific characteristics of the parents/guardians—the socioeconomic status, church affiliation, and prior boarding academy experience—and explore how these interact with enrollment on levels of satisfaction and perceptions.

Review of Literature

Boarding academies have been a key part of education in North America for over 200 years. Historically, the school set up as a home environment with residential facilities, whether single gender or coeducational, was designed to isolate a certain population, educate the participants by immersion into the culture of the governing body, and graduate them after having met a given criteria. The primary mission of these schools has varied, including Americanization, religious indoctrination, protection from evil influences, preparation for military service, and/or entrance into higher education or employment. Depending on the mission, the target population has also varied and at times isolated. Boarding schools have been established for freed African American slaves, Native Americans, immigrants, potential military officers, leaders from certain elite societal groups, and members of various religious denominations. Societal issues,
religion, and the reform of educational practices have continually influenced inclusion and exclusion in education in North America.

By the end of the 20th century, the study of enrollment issues became an important part of the planning for the future of education, whether private, parochial, or public. In the early years of American history, schools were often supported through private assets. People would open their homes to boarders or leave wills allocating land and/or money for the establishment of free schools. In time, religious organizations began financing private schools and encouraging members to send their children to these institutions. By the mid to late 1800s, the government began to finance public education, and by the 1900s, attendance was required for children of certain ages. Meanwhile, legislative actions continued to protect private and parochial schools. Later, with the goal of providing quality schools for the elite of the American society, experimental schools began to appear. These various schools have been a vibrant part of the American educational landscape, but the late 20th and early 21st centuries saw a dramatic decline in enrollment trends in the nation's schools and particularly in its boarding academies. The identification of influences on enrollment became critical to the survival of these schools.

The review of literature conducted in the context of this study led to the identification of over 150 possible influences on enrollment in schools. The majority of these influences clustered around eight variables: Support, Cost, Location, Facilities, Educators, Mission, and Climate. The seminal thinkers still being cited in the realm of theories of enrollment include Astin and Lee (1972) who proposed involvement theories. They stress that community, parents/guardians, educators, and students must all be involved in order to keep enrollment stable. Tinto (1987) addresses the need to
understand both the academic and social environments on a boarding school campus. He points out the importance of assisting students in making the transition from home to school and in maintaining a balance between the academic and social life. Pascarella and Terenzini (1991) take into account the need to provide a quality structure, but include the need for quality student effort. They suggest that entry characteristics must be taken into account as the student merges into the institutional environment.

Hossler (1986) proposes that quality academics, planned social activities, recognition of diversity, involvement of the leadership (faculty and administration), and climate on campus are enrollment influencing. Tinto (1987) suggests that the leadership can provide a better balance between the academic and social environment. Pascarella and Terenzini (1991) have enhanced the model proposed by Tinto by adding the structural and organizational influences. Wiedman (1985, as cited in Pascarella & Terenzini, 1991), emphasizes the need to look at community support with special emphasis on parent/guardian involvement.

The Seventh-day Adventist Church has emphasized Christian education at all levels from its beginning. The schools have traditionally been either day schools designed to serve immediate local church community and boarding academies that serve a wider geographic area.

During the 1999-2000 school year in the North American Division, more than 48,384 students were enrolled in kindergarten through grade eight and another 14,530 at the high school level. These students attended nearly 941 elementary schools and junior academies and 113 Adventist high schools. Over 20,500 additional students attended the Division’s fifteen colleges or universities. (Gillespie et al., 2004, pp. 33, 34)

Just 4 years later, as reported in the latest World Report 2003: Adventist Education Around the World (General Conference of Seventh-day Adventists, 2003), the
total number of Adventist high schools in North America decreased from 113 to 104. The number of boarding academies decreased from 39 to 36 after 2001. The Seventh-day Adventist Yearbook (2005) reports state that there are 5,026 churches in North America with a membership of 998,450. In one study, Gillespie et al. (2004) found that “as high as 70% of the school-age students attend public education rather than choosing an Adventist Christian school” (pp. 37, 38). This trend away from private schools and toward public schools is not unique to Adventist schools. It has also been a problem for schools run by other religious organizations. As a result, the factors that contribute to enrollment trends have been a topic of research for parochial schools owned and operated by Catholic and Protestant churches.

The most significant research focusing on Adventist schools has been the Valuegenesis studies of two generations, 1990s and 2000s, which looked at issues facing the youth in the Adventist Church in North America (Gillespie et al., 2004). Their research indicated that, though there are many reasons for the decline in enrollment in Adventist schools, the following are the most critical: finances, location, quality, and accessibility (p. 38). Several unpublished studies have explored enrollment issues; Mainda (2001) and Hunt (1996) looked at young children and school choice. There has been no specific study to indicate the reason for the decline among Seventh-day Adventist boarding academies in North America. In light of this, a study that explored what could be learned about enrollment by studying boarding academies with an increasing enrollment trend and those with a declining enrollment trend was needed.
Methodology

A basic causal-comparative research design was used for this study involving two groups of boarding academies owned and operated by the Seventh-day Adventist Church in North America differing in enrollment. Eight boarding academies participated, 2 with an increasing enrollment trend and 6 with a declining enrollment trend. A survey was distributed to students, educators, and parents/guardians. There were 12 satisfaction statements, 27 perception statements, and eight broader statements of influences on enrollment. The respondents used a 5-point Likert scale to indicate their level of satisfaction, agreement, or perception.

Multiple hypotheses were tested. One-way ANOVA was used to measure differences between students, educators, and parents/guardians from boarding academies with an increasing enrollment trend and those with a declining enrollment trend in levels of satisfaction, perception, and perceived influences. The 19 variables were composed of eight scales and 11 items. Two-way ANOVA was used to test for interaction of socioeconomic status, church affiliation, and prior boarding academy experience of parents/guardians on enrollment.

Findings and Discussion

This section is divided according to the three research questions used in this study.

Research Question 1

What are the major contributing influences on boarding academy enrollment?
The literature and prior research included over 150 enrollment influencers. The following eight factors were most frequently mentioned: Support, Cost, Location, Facilities, Leadership, Mission, and Climate. Tables 11-14 show the data for the combined groups: students, educators, and parents/guardians.

The combined responses from students, educators, and parents/guardians from academies with an increasing enrollment trend varied little from students, educators, and parents/guardians from academies with a declining enrollment (Table 14). The influence of Climate, Mission, and Academics were the highest, then Leadership and Location, followed by Facilities and Support. Cost was the weakest. These findings are not in accordance with the review of literature.

Cost. The respondents as a collective group identified the cost of attending a boarding academy as the weakest influence on enrollment. This is contrary to findings presented in previous literature. In a number of studies on the topic of enrollment management in schools, cost was among the top three most frequently mentioned influences on enrollment. These are reported in Appendix A. Hossler et al. (1990) report that cost appears to be a more important influence on enrollment than quality even for academically talented students (p. 61). Causino (1987), Griffith (1990), and Smith (1993) conducted a number of projects that indicated that cost is a definite determinant in school choice.

Why would prior research, even that focused on Adventist education (Hunt, 1996), indicate that cost is a major factor and yet in this study cost was considered the weakest enrollment influencer? The previous literature might simply be wrong about cost. After all, there are waiting lists for private schools that cost more per year than
Adventist boarding academies. This seems to contradict the suggestion that cost is a major determinant for selecting a boarding school. On the other hand, it might be that while cost was not a major issue for the participants of this study, it might be for a wider group. The majority of the parents/guardians who participated in this study had high-income levels according to the established parameters of socioeconomic status, and for these people it might not be surprising that cost was not a major issue. Furthermore, those participants from a lower socioeconomic status whose students attend the boarding academies may have been a self-selected group who made the decision to enroll their students because of family values or other factors that superseded cost. Additionally, the decision to have their young people attend may have been made by someone outside the immediate family. Finally, and perhaps most significantly, Adventist families who did not enroll their students in the boarding academies were not asked to respond and thus their thoughts regarding cost are not known.

*Climate.* Climate was indicated as the most important priority by students, educators, and parents/guardians both from academies with an increasing enrollment trend and academies with a declining enrollment trend. It is not surprising that the respondents from all groups expressed a desire to have a learning environment that was safe, both physically and mentally. The high levels of violence inherent to the 20th and early 21st centuries including the continued threat of terrorism and increased incidents of school violence all contribute to a desire to be sure that students are safe. But safety from violence is not the only kind of safety. An expansion of the definition of climate might be useful here. In this study a safe climate included factors such as rules, relationships, diversity, character development, trust, and respect. The ability to make mistakes without
undue punishment and a study environment conducive to learning are important to all groups, but particularly the parents/guardians. The research of Bender (1996), Cooper (1996), Hung (1995), and Kouba (1996) substantiates the claim that the quality of the learning climate is one of the top priorities for families when selecting a school at the secondary level.

The overall perception of the climate on the Adventist boarding academies according to this study was that students are reasonably safe from violence and that the learning environment is fairly positive. When respondents were asked to indicate their level of satisfaction with climate (using the above-mentioned 5-point scale, with 5 being the most important and 1 the least), the average of the responses was 3.79. Therefore, even though Climate was the most valued enrollment influencer, it appears that it is an area that could use improvement. Interestingly enough, educators and parents/guardians viewed climate to be more positive than did the students. It may be that the former two groups are not fully aware of what is happening on campus outside of class or that students are too close to the situation or do not have the maturity to evaluate what is happening.

**Mission.** Mission was reported as important by all respondents in this study. This is in keeping with previous research, according to which a clear vision or statement of purpose of a school is considered to be foundational to its success (Merrow, 2001), whether that mission is to prepare youth for life in a particular religious community, military service, or entrance into an elite institution of learning (Unger, 1996). For this study, the statements regarding the mission of the academy referred to the leaders modeling a relationship with God, the fostering of spiritual growth, acknowledging
diversity, addressing character development, and an outcomes-based education where students graduate adequately prepared for college or a career. A strong emphasis on mission is needed and a clarification of the reasons for sending young people to Adventist boarding schools. If not, when families conduct their cost-benefit analyses, many who would otherwise enroll their students in Adventist schools may end up opting for public schools.

Indeed, in support of the above, much of the discussion today regarding Adventist education focuses on the expense of operating a boarding academy. It appears that looking at the economics of maintaining boarding academies has dimmed the long-term vision of fulfilling the original mission of Christian education, that of preparing youth to live out a Christian worldview on this earth and be ready for the second coming of Christ. According to White (1905), Adventist education includes the restoration of the image of God in the lives of the students, with educators expected to model the qualities that reveal a relationship with God. The boarding academy seems especially suited to accomplishing this mission. Scholars writing from both religious and secular perspectives have written about the great efficacy in carrying out the mission of an organization by providing an isolated campus and focusing in on the purpose of its existence (Unger, 1996).

Nonetheless, enrollment in Adventist boarding academies is declining.

While early members of the Adventist church in the mid-1800s recognized the value of setting up private Christian schools, today, the ideal of providing an insulated location for training, selecting qualified instructors, admitting eligible students, and having as a goal to energize the mind and soul of the students in a theocentric environment is not attracting more than one third of the children of Adventist families in
North America. It may very well be that this is a result of an inadequately formulated and articulated statement of mission.

It should be noted at this point that the problems associated with mission most likely go beyond this, however. The declining enrollment trend is not unique to Adventists. Catholic families in North America have traditionally wanted their students in Catholic preparatory schools (Neagle, 1991), but even in these schools, enrollment is dropping. It may largely be a result of a change in values. Perhaps avoiding the secular influence in public education is no longer a priority to members of church groups, and in particular Adventists. Nonetheless, it does seem that a strong argument can be made for the claim that a more clearly formulated and articulated mission might make a difference in the enrollment numbers at all Christian schools.

If Adventist education (and especially Adventist boarding academies) is going to remain a viable option, it seems important that more emphasis must be placed on mission. This study has already shown that parents/guardians, educators, and students recognize the importance of mission. Now the formulation and articulation of the mission of these schools needs to be given more serious attention. It is also important to keep in mind that the more involved individual church members become in this process, the more successful it will be. Astin and Lee (1972) argue that the support system, conference and church leaders, parents/guardians, educators, as well as students, all need to be involved in the statement of mission of the particular school. If this advice is followed, it should help contextualize the mission to those Adventist families who have youth of academy age. It would also be helpful if it went even further and involved every church member,
whether or not they have school-age children. Most importantly, perhaps, it must involve the young people themselves.

Leadership was prioritized fourth and fifth in the overall ranking of influence. Leadership was prioritized fourth and fifth in the overall ranking of influence. It was, however, prioritized third by parents/guardians affiliated with boarding academies with an increasing enrollment trend in this study. This is probably because of an understanding that leadership sets the climate and mission. Maxwell (1998), author of *The 21 Irrefutable Laws of Leadership*, suggests that the quality of an organization, including a school, is determined by the leadership styles of the educators. Maxwell notes that leaders attract people by *who they are* and not who they would like to have working with them. This means that who the administrator is in an educational setting will attract certain educators, and these leaders will in turn create or fail to create an effective school (pp. 89, 90). Indeed, quality of academics is dependent to a large degree on the leadership. Most often, the quality school has quality leaders (Hanson, 2003) and effective leadership makes a difference in how the academic quality of the curriculum and learning environment of an institution are viewed.

The expressed need for educators who are leaders was evident. The respondents wanted educators who are friendly, caring, and willing to listen to students and parents/guardians. Educators are desired who enjoy being with the students and are perceived to have respect for students, and are fair and consistent. Educators who, when serving as teachers in the classroom, are knowledgeable in their subject areas and consider diversity when preparing their teaching and learning plans are critical to creating a marketable program.
The data from this study clearly imply that academic excellence is taken seriously. Both groups placed academics in the top three influences on enrollment. There was a slight difference, however, between the way respondents affiliated with boarding academies with a declining enrollment trend and an increasing enrollment trend ranked academic excellence.

Those affiliated with boarding academies with a declining enrollment trend indicated that academic excellence was more important than mission and leadership whereas those affiliated with boarding academies with an increasing enrollment trend placed mission and leadership above academic excellence. Academics and findings regarding the remaining factors—facilities, location, and support—differ between students, educators, and parents/guardians. These differences will be discussed in response to Research Question 2.

**Research Question 2**

*When compared on critical areas that may influence enrollment, how do the levels of satisfaction, perceptions, and ranking of influences on enrollment held by students, educators, and parents/guardians differ in academies with an increasing enrollment trend compared to those with a declining enrollment trend?*

Students, educators, and parents/guardians from academies with an increasing enrollment trend differed compared to those with a declining enrollment trend, but there were no clear-cut pattern between respondents from academies experiencing an increasing and a declining enrollment trend on levels of satisfaction and perceptions and the rating of the factors that influence enrollment. A summary of these data are shown in Table 39.
Students

It is not clear why some of the differences in levels of satisfaction, perceptions, and rating of enrollment influencers exist between the students from academies experiencing an increasing enrollment trend as compared to those students from academies experiencing a declining enrollment trend. The data for students are shown in Tables 15-17. For example, students from academies with an increasing enrollment trend were more satisfied with the facilities and they perceived facilities to be a more important enrollment influencer than did students from academies with a declining enrollment trend. According to the literature, the physical amenities are not the most important aspects of a school (Hawley, 2005). It does seem though, that the satisfaction with the facilities on the part of the students from academies with an increasing enrollment trend could be due to the ability of the academy to financially invest in the facilities due to higher income from the greater number of students. This study did not explore how the financial resources differed on the various campuses.

Students from academies with a declining enrollment trend were more satisfied with the transportation and geographic location than were students from academies with an increasing enrollment trend. The literature stated that once the school was more than 10 miles away from home, the location and distance made no difference (Anderson, Bowman, & Tinto, 1972). Yet, it did to these students. The reasons are not clear from this study.

The students from the academies with a declining enrollment held a higher perception of the educators and the climate than did those students from academies with an increasing enrollment trend. Intuitively one would think that the educators and the
learning environment would be perceived to be better on the campuses of academies with an increasing enrollment trend. According to Maxwell (1998), effective leaders create effective schools. It is not clear why this difference exists in this study.

Written comments from students from boarding academies experiencing an increasing enrollment trend as to what influences enrollment included the following: friendly and fair educators (particularly the deans), cost, the variety of classes (particularly sports and art), and field trips with campus organizations. Written comments from students experiencing a declining enrollment trend as to what influences enrollment also included the friendly and fair educators, cost, and activities; but, they included more comments about buildings that are in good repair, food service, student marketers, and admission policies that include screening of prospective students.

In most cases, the responses were unique to each academy and there was not a theme that stood out that differentiated the written comments from academies with an increasing enrollment trend as compared to those with a declining enrollment trend. Sometimes, however, an isolated comment carries an important signal. For example, the written comments differed in that the students from the academies with a declining enrollment trend commented on the need to have a selective admission policy. Astin and Lee's (1972) research would support this suggestion. They found that stringent selectivity results in high visibility. Visibility brings students. This would imply that the enrollment would increase if the admission policies were carefully set up and followed. Also, it could be that the students being accepted into an academy with a declining enrollment are not being as carefully screened. The study, however, did not address some of these issues and, therefore, conclusive statements cannot be made based on this study.
Educators from academies with an increasing enrollment trend and educators from academies with a declining enrollment trend differed in their responses. The educator data are shown in Tables 18-20.

The educators from academies with an increasing enrollment trend were more satisfied with the facilities and perceived the support from the church and conference to be higher than did educators from academies with a declining enrollment trend. Again, these responses may be due to the availability of funding due to the increased enrollment.

The educators from academies with a declining enrollment trend perceived academics, cost, and facilities to be more important enrollment influencers than did those educators from academies with an increasing enrollment trend. Facilities have been discussed, but the difference in the perceptions of academics is important to note if it means that the educators from the academies with a declining enrollment sense a need to stress academics. At minimum, this provides some, if not strong, support for the view that Adventist academies ought to emphasize academic excellence as a way of deterring enrollment decline. To draw any clear conclusions here, however, more information would need to be known about the level of satisfaction these educators have with the academic quality of their schools. This study was of a broad nature and did not specifically address enough different aspects of the academic offerings to offer conclusive responses.

Written comments from educators affiliated with academies with an increasing enrollment trend as to what influences enrollment included the following: positive morale among the educators, cost, selective acceptance policies, high standards for behavior and
dress, and conservative Seventh-day Adventist traditions. The comments from educators affiliated with academies with a declining enrollment trend as to what influences enrollment included the following: support from the conference and church in terms of finance and example—namely, conference and church employees who send their students to the boarding academy—quality academic offerings with advanced placement classes, a spiritual climate, emphasis on service, friendly educators and students, positive relationship among educators, and clean and well-run dormitories.

The comments of the educators are important. Tinto (1987) points out that the expectations of the educators on a campus do affect student enrollment. These educators did not have a clear-cut message. Why the differences exist would require a more thorough study into each academy.

Parents/Guardians

Parents/guardians from academies with an increasing enrollment trend were more satisfied with the financial support and facilities than were parents/guardians from academies with a declining enrollment trend. They also held a higher perception of the system support and the mission. The parent/guardian data are shown in Tables 21-23.

The financial support in the form of scholarships, matching funds, and subsidies from the persons and institutions that make up the academy community is most likely more available for academies seen to be experiencing an increasing enrollment trend. Therefore, the parents/guardians would be more satisfied than those from an academy with a declining enrollment trend. Tinto (1987) talks about the integration of systems on a campus. Pascarella and Terenzini (1991) go a step further and stress the importance of the inclusion of the various support systems, both on and off the campus. Figure 3
chapter 2) shows how the financial and system support are an integral part of the structure of an academy.

Written comments from the parents/guardians affiliated with academies with an increasing enrollment trend as to what influences enrollment included the following: communication with parents/guardians, they need to feel that educators listen to them, selective admission policies—particularly, screening of applicants—upholding Seventh-day Adventist standards, time management—daily scheduling and home leaves—training for those students not preparing for college, quality college preparatory classes, and positive spiritual life on campus. The comments from the parents/guardians affiliated with academies with a declining enrollment trend as to what influences enrollment included the following: food service that provides balanced meals, facilities in good repair, dormitories that are clean and well-run, educators open to parental involvement, no established day academy in the proximity of the boarding academy, cost, daily schedule, scholarships and jobs to finance the students, reduced cost to new members of the Adventist church, friendly relationship between educators and students, and safety on campus.

Astin (1991) theorizes that involvement is the key to providing a successful educational program. Thus, the involvement of the parents/guardians, along with the students and educators, is essential to an effective school program. The written comments from the parents/guardians from academies with an increasing enrollment trend include requests to be heard by the educators and the comments from the parents/guardians from academies with a declining enrollment trend specifically refer to parental involvement. It has been said that this is the age of the “helicopter parent” who want to “hover over” their
student(s). There was, however, no distinct theme that differentiated the parents/guardians from academies with an increasing enrollment trend from those with a declining enrollment trend on the issues of involvement.

**Research Question 3**

*Is there a difference in the levels of satisfaction and perceptions of parents/guardians affiliated with boarding academies with an increasing enrollment trend, as compared to those with a declining enrollment trend, according to the following characteristics: socioeconomic status (SES), church affiliation, and prior boarding academy experience?*

Significant interactions between enrollment and parent/guardian socioeconomic status, church affiliation, and prior boarding academy experience on levels of satisfaction and perception of Seventh-day Adventist boarding academies were found in the 5 of the 57 cases tested. The data are shown in Tables 24-33 and Figures 4-8. Since 5 out of 57 possibilities (9%) is only slightly higher than the level of significance used (5%) many or most of the 5 significant interactions found are probably random and therefore not meaningful. None of the five significant interactions had a meaningful interpretation.

**Conclusions**

The following conclusions can be drawn from this study of factors that influence enrollment trends in Seventh-day Adventist boarding academies in North America:

1. Of the eight factors thought to influence enrollment (Support, Academics, Cost, Leadership, Facilities, Climate, Location, and Mission), the strongest influences overall were found to be Climate, Mission, and Academics, in that order. Cost was the weakest.
2. There was not a clear-cut distinction between those surveyed (students, educators, and parents/guardians) from boarding academies experiencing an increasing enrollment trend and the boarding academies experiencing a declining enrollment trend on levels of satisfaction, perceptions, and influence with respect to the eight factors studied.

3. There was no distinct pattern among either the academies with an increasing enrollment trend or the academies with a declining enrollment trend. Each campus was unique.

4. There were also no clear-cut differences evident in the relationship of socioeconomic status (SES), church affiliation, and prior boarding academy experience of parents/guardians and levels of satisfaction, perceptions, and influences on enrollment. There were, however, the following observations: (a) SES made a difference in the perceptions of the support system and the strength of the influence of academics; (b) church affiliation of the fathers made a difference in perceptions of the support of the church and conference; (c) prior boarding academy experience of the mother made a difference in perceptions of the geographic location and the influence of the support system.

**Recommendations for Future Research**

Knowledge of factors that influence enrollment is fundamental for establishing operational plans for stabilizing and increasing enrollment in the boarding academies in the Seventh-day Adventist Church in North America. Future research is needed to assess the value of Christian education to members of the Seventh-day Adventist Church, and particularly the boarding academies in North America where the enrollment is declining.
If the boarding academy approach is important to the church, then it is vital to determine if the educational system is delivering the learning outcomes promised, a feeling of connectedness due to good marketing and information, and a choice to be involved (Astin, 1991) and to value the mission of Adventist education (White, 1905).

The Valuegenesis studies (Gillespie et al., 2004) began this important research, but further inquiry must be made into the values held by members of the Seventh-day Adventist church in North America. Astin and Lee (1972), Tinto (1987), Hossler (1990), and Pascarelli and Ternzini (1991) indicate the need to consider the families and the characteristics of the supporting organization(s). Whether members of local congregations have children or not, they are a part of the church family. The theory of involvement of all parties (Astin, 1991) is crucial to further studies of factors influencing enrollment.

This study has explored some of the factors thought to influence enrollment, but recommendations for future research might include the following:

1. Further research should be conducted to determine how the income levels of those who choose Adventist education compare to those of Adventists generally and whether a sufficient number of Adventist families can afford the cost of Adventist boarding school education. It would be helpful to know if the cost is the major concern of the two-thirds of the Adventist youth who do not attend Adventist academies.

2. There were too few academies with an increasing enrollment trend to establish a theme that might characterize these academies. An in-depth case study of one or two academies where the enrollment is increasing or even maintaining could give a better understanding of what might be influencing enrollment.
3. In this study, one or both of the parents/guardians of the majority of students were members of the Seventh-day Adventist Church. Whether these families are sending their children to Adventist academies because of loyalty to the church or because the academies are fulfilling their mission might be the subject of future research.

4. In this study, in the majority of cases, one or both of the parents/guardians had spent at least one year in a boarding academy. It might be helpful to determine to what extent and in what way this previous experience has influenced their decisions to send their own children to Adventist academies. Alumni could be surveyed to evaluate their prior experiences and to determine the percentage of alumni who send their students to Adventist boarding academies.

5. A study is needed to determine how to effectively market Adventist education to significant numbers of non-Adventist parents and prospective students and whether the consequences of such marketing would be positive not only for them but for the academy itself. Such a study could include a look at Adventist boarding academies outside North America where open enrollment is practiced and enrollment trends are increasing.
APPENDIX A

SPREAD SHEET: FACTORS INFLUENCING ENROLLMENT
Table 40

Factors Influencing Enrollment

<table>
<thead>
<tr>
<th>Author/Researcher</th>
<th>Academics Curriculum</th>
<th>Leadership Faculty</th>
<th>Cost</th>
<th>Quality</th>
<th>Safety</th>
<th>Multiethnicity</th>
<th>SES</th>
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Table 42

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</thead>
<tbody>
<tr>
<td></td>
<td>Conference administrators visit the campus</td>
</tr>
<tr>
<td></td>
<td>My home church offers student scholarships</td>
</tr>
<tr>
<td></td>
<td>The academy choir, band, and other organizations perform in my home church</td>
</tr>
<tr>
<td></td>
<td>The pastor of my home church believes in the academy</td>
</tr>
<tr>
<td>Leadership: Faculty</td>
<td>Faculty listen to parents</td>
</tr>
<tr>
<td></td>
<td>Faculty listen to students</td>
</tr>
<tr>
<td></td>
<td>Faculty are caring</td>
</tr>
<tr>
<td></td>
<td>Faculty are fair and consistent</td>
</tr>
<tr>
<td></td>
<td>Faculty respect the students</td>
</tr>
<tr>
<td></td>
<td>Faculty are knowledgeable in their subject area(s)</td>
</tr>
<tr>
<td></td>
<td>Faculty consider student diversity when teaching</td>
</tr>
<tr>
<td></td>
<td>Faculty are friendly</td>
</tr>
<tr>
<td>Leadership: Administration</td>
<td>Academy administrators listen to parents</td>
</tr>
<tr>
<td></td>
<td>Academy administrators listen to students</td>
</tr>
<tr>
<td></td>
<td>Academy administrators are fair and consistent</td>
</tr>
<tr>
<td></td>
<td>Academy administrators like being with students</td>
</tr>
<tr>
<td>Mission</td>
<td>Faculty model a sincere relationship with God</td>
</tr>
<tr>
<td></td>
<td>Administrators model a sincere relationship with God</td>
</tr>
<tr>
<td></td>
<td>Academy administrators communicate a vision for the academy</td>
</tr>
<tr>
<td></td>
<td>Students feel adequately prepared for college</td>
</tr>
<tr>
<td></td>
<td>Spiritual growth is fostered</td>
</tr>
<tr>
<td></td>
<td>Character development is addressed in classes</td>
</tr>
<tr>
<td>Climate</td>
<td>Dormitory rules are reasonable</td>
</tr>
<tr>
<td></td>
<td>Students are friendly</td>
</tr>
<tr>
<td></td>
<td>Students feel safe on campus</td>
</tr>
<tr>
<td></td>
<td>Students are not afraid of making mistakes</td>
</tr>
<tr>
<td></td>
<td>Diversity is promoted on campus</td>
</tr>
</tbody>
</table>
Table 43

**Variables: General factors thought to influence enrollment**

<table>
<thead>
<tr>
<th>Influence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Conference and church prioritize, fund, and market the academy</td>
</tr>
<tr>
<td>Academics</td>
<td>Faculty trained and certified to teach their subjects</td>
</tr>
<tr>
<td>Cost</td>
<td>Reasonable fees, tuition, room and board</td>
</tr>
<tr>
<td>Leadership</td>
<td>Administrators communicate a vision, care, listen, treat students fairly, and involve parents/guardians in the academy</td>
</tr>
<tr>
<td>Facilities</td>
<td>Buildings are adequate and well maintained</td>
</tr>
<tr>
<td>Climate</td>
<td>Students are friendly and feel safe; the campus life is conducive to academic learning and character development in an atmosphere of respect and trust</td>
</tr>
<tr>
<td>Location</td>
<td>Accessible distance and a location conducive to an academic campus</td>
</tr>
<tr>
<td>Mission</td>
<td>The vision for the academy—academic, social, spiritual, and vocational</td>
</tr>
</tbody>
</table>
APPENDIX B

INSTRUMENTS: QUESTIONNAIRES FOR STUDENTS, EDUCATORS, AND PARENTS/GUARDIANS
### Boarding Academy Survey -- Student Form

#### Section 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Ethnic background (mark only one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13 or younger</td>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>Asian or Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Black/Non-Hispanic origin</td>
</tr>
<tr>
<td>Class Standing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>16</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Sophomore</td>
<td>17</td>
<td>White/Non-Hispanic origin</td>
</tr>
<tr>
<td>Junior</td>
<td>18</td>
<td>Other</td>
</tr>
<tr>
<td>Senior</td>
<td>19 or older</td>
<td>Parent/Guardian residence:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year at current academy</th>
<th>Dormitory student</th>
<th>Church affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Yes</td>
<td>Seventh-day Adventist</td>
</tr>
<tr>
<td>Second</td>
<td>No</td>
<td>Seventh-day Adventist</td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td>Seventh-day Adventist</td>
</tr>
<tr>
<td>Fourth</td>
<td></td>
<td>Seventh-day Adventist</td>
</tr>
</tbody>
</table>

#### Section 2: Level of satisfaction

<table>
<thead>
<tr>
<th>Financial support from the Conference</th>
<th>Tuition costs</th>
<th>Room and board costs</th>
<th>Distance of the academy from your home</th>
<th>Distance from public transportation</th>
<th>Geographic location</th>
<th>Condition of the buildings</th>
<th>Computer facilities</th>
<th>Dormitory accommodations</th>
<th>Cafeteria food and service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive of the academy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Section 3: Perceptions of the boarding academy

<table>
<thead>
<tr>
<th>Faculty model a sincere relationship with God</th>
<th>Faculty listen to parents</th>
<th>Faculty are caring</th>
<th>Conference administrators visit the campus</th>
<th>Administrators model a sincere relationship with God</th>
<th>Faculty present when needed</th>
<th>Faculty are fair and consistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive of the academy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Section 4: Influence on enrollment

<table>
<thead>
<tr>
<th>Support: conference and church prioritize, fund, and market the academy</th>
<th>Academics: faculty trained and certified to teach their subjects</th>
<th>Cost: reasonable fees, tuition, room and board</th>
<th>Leadership: administrators communicate a vision, care, listen, treat students fairly, and involve parents/guardians in the academy</th>
<th>Facilities: buildings are adequate and well maintained</th>
<th>Climate: students are friendly and feel safe; the campus life is conducive to academic learning and character development in an atmosphere of respect and trust</th>
<th>Location: accessible distance and a location conducive to an academic campus</th>
<th>Mission: the vision for the academy: academic, social, spiritual, and vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive of the academy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BOARDING ACADEMY SURVEY

Instructions

The purpose of this survey is to identify the perceptions held by parents/guardians, students, and the administration and faculty affiliated with Seventh-Day Adventist boarding academies. Begin with Section 1 and use a #2 pencil to fill in the response that follows your first impressions.

Section 1 contains questions regarding demographics and boarding academy experience.

Section 2 lists twelve factors and asks you to describe your level of satisfaction with the related experiences with the boarding academy. Fill in the circle for the response that most closely corresponds with your satisfaction, left to right: very dissatisfied, somewhat dissatisfied, neutral, somewhat satisfied and very satisfied.

Section 3 lists twenty-seven factors that have to do with some aspect of the boarding academy. Fill in the circle for the response that indicates your level of agreement, left to right: strongly disagree, somewhat disagree, neutral, somewhat agree, strongly agree.

Section 4 lists eight factors that have been indicated as influencing enrollment in boarding academies. Prioritize what you feel influences enrollment the most at boarding academy in your area, left to right: not influential, somewhat influential, influential, very influential, extremely influential.

Your Opinion

Use this space to write additional comments about what you feel is important to enrollment:

Note: This is an anonymous survey; your name and other personal identifying information will not be requested. You may choose not to respond to any item and you may discontinue completing the survey at any time.
### Boarding Academy Survey — Administration & Faculty Form

**Section 1**

**Current responsibilities:**
- Administrative Staff
- Instructional Staff

**Certification** (mark all that apply):
- Denominational
- HIGHEST DEGREE EARNED
  - Bachelor's
  - Master's
  - Specialist
  - Doctorate

**Boarding academy experience as a high school student:**
- None
- One year
- Two years
- Three years
- Four years

**Ethnic background** (mark only one):
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White or Other

**Highest degree earned**
- Bachelor's
- Master's
- Specialist
- Doctorate

**Trained to teach the subjects assigned:**
- All subjects
- Most subjects
- Some subjects
- None of the subjects

**Professional growth experiences in the last 12 months** (mark all that apply):
- Conferences/Workshops
- Observation opportunities
- Workshops/Seminars

### Section 2: Level of satisfaction

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neutral</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support from the Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial support from your home church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference enrollment plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room and board costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance of the academy from your home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition of the buildings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitory accommodations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria food and service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section 3: Perceptions of the boarding academy

**Faculty model a sincere relationship with God**
**Faculty are caring**
**Conference administrators visit the campus**
**Administrators model a sincere relationship with God**
**Academy administrators listen to parents**
**Academy administrators listen to students**
**Academy administrators are fair and consistent**

### Section 4: Influence on enrollment

**Support:**
- Conference and church prioritize, fund, and market the academy

**Academics:**
- Faculty trained and certified to teach their subjects
- Cost: reasonable fees, tuition, room and board

**Leadership:**
- Administrators communicate a vision, care, listen, treat students fairly, and involve parents/guardians in the academy

**Facilities:**
- Buildings are adequate and well maintained
- Climate: students are friendly and feel safe; the campus life is conducive to academic learning and character development in an atmosphere of respect and trust

**Location:**
- Accessible distance and a location conducive to an academic campus

**Mission:**
- The vision for the academy—academic, social, spiritual, and vocational
Instructions

The purpose of this survey is to identify the perceptions held by parents/guardians, students, and the administration and faculty affiliated with Seventh-Day Adventist boarding academies. Begin with Section 1 and use a #2 pencil to fill in the response that follows your first impressions.

Section 1 contains questions regarding demographics and boarding academy experience.

Section 2 lists twelve factors and asks you to describe your level of satisfaction with the related experiences with the boarding academy. Fill in the circle for the response that most closely corresponds with your satisfaction, left to right: very dissatisfied, somewhat dissatisfied, neutral, somewhat satisfied and very satisfied.

Section 3 lists twenty-seven factors that have to do with some aspect of the boarding academy. Fill in the circle for the response that indicates your level of agreement, left to right: strongly disagree, somewhat disagree, neutral, somewhat agree, strongly agree.

Section 4 lists eight factors that have been indicated as influencing enrollment in boarding academies. Prioritize what you feel influences enrollment the most at boarding academy in your area, left to right: not influential, somewhat influential, influential, very influential, extremely influential.

Your Opinion

Use this space to write additional comments about what you feel is important to enrollment:

Note: This is an anonymous survey; your name and other personal identifying information will not be requested. You may choose not to respond to any item and you may discontinue completing the survey at any time.
## Section 1

**Gender:**
- Female
- Male

**Class Standing:**
- Freshman
- Sophomore
- Junior
- Senior

**Year at current academy:**
- Yes
- No

**Parent/Guardian residence:**
- Same state as academy
- Different state than academy
- Outside the United States or Canada

**Age:**
- 13 or younger
- 14
- 15
- 16
- 17
- 18 or older

**Ethnic background (mark only one):**
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black/Non-Hispanic origin
- Hispanic
- White/Non-Hispanic origin
- Other

**Church affiliation:**
- Seventh-day Adventist
- Seventh-day Presbyterian
- Seventh-day Baptist
- Seventh-day Methodist
- Seventh-day Amish
- Other

## Section 2: Level of satisfaction

- Financial support from the Conference
- Financial support from your home church
- Conference enrollment plan
- Tuition costs
- Room and board costs
- Distance to the academy from your home
- Distance from public transportation
- Geographic location
- Condition of the buildings
- Computer facilities
- Dormitory accommodations
- Cafeteria food and service

## Section 3: Perceptions of the boarding academy

- Faculty model a sincere relationship with God
- Faculty listen to parents
- Faculty listen to students
- Faculty are caring
- Conference administrators visit the campus
- Administrators model a sincere relationship with God
- Academy administrators listen to parents
- Academy administrators listen to students
- Academy administrators are fair and consistent
- Academy administrators are fair and consistent

## Section 3 (continued)

- Academy administrators communicate a vision for the academy
- Academy administrators like being with students
- Faculty are fair and consistent
- Faculty respect the students
- Faculty are knowledgeable in their subject area(s)
- Faculty consider student diversity when teaching
- Faculty are friendly
- Dormitory rules are reasonable
- Students are friendly
- Students are not afraid of making mistakes
- Diversity is promoted on campus
- Students feel adequately prepared for collegial
- Spiritual growth is fostered
- Character development is addressed in classes
- My home church offers student scholarships
- The academy choir, band, and other organizations perform in my church
- The pastor of my home church believes in the academy

## Section 4: Influence on enrollment

- Support: conference and church prioritize, fund, and market the academy
- Academics: faculty trained and certified to teach their subjects
- Cost: reasonable fees, tuition, room and board
- Leadership: administrators communicate a vision, core values, treat students fairly, and involve parents/guardians in the academy
- Facilities: buildings are adequate and well maintained
- Climate: students are friendly and feel safe; the campus life is conducive to academic learning and character development in an atmosphere of respect and trust
- Location: accessible distance and a location conducive to an academic campus
- Mission: the vision for the academy—academics, social, spiritual, and vocational
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Section 4 lists eight factors that have been indicated as influencing enrollment in boarding academies. Prioritize what you feel influences enrollment the most at boarding academy in your area, left to right: not influential, somewhat influential, influential, very influential, extremely influential.

Your Opinion

Use this space to write additional comments about what you feel is important to enrollment:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Note: This is an anonymous survey; your name and other personal identifying information will not be requested. You may choose not to respond to any item and you may discontinue completing the survey at any time.
APPENDIX C
CORRESPONDENCE
Permission Grant

Date: April 29, 2005
Grant number: 60197

Jeanette Bryson
600 Beechwood Court, C-49
Berrien Springs, MI 49103

Re: your request dated 4/25/2005

Dear Jeanette Bryson,

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   b. Publication does not take place within 24 months of the date on this form.

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Reference Material Requested

Fig. 4.1 from Time, LEAVING COLLEGE p. 115.


Approved by: ___________________________, Perry Cartwright, Rights and Permissions

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The two figures I would like to include in my dissertation are on pages 54 and 55 in a book by Ernest T. Pascarella and Patrick T. Terenzini (1991) entitled How College Affects Students: Findings and Insights from twenty Years of Research. The book was published by Jossey-Bass Publishers in San Francisco. One of the figures was submitted by Pascarella, but the other is from Weldman, 1989a., and was used by permission.

I would have written to New Jersey earlier but I wrote to the office in San Francisco in March of this year. The pre-defense date for my dissertation is scheduled for October 20, 2005. When I called today, I was told to contact your office in New Jersey.

Thank you for giving consideration to allowing me to use the two figures in my dissertation. The dissertation is a quantitative study of the factors influencing enrollment in Seventh-day Adventist boarding schools in North America. The chair of the committee is Dr. Hinsdale Bernard.

PERMISSION GRANTED

NOTE: No rights are granted to use content that appears in the work with credit to another source.
Dear [Name],

As a doctoral student at Andrews University, I am interested in conducting a study to help in identifying those factors perceived to be influencing enrollment among Seventh-day Adventist boarding academies in North America. The results of such a study could contribute to establishing operational plans for stabilizing and increasing enrollment. A broader application could be made if the more influential factors could be identified and analyzed as they relate to the future role of boarding academies.

To implement this study, it will be necessary to have someone administer the instrument to the students, faculty, and administrators in selected academies. A proctor on the boarding academy campus would be selected in consultation with the principal. Parents of students enrolled in the academies selected will receive the same instrument by mail under a separate cover. I would like to conduct the survey at ___________ Academy.

Enclosed are copies of the questionnaires to be used for the three groups: parents/guardians, students and faculty/administrators. A pilot study is currently being processed with a boarding academy in a different Union. The pilot study will enable me to test the reliability and validity of the questionnaire. Once the statistics are collected and the data analyzed from that study, revised questionnaires will be prepared. However, since the study is in the preliminary stages, please feel free to edit the survey forms and make suggestions that you feel would make the results more valuable for your use. The results of the study would be made available for you.

Thank you for taking time to consider allowing this academy in the ___________ Union to participate. Including your boarding academy in this study will make a valuable contribution to the understanding of the dynamics of academy enrollment. Upon your approval, a letter will be sent to the academy principal and the conference superintendent. Kindly sign the enclosed consent or under a separate letter indicate your willingness to endorse this study.

Sincerely,

Jeanette Bryson
Superintendent of Education
Conference
Address
City, State, Zip Code

Dear [Name],

As a doctoral student at Andrews University, I am interested in conducting a study to help in identifying those factors perceived to be influencing enrollment among Seventh-day Adventist boarding academies in North America. The results of such a study could contribute to establishing operational plans for stabilizing and increasing enrollment. A broader application could be made if the more influential factors could be identified and analyzed as they relate to the future role of boarding academies.

To implement this study, it will be necessary for someone to administer the instrument to the students, faculty, and principal of selected academies. Parents of students enrolled in your academy will receive the same instrument by mail under a separate cover. [Academy Name] Academy is one of the boarding academies selected for the study.

Thank you for taking time to consider allowing your conference academy to participate. Including your boarding academy in this study will make a valuable contribution to the understanding of the dynamics of academy enrollment. A letter has been sent to the principal and the Union Director of Education. Under a separate letter, kindly indicate your willingness to endorse this study.

Sincerely,

Jeanette Bryson
Date

Principal’s name
Name of Academy
Address

Dear M____:

As a doctoral student at Andrews University, I am conducting a study to help in identifying those factors perceived to be influencing enrollment among Seventh-day Adventist boarding academies in North America. The results of such a study could contribute to establishing operational plans for stabilizing and increasing enrollment. A broader application could be made if the more influential factors could be identified and analyzed as they relate to the future role of boarding academies.

To implement this study, it will be necessary to have someone designated on your campus to administer the questionnaire to the students, faculty, and administrators. It would take about ten minutes of a class or assembly time and about the same amount of time during a faculty meeting. Parents/guardians would receive the same questionnaire by mail. If the mailing list for the parents/guardians could be sent by internet to my e-mail address: brysonj@andrews.edu, I would then prepare the labels and mail out the questionnaire to the individual homes. Included would be an addressed, stamped envelope.

The person designated as the proctor on your campus would distribute the questionnaires to students and to faculty/administration. The completed questionnaires would then be packaged in the box provided and the enclosed label and enclosed postage attached. Also, included there would need to be a roster containing the names of the students with your signature as the person who represents the parents/guardians for the students on your campus.

Upon receipt of the completed questionnaires from students and faculty/administration, the proctor will receive an honorarium of $35. Each participant will also receive a small gift.

Thank you for taking time to participate. Including your academy in this study will make a valuable contribution to a better understanding of the dynamics of academy enrollment.

Sincerely,

Jeanette Bryson
Research Student
Date

Dear Faculty/Administrator:

In keeping with the belief that a periodic review of the perceptions of the academies assists in maintaining the quality and viability of this approach to Christian education, a research project has been prepared to gain insights into the current perceptions held by parents/guardians, students, faculty, and administration affiliated with the boarding academies in the United States and Canada. Enclosed, please find a questionnaire regarding your perceptions in some critical areas of school enrollment. This project is fulfilling part of the requirements for my completion of a Ph.D. degree in Leadership: Administration/Teaching and Learning at Andrews University.

This is an anonymous survey; your name and other personal identifying information will not be requested. You may choose not to respond to any item and returning the questionnaire is voluntary. If you have any questions concerning this project, please feel free to contact me by e-mail at brysonj@andrews.edu or by telephone at 269-471-3294. You may also contact my advisor, Dr. Hinsdale Bernard, by e-mail at hbernard@andrews.edu or by telephone at 269-471-6702. If you have any questions concerning your rights as a research subject, please contact Andrews University Institutional Review Board at 2-69-471-6361.

As a faculty member and/or administrator, your perceptions are important to the future of Adventist education. If you agree to participate in this project, complete the questionnaire and return it in the secure container provided. Your returned form will indicate your consent to participate in this study.

Thank you for your willingness to participate.

Sincerely,

Jeanette Bryson
Doctoral Candidate
Dear Student:

Congratulations for choosing to attend a Seventh-day Adventist boarding academy!

Your opinion of the academy is important to a research project I am preparing for my doctoral studies at Andrews University. The enclosed survey is being given to students, parents/guardians, faculty and administrators. The purpose of the questionnaire is to identify how you feel about some critical areas of school enrollment.

This is an anonymous survey; your name and other personal identifying information will not be requested. Also, you may choose not to respond to any item and you may discontinue completing the survey at any time. If you have any questions concerning this project, please feel free to contact me by e-mail at brysonj@andrews.edu or by telephone at 269-471-6432.

Your perceptions are important to the future of Adventist education. If you agree to participate in this project, complete the questionnaire and place it in the secure container. Your returned form will indicate your consent to participate in the study.

Thank you so much for your participation.

Sincerely,

Jeanette Bryson
Doctoral Candidate
Dear Parent/Guardian:

Congratulations for selecting a Seventh-day Adventist boarding academy for your student! Today, the Seventh-day Adventist Yearbook (2002) indicates that you are a part of one of the six thousand Christian institutions operated throughout the world. Of that number, over one thousand are academies, providing an educational system equivalent to the ninth through twelfth grade.

In keeping with the belief that a periodic review of the perceptions of the academies assists in maintaining the quality and viability of this approach to Christian education, a research project has been prepared to gain insights into the current perceptions held by parents/guardians, students, faculty, and administration affiliated with the boarding academies in the United States and Canada. Enclosed, please find a questionnaire regarding your perceptions in some critical areas of school enrollment. There are no risks or hazards associated with completing this survey.

This project is fulfilling part of the requirements for my completion of a Ph.D. degree in Leadership: Administration/Teaching and Learning at Andrews University.

This is an anonymous survey; your name and other personal identifying information will not be requested. You may choose not to respond to any item and returning the questionnaire is voluntary. If you have any questions concerning this project, please feel free to contact me by e-mail at brysonj@andrews.edu or by telephone at 269-471-3294. You may also contact my advisor, Dr. Hinsdale Bernard, by e-mail at hbernard@andrews.edu or by telephone at 269-471-6702. If you have any questions concerning your rights as a research subject, please contact Andrews University Institutional Review Board at 269-471-6361.

As the parent/guardian of a boarding academy student, your perceptions are important to the future of Adventist education. If you agree to participate in this project, complete the questionnaire and return it in the stamped return envelope. Your returned form will indicate your consent to participate in this study.

Thank you.

Sincerely,

Jeanette Bryson
Doctoral Candidate
Dear Proctor:

Enclosed are questionnaires for students and faculty/administration. Also included are letters for each student, faculty member and administrator. The questionnaire is the same for both groups with the exception of the demographics. Kindly encourage each person to take time to respond to the open-ended question on the back of the questionnaire. It asks the participant to share an opinion as to what they feel influences enrollment. The questionnaire takes about five minutes to complete.

All academy students are to be included in this survey. The questionnaires and cover letters are to be given to each student in an assembly, a classroom setting, or individually with the proctor and the students who are participating present. The instructions on the back of the survey form must be read to the students.

Thank you for your part in safeguarding the integrity of the responses. Upon receipt of the forms from your students, you will receive an honorarium and each participant will receive a small gift in appreciation for the contribution the information will make to my research study.

If you have any questions concerning this project, please feel free to contact my bema at brysonj@andrews.edu or by telephone at 269-471-6432 or my advisor, Dr. Hinsdale Bernard, by e mel at hberdard@andrews.edu or by telephone at 269-471-6702. If you have any questions concerning the rights of participants as research subjects, please contact Andrews University Institutional Review Board at 269-471-6361.

Thank you again for your willingness to proctor this survey.

Sincerely,

Jeanette Bryson
Doctoral Candidate
Proctor:

Please find the following items enclosed:

- Letters and questionnaires for students
- Letters and questionnaires for faculty and administration
- Container for packaging the completed questionnaires
- Return UPS box, address label, and postage for mailing the package

Check List for return package:

- Questionnaires completed by students
- Questionnaires completed by faculty and administration
- Roster signed by an administrator—principal or vice principal
- Name of the proctor to whom the honorarium is to be sent

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APPENDIX D

QUESTIONNAIRE: WRITTEN COMMENTS
Legend for comments on open-ended question

I = Influence: A suggestion as to what the respondent feels influences enrollment.

P = Praise: A positive comment about a particular academy

C = Complaint: A negative comment about a particular academy

Other: A written comment related to a topic not specifically addressed in this study.

Numerical indicators:

The first numbers are sequential and represent the number of responses. The numbers 1-11 preceded by the designated Influence (I), Praise (P), or Complaint (C) represent the variable(s) the comment appears to relate to in this study.

1. Financial Support
2. System Support
3. Cost
4. Distance
5. Transportation
6. Geographic Location
7. Facilities
8. Leadership: Faculty
9. Leadership: Administration
10. Mission
11. Climate

The final numbers indicate the code number assigned the questionnaire.
Responses to Open-ended Question: Students

School A: Students

1. C-8, 9 Let certain faculty/staff/admin. (named) be fired, 4
2. C-, 10 Offer more courses; teach the classes advertised; less grease in the cafe food, 24
3. C-10 Offer the classes needed, 27
4. C-4 8, 9 Faculty need to understand and listen to new students, 28
5. P-10 Great chance to learn about God
6. C-10 More academic offerings; music programs; dislikes certain faculty;
   I-10 More activities; 30
7. C-9 Needs to operate efficiently and smoothly, 31
8. C-9 Needs balanced deaning—not too friendly—not too much of a prison warden, 32
9. C-11 Check previous school records
10. C-8 Needs friendlier faculty that respect students; listen to students; less strict, 38
11. C-3, 8, 10 Lower tuition; more of a spiritual-base; prepared for mission work; expel
    students who are not willing to follow the rules, 40
12. C-7, 10, 11 Needs new rules, new curriculum-classes, and new facilities;
    I-10 Sports, 46
13. P-Other: The school is just all right, 61
14. C-10 Needs a more spiritual atmosphere-focus on Jesus, 73
15. C-8, 10 Needs certified teachers; teachers need to be organized and know what they
    are doing; more sports (ad infinitim re sports), 74
16. I-10 More extracurricular, 82
17. I-10 More sports, 86
18. C-10 Less strict, 87
19. C-3, 9, 11 Dean unfair; cost unfair, 93
20. C-4, 5 Need to allow cars; distance from home necessitates a car; rides difficult to
    find, 94
21. C-9 Fire the dean, 95
22. C-8, 9, 10, 11 Want encouragement to be more independent, 133
23. I-3, Sports and marketing would improve enrollment, cost needs to be less
24. I-3, 10 Cost needs to be less; improve class choices
25. I-8 Need good teachers who care
26. I-10 Opportunity to develop character, relationship with God
27. C-3, 7, 11 School needs better food, different dress code, lighter rules
28. C-11 Rules too strict
29. C-3, P-11 Tuition needs to be less, school helped me get closer to God
30. I-11 Screen students; if they don't want to be in a boarding school, don't accept them
31. C-11 School should only enroll students who won't cause trouble and who want to be there
32. I-9 Good staff
33. C-8, 9 Staff need to be consistent; loosen up, trust students more
34. I-3, 11 low cost, sports, good attitude
35. C-10, 11 spiritually-teaching about God but getting rid of those who need God
36 C-8, 9 Staff need to be fair and consistent

Note: Friendly and fair faculty/administration, particularly the deans, more activities-sports in particular. Dissertation did not address out of class activities such as sports, music, trips, etc.

School B: Students Non-participating

School C: Students Non-participating

School D: Students

37 C-1,8, 10 Needs improved music program; friendly faculty; faculty model Christ;
P-10 "The experience at Boarding school is great-it gives student/s/ opportunity for growth in a Christian atmosphere and learning more responsibility." 138
P-Other: A good place to be if you want to be a good person; otherwise, don't waste your money, 142
38 C-6, 7 Locate closer to a city; better food, 146
39
40 P-10 "One might be that the school promotes the best and acts like the school wants the students there! Good Christian environment and a loving staff who take care of the students!"
41 C-11 More input from students; feel safer, 160
42 C-3, 8 Prices too high; faculty could teach better; P-Other: People try their best, regardless, 161
43 C-7 Healthier, better food, 165
44 C-9, 10, 11 Improve music program, more inviting staff, dean, work supervisors, 169
45 C-8 Teachers more caring, give less homework, 170
46 P-10 God should always be the 4 1 reason for everything, 171
47 P-1 "The conference is allowing most jr. academies to go to 12 grades and are cutting off enrollment. I don't think ---- will survive much longer and that's sad. I love it here and I think it's something that should always be around." 180
48 C-9 Administrators need to be more consistent, 182
49 P-8, 9, 10, "The deans at --- are fabulous, as well as the teachers. God is on our campus," 186
50 C-10 Bad spiritually; P-Other: boarding academy is great. 188
51 C-1 Conference to support boarding academies, fewer at day schools, 189
52 C-1, 2 More junior academies with opportunities to meet to make friends for the time students go to boarding academy; fewer boarding academies-not enough demand to have one in each state, 194
53 C-10, 11 Visitors and potential students need to feel welcome, safe, and find spiritual growth, 195
54 P-Other: School great C-11 More about rules than feelings, 196
55 P-10 Grow spiritually, clean environment, make fife-long friends, become more athletic and academic, .... "It's completely worth enrolling, just for the experience." 197
56 C-8, 9 Staff need to be better qualified. P-10 Students make it a caring environment. 204
57 C-8, 9, 10 More involvement in spiritual activities; teachers need to nurture character
development and Christ Eke attitude; Discipline more fair, 205
58 C-7, 10 Poor food; dying spiritually, 210
59 C-7 Poor food, 211
60 I-Other: School needs to advertise
61 C-11 students who attend
62 C-3 Cost too high, 219
63 I-10, 11 Academics, sports programs, students who attend-important to enrollment
224
64 I-7 "Come with an open mind; bring a lot of extra food; bring things to do in spare
time." 232
65 I-10 Important to address the mission and enroll students willing to accept the mission
233
66 I-8, 9, 10 Loving, understanding, family approach faculty and staff, 236
67 I-Lots of students, 237
68 I-10 Make each student into leaders to spread their skills in their home church, 238
69 C-11 Not overzealous about the rules; value education, 239
70 I-7, 9 quality food; deans caring and fair; students visit and market the academy, 240
71 C-9, 11 principal needs to listen, understand, not focus so much on rules, 241
72 P-Other: "I think a boarding school is a great place to become independent and make
lifelong friends." 242
73 C-3 Cost is too high; I-11 Most important that students like the academy; students are
the best marketers, 243
74 C-1 Need more financial support for the schools
75 I-11 Friendly atmosphere is the most important, 245
76 C-8 Faculty need to be open and reasonable-stop their politics, 246
77 C-1, 2, 9 Jr. academies turning into 12 grade schools is hurting the boarding academy
enrollment; staff not great, little conference support; cost too high, 247
78 C-3, 7, 8 Tuition high; food terrible; some faculty need to go; too conservative, 249
79 C-8, 9 Administrators and faculty not fair and consistent; poor spiritual life; parents
unaware that their student is a problem, 259
80 I-1, 2 Junior academies need to support the boarding academy, local church needs to
support the academy; marketing needed, "Boarding academies are a very useful style
of education." 260
81 P-7 Love everything but C-7 the food
82 I-11 good reputation, fun, friendly

Note: Students would like the faculty and administrators to be more fair and consistent;
food is not perceived to be that great; strong awareness of the influence of the junior
academies detracting from the boarding academy; cost considered high; good
observation-students need to market the academy. Ways in which to market not discussed
in the dissertation questionnaire.
School E: Students

83 Other: Observation: "Almost 1/3 of the students have left the school from expulsion or not liking the school." 273
84 C-3 Too expensive, 278
85 C-7 Needs new buildings, 279
86 C-7 Needs new buildings; improved buildings, 280
87 C-3 Too expensive; few jobs in the summer to help earn money for tuition, 286
88 P-Other: Students need to market the school. "The word of— needs to be spread and people need to find out how awesome it is." 289
89 C-10 Need more classes; need more advanced placement and honor classes;
P-11 "...school is peaceful and enjoyable." 295
90 P-11 "...second family to me." 323
91 C-10 needs more classes; market, 334
92 I-10 "It needs to be focused on being a school for God and not just a good school." 350
93 I-11 a good atmosphere, 352
94 C-1, 2, 7, 9 More sports and entertainment programs, money for dorms,control given to deans, 358
95 C-3 Cost unreasonable
96 C-10, 11 More spiritual, reasonable rules, 362
97 I-3 Cost
98 P-6, 11 awesome location; cool people; find life-long friends, 366
99 C-2 Home church school visit interested students in attending --- academy, 368
100 C-8 Faculty need to be more genuine, 394
101 I-Other: School needs a good first impression, 385
102 C-10 Don't make religion classes and religious services required, 387
103 C-Other: Everything is a negative
104 C-11 Needs a good attitude, 394
105 P-10 "I love this school and Jesus. Boarding academy is good for you." 339
106 P-10, 11 "--- is a great place, it's very 'God' oriented. Life here is awesome and great, I'm really going to miss it." 344
107 P-11 Recruit more Samoans, 354
108 C-1, 2, 3, 10 Cost is too great; work too much; need scholarships; P-Other: school is great; I love it here, 361
109 P-Other: Love it here, 364
110 P-10 School is really cool and awesome; learned so much 366
111 I-11 Consideration for students

Note: Cost is an issue; summer work programs needed. Needs new facilities. Employment not addressed in the questionnaire.
School F: Students

112  C-7 Need new dormitories, 414  
113  C-7 New guy's dorm, 416  
114  C-10 Lack of Christian influence; ... 420  
115  C-3, 7 Cost too high; cafeteria ceiling falling through; sewage problems, etc. 421  
116  C-9 Need better boy's dean  
117  C-7 Poor quality of food, 424  
118  C-7 Better facilities that are not falling down, 427  
119  I-11 Friendly and supportive atmosphere, 428  
120  P-Other: Observation: Awesome school; I have been to public school and hate it after coming here." Don't change anything. 429  
121  C-9, 11 Change the men's dean; 430  
122  C-8 Most faculty not positive, a few are okay, 431  
123  C-7, 9 Better dorms, better deans, 434  
124  C-7, 9 Better dorms, better deans, need to be fair, 437  
125  C-8, 11 Faculty need to be more involved and more spiritual; students need to want to be involved; Faculty need to communicate with village students better so they know what is happening!  
126  C-8, 9 Better dean, better algebra teacher, 440  
127  C-1, 2, 7 Get support for building a better dorm, 441  
128  C-7 Dorm needs to smell and look presentable, 443  
129  C-9, 11 Need to stop making decisions based on ethnic backgrounds, 444  
130  C-9 Need more considerate dean  
131  

Note: Definitely a need for new buildings. Some unhappiness with the men's dean. Dissertation did not address the issue of communication with parents, church, and conference; nor did it address the relationship of the village students to the boarding students.

School G: Students

132  P-Other: Rio Rocks! 470  
133  I-10, 11 Personal relationship with Christ should be emphasized; non-Adventist students need to be screened carefully; character important 477  
134  Other: comment unclear, 482  
135  C-6, 7 Cafeteria food and facilities poor; P-Other: weather nice; timetable good, 485  
136  C-9, 11 Girls dorm deans need to be replaced; need to be friendly, 501  
137  C-9, 11 Deans in the girls dorm need to listen, respectful, consistent, 502  
138  P-11 students friendly, students feel safe, 503  
139  P-10, 11 safe; learn about God, 511  
140  C-8, 11 Need freedom to wear what you want; teachers should teach what is in the textbooks, 525  

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141 P-9, 11 Really like the deans, 526
142 I-Other: Boarding academy is a fulfilling option but don't send them until they are in eleventh grade, 528
143 I-11 Students openness to others; students sociable, 530
144 I-8 Teachers must care about the students, 532
145 I-10 Spirituality, 538
146 I-11 Friendliness of the students, 540
147 C-10, 11 Needs stronger learning environment, 543
148 I-Other: Read the small print before enrolling, 544
149 I-Other: Recruiters need to tell it like it is, 577
150 I-10, 11 Students want a school to be spiritual, to be safe, and a place where people care. Must market. 578
151 C-3 Cost is so high that students from low income families have to work too much and cannot study as much as is needed to succeed. 579
152 P-10 spiritual campus: beautiful campus 153 8, 9, 10 Needs to be more caring, Christian-like, reasonable, consistent, 581 154 8, 9, 10 Faculty not knowledgeable in their subject areas, deans have favorites, teachers need counseling, 585

Note: Marketing needs to be addressed. Faculty and deans need to be better qualified. Dissertation questionnaire did not address admissions policies screening of students nor did it ask about the grounds. Cost is an issue.

School H: Students

155 C-10 Needs music, sports, and art programs, 588
156 C-9, 10 Need energetic pastor, need a thriving church, 597
157 C-3, 10 Needs athletics; need lower tuition, 598
158 C-Other: Need consistent class schedule, 603
159 C-8 Teachers need to explain their subjects better, 607 j
160 C-3, 11 Students not good, cost too high, 609
161 P-8, 10 Outlet to worship God, faculty help and support, faculty pray before class, I love the fact that I go to an Adventist academy, 612
162 I-10 Wanting to work hard, to learn about God, good behavior in school, 614
163 I-7, 8, 10, 11 Good teaching staff, good food, spiritual environment, sports, 615
164 I-7, 8 Buildings need to be well-kept; staff nice; not too much homework, 618
165 I-8, 9, 10, 11 Christian environment; friendly students, faculty, staff, spiritual, 619
166 I-3, 4, 5, 6, 7 Build in an accessible location; create an Adventist community; 637
167 C-3 Cost too great even with support, 638
168 I-6, 11 Christian atmosphere and location, 639
169 P-10, 11 Climate on campus good; spiritual life good, 644
170 I-11 Atmosphere very influential, 645
171 I-11 "I feel that the environment of the facility is very important to enrollment." 646
172 C-7 food not good, 648
173 C-7, 10 Better food; more out of class activities, 654
174 C-3, 7 Fix the dormitories; cost too high 658
175 C-10 More free time to do nothing, 665
P-Other: It's okay, 670
176 I-8, 10 Faculty's relationship with God, 671
177 C-7 Cafeteria food needs to be better, 673
178 C-9 More student involvement in what happens, 678
179 I-10 spiritual emphasis, 682
180 I-10, 11 sports programs; advanced classes; extracurricular; excellent academics;
spiritual atmosphere; friendly environment. P-Other: ---- is awesome!
181 C-11 Faculty feel it is safe but students are feuding, 693
182 I-3 Affordable tuition, 696
183 I-3, 7 facilities need to look good; cost needs to be less, 698
184 I-10 spirituality as an effect, 699

Note: Christian atmosphere, unkempt buildings, cost reasonable, more classes, etc.
Dissertation did not address time management neither did it explore what students do outside of class. The effect of out-of-class activities on a boarding campus might be a needed study.

School I

186 P-Other: This is a cool place. My education has done better at this school. C-Other:
Need more activities, 707
187 C-Other: Discrimination to build some areas and neglect others. Need PE and sports
programs. Need another art teacher. Know they wouldn't cut back on band, 708.
188 I-Other: Desire to come. Attitude. Home life. 710
189 C-8, 11 Character/personality of faculty. Warm welcome from students. Knowledge
of what happens at the school.
190 I-8, 10 spiritual life, church appealing to kids, get kids excited about church, worship
with instruments, 723
191 C-3 Lower the cost of tuition
192 I-11 The way students treat each other and visitors, 729
193 P-Other: It's cool.751
194 P-Other: School is fun. Kids great. C-8, 11 Rules stupid. Faculty mean.
195 C-11 Dress rules too strict 764
196 3 Lower tuition 767
197 11 dress rules too strict 775
198 P-10 Brought me closer to God. Fantastic.777
199 C-5, 6 Far away from everything, 784
200 C-10 class loads need to be balanced-lighter first years, heavier final year. 786
201 C-11 dorm rules need to be reconsidered, 788
202 C-11 school should put staff and student comfort over school image, 793
203 C-10, 11 Accept people, more sports, change power status in dorms, "kids would
want to go more" if church were not required, 797
204 C-11 Don't create a fish bowl. P-Other: Good school. Good intentions., 798
205 C-3, 11, Prison. Cost. Unfair that a student who had been there for most of the high
school years was asked to leave because of tuition, 803
806
207 C-11 Deans, rules, outrageous fines, 807
208 C-8, 10 Better teachers, more class choices, 821
209 C-3, 7, 8, 11 Need Bible teachers who know the Bible, better food, friendly students, cost too high, 835
210 I-Cost 842
211 C-8, 9, 11 Fair and consistent, too many annoying rules
212 C-11 travel with the band, need foreign students, 848
213 C-7 hate it when power goes out, 879
214 C-11 build a better choir, music groups need to travel, need more cultural diversity, need foreign exchange program, 850
215 C-8, 10 Need AP classes; faculty consistent, 862
216 I-11 High percentage of good kids (fewer delinquents than good kids), 868
217 P-8, 11 Teachers willing to help outside of class time, 877
218 C-7, 8 Survey needs to focus on each building and individual faculty, 878***
219 C-1, 2, Connection between conference, home church, and academy, 879
220 C-8, 10 Not all faculty are nice, friendly; some never greet or smile. School needs to focus on becoming the best with God. 880
221 P-9 Principal, awesome; C-8, 11 New faculty not happy, students not treated with respect. 881
222 P-8 Most teachers okay; C-9 School counselor not capable. 886
223 I-3 Cost, 890
224 C-8 Some teachers the best ever; some teachers should not be teaching, 896
225 C-8 Some really good and some really bad teachers. Why not fire and hire new. 897
226 I-3 Cost, 898
227 C-8, 11 School going downhill; faculty friendly but don't establish one-on-one relationships. Students need to be supported. Need uniforms. 900
228 C-8, 9, 11 Rules not consistent; rules not enforced consistently 901
229 C-9, 10 Staff member not modeling relationship with God. Parents' complaints ignored. 914
230 I-11 friendly to visitors, 926
231 P-10 Came all the way from Oklahoma because of the opportunities that - offers. 927
232 I-3, 10 cost cheaper; sports**929
233 I-8, 9, 11 Faculty have a lot to do with enrollment; need non-hypocritical faculty; reasonable explanations for rules; consistent. Dress code reasonable 930
234 I-8, 9, 11 Help people feel supported, no fear of rejection, voice of students heard, 931
235 C-7 poor dorm
236 I-7 needs good dorms, games in the gymnasium

Note: These students gave more responses of a general nature. Definitely a concern about faculty who are not doing well, either in the ability to teach well or connect with the students; yet there are some outstanding faculty. Cost was a definite issue. A desire for sports, art, and a variety of classes-AP and others. Survey did not ask about activities. Comments about the survey indicated a desire for a more in-depth study of the condition of individual buildings and a questionnaire about each faculty member.
School J

237 Other: Need work, 936
238 I-Other: Increase sports and intermurals 937
239 C-2, 10 Needs athletic programs, needs conference involvement, ministry, 942
240 C-10 Needs AP classes, sports, funding for gymnastics, 943
241 P-2, 7, 8 Great potential, wonderful faculty. Needs newer buildings. Support extracurricular, 949
242 Other: Market, marketing staff, communicate throughout the conference with potential students, 950
243 C-10 more active, free to serve God 952
244 I-11 Be accepting of students who want to enroll, 954
245 I-11 Students need to feel accepted; school needs to focus on Christ, 957
246 C-8, 9, 10, 11 Faculty aren’t friendly, intimidating. School needs to witness to the community. 959
247 C-Other: Needs more activities
248 C-Other: Needs more activities, more trips, 969
249 C-3 Too expensive; P-8 Faculty knowledgeable, 970
250 P-8 Faculty great; C-9 Administrators poor, 977
251 I-3 cost too high, 978
252 C-8, 9, 10 Faculty and administrators need to at least pretend that they care, 982
253 I-3, 10 Cut costs; spiritual campus needed for enrollment 984
254 C-10 Campus needs to be more spiritual, 985
255 C-8 Faculty seem more anxious to get out of here than the students, 986
256 I-3 cost needs to go down, add sports, 993
257 C-3, 8, 10, 11 Faculty need to smile and have God in their lives, cost needs to be less, 1011
258 C-8, 11 Faculty needs to be more consistent in treatment of students, 1024
259 C-8 Faculty need to stop talking bad about each other; shouldn't judge students too quickly. 1026
260 C-11 More students will enroll in a school if they do not have to fear rejection, 1027
261 C-1, 2 Academy needs to be a priority to the conference, financial support needed, more marketing 1028
262 I-1, 2, 3, 7 Cost less, support from conference, church, alumni. Facilities must look good

Note: Academy needs to be more accepting, faculty friendlier, more modeling of a relationship with God on the part of faculty and administration. Cost needs to be less and marketing needed. Again, the researcher did not ask questions about activities-a real concern on a boarding campus.
Responses to Open-ended Question: Administration/Faculty

School I

1 I-8 Morale of the teaching faculty, 1037
2 I-3, 10, 11 Cost of the tuition and fees must come down; Selective in acceptance of students; Maintain high standards for behavior, dress; Conservative SDA tradition, 1044

School II Non-participating

School III Non-participating

School IV

School IV

3 I-2 Conference pastors should be required to have their children in SDA schools, 1063
4 I-10 Strong academic offerings, advanced classes; Strong spiritual atmosphere; Emphasis on service, 1064

School V

5 I-1 Conference financial support, 1077
6 I-6, 10 Warm environment; Excellent academics; Sports, music, enrichment classes like languages, art, etc., 1103
7 I-1, 2, 3, 7, 8, 9, 10 Financial aid; strong academics; friendly students and faculty; close relationship between faculty and staff, Clean, well-run dorms. "Parents want dorm schools to be a utopia instead of a training ground." 1104

School VI No comments

School VII No comments

8 Other: Marketing
9 Other: Marketing: "Follow through with perspective students and their families is crucial for enrollment success." 1127

School VIII No comments

School IX No comments
School X

10 I, C-10 "There is [are] very little if any classes or courses for non-college prep students or scholastically challenged students. Maybe some boarding school might consider specializing in these areas." 1162

11 I, C-2 "Until parents, pastors, and constituents talk about WHEN you go to the academy and not IF, things will not change. Also, academy and Christian education need to be preached on a regular basis. Parents need to be willing to sacrifice for their children and set aside personal wants and worldly desires. Schools need to eyeball parents and prospective students and elementary schools need visiting from first grade on." 1163

12 I-2 ** "Need for work with pastors who need to be more active working with parents of academy age kids. Need to work with parents and prospective students for years before academy age." 1164

13 I-2 ** "To send youth out to the churches to put on programs so constituents can see what the academy youth are like." 1165

14 I-2, 10 Sports program; Art; Automotive program; Job opportunities; People on campus, 1166

15 C-9, 10, I-2 * "In my opinion and experience, when it comes to academy administration, there is a focus on management (keeping the ship afloat) and not leadership/visioning (finding the holes and keeping holes from developing). Our academies need to learn that we can't rely on 'good Adventists' to send their kids to our schools. WE have to take the mind set that we have to compete with less expensive forms of education and we have to actively market our product to make parents understand that academy boarding schools are worth the financial sacrifice." 1168

16 I-2, 9, 10 ** "I believe it is important that teachers are given the tools and support that they need to make their programs succeed. I believe there needs to be a group of people that oversee our academies, and help make the decisions that affect our schools, such as programs, staff, etc. " 1169

17 I-8, 9, 10, 11 "It's important what the students say to other young people about our academy. I believe only love and kindness, respect and trust can make young people say good things about anything! (Plus if it's fun, too!)" 1170
Responses to Open-ended Question-Parents/Guardians

School 1

1. P-Other: Positive experience for all five of their children, address included, 1172
2. I-Other: Peers-current and/or former students talking to prospective students, 1178
3. P-4 Chose - over - boarding academy in spite of distance from home, 1184
4. I-3, 7 Flat fee cafeteria plan, tuition less; Other: **"a little less stuffiness." 1185
5. I-8, 9, 11 kind, friendly, understanding, Christian -- "Don't be snobs discriminate, or have cliques." Look different from a secular institution, 1186
6. C-10 low quality program at local academy. Sends student to a dif boarding academy. Similar to his study: 859-745-7952 Hutchinson, Malcolm E., 1189
7. I-3 Cost appropriate to income level
8. I-8, 9, 10 Clearly defined vision and mission with all concerned on board, 1191
9. Other: Would not enroll their daughter if she had to live in the dorm, 1194
10. I-8, 9, 10 admin support teaching staff so teacher morale is high; unity, 1195
11. Other: **Communication needed. C-9 Listen to parents. Parents concerns not considered. No return of email or telephone calls. 1196
12. C-8, 10 Marked very influential for faculty trained and certified but wrote that it doesn't matter. Christian commitment most important. 1197
13. I-9, 10, 11 Attitude of kids, rules fair and consistent, openness of admin, make mistakes and reminder of God 1198
14. I-3, 10 Communication; cost; uphold standards of SDA Church, 1200
15. I-1, 3, 8 Cost, MA degreed teachers, GC and Union S support 1202
16. I-Other: Streamlined registration
17. C-8 Teachers and staff need to go the extra mile; not a job, a calling, 1207
18. I-1, 2, 3, Leadership and members support the institution, 1209
19. I-8, 9, 10, 11 "Parents will overlook inadequacies in facilities if they see evidence of high academic standards, a strong spiritual environment and caring faculty and staff. Also, parents appreciate have a well-heard voice in important decisions." 1212
20. C-73 10, 11 More courses, better food, better working environment, 1214
21. I-Other: Parents influence other parents, 1219
22. P-9 outstanding principal, great due to his leadership
23. C-8 some teachers less than interesting
24. C-7, 11 Veg diet more healthful; dorms need decorating and updating, students from broken homes-need a trained psychologist.
25. I-8, 10, 11 strict environment, strong mission emphasis, intelligent teachers-not just filling in because there is no one else, etc.
26. P-8, 11 "address" student loved teachers, arrived late but didn't feel like an outsider
27. P-4 Distance from home not a problem; group performances outside the conference recruited them
28. I-3 Lower costs
29. I-10 spiritual environment
30 C-6 Out of state location attracts some parents to send student for correction; I-11 Screen applicants.
31 C-7, 9, 11 Counselor does not keep confidences; fanaticism in girl's dorm, kids too loud, poor shape of facilities
32 I-3, 8, 9 Cost and means of student's help to cam some of the tuition; quality staff selected; don't provide "good ole boys" protection if staff needs to be changed. **address**
33 C-3 Three-way plan needed for those who don't stay for the summer as well as for those who do in order to support the family being united for at least the summer

Note: Some respondents would like to know the results of the survey. Communication was mentioned by these parents/guardians. The questionnaire addressed "faculty listen to parents" (Perception statement #2) and "administration listen to parents" (Perception statement #7) but, given the comments by these parents/guardians, this might be an area for future research. Registration process, screening of applicants, and marketing were not explored in this study but were important to these parents. SDA standards important. Available counseling might be a research study topic.

School 4

34 I-7, 8, 10 Satisfied customers; excellent band; excellent choir; attractive campus, faculty professionalism, 1235
35 C-3, 8, 9, 10, 11 Did not live up to promises; students unkind, faculty irresponsible, as non-members--cost high, no financial support, 1235
36 C-7, 9 food not healthy, admin - too many same family members in leadership 1242
37 C-1, 2, 3 Cost too high, conf and church do not support, majority cannot afford, 1244
38 P-8, 9 Pleased. Other: Survey needed to be more specific: admin and faculty listen to the parents but ask if the parent or even the student felt valued?
39 I-10, 11 Reputation influences enrollment-academic, spiritual, character, physical emphasis-balanced. More explanation.
P-4 Ability to come home on home leaves;
C-10, 11 not great spiritually; nature of the kids 1250
40 C-7, 8, 9, 11 Lack of communication-admin to parents; dorm maintenance, 1252.
41 P-6, 10 spiritual atmosphere; beautiful location 1254
42 I-1, 2, Community support for 10 grade school and then boarding academy blessing to their children, 1255
43 I-3 Cost validated-statement needed to show why a Christian education is more valuable than less expensive options, 1258 **good statements for ref
44 C-6, 8, 10 "wrote a lot, then "My prediction: Wonderful campus + mediocre faculty - dwindling enrollment - bankruptcy" 1259
45 C-4, 5 Poorly located for population of the state;
46 Other: Needs more students
47 C-3, 6, 7, 11 Beautiful location; Need $ help even if out of conference; food; noise in dorms; group showers
48 I-Other: Marketing, quality ed, @appeal to home school children
49 C-4, 6 too far from home; Eked the area; moved to area

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50 I-10 teach and represent Christ
51 I-10, 11 Market pathfinder age students (5 th grade); school's reputation; spirituality, high standards
52 Other: Marketing, recruitment, teachers who are strong educational, academic, spiritual influence. Let teachers go who are burned or lazy. Mom with kids in boarding academy for 5 yrs.

Note: Parents/Guardians do not seem impressed with faculty. Cost is a definite factor. New dorm not being taken care of as expected. My study was too broad to survey some specifics that might need further study such as home leaves, activities, and marketing. Relationship with faculty and admin and students does not seem to be considered good by these parents.

School 5

53 C-8, 9, 10, 11 Day students ignored, admin not visible, discord among faculty, leadership weak, music too much of a priority but no other arts, inconsistency with application of rules, village parents have no voice, time schedule a neg. 1277
54 I-9, 10, 11 Spirituality, free from rock music, media, neg peer pressure, leadership maintain pure atmosphere-fee of porn, 1279
55 C-7, 8, 9, 10, 11 higher socio-economic level students treated differently, activities expensive, food offering needs less oil and more vegan options, 1281 **address**
56 I-1, 2 **Quote** Pastors and church leaders support the program; funding for high quality ed, higher pay for boarding academy faculty, staff, and admin, 1284
57 C-10 Change schedule; don't overemphasize music, 1285
58 C-8, 9, 11 Faculty and staff need to be more strict, teach moral development, enforce the rules, 1289
59 C-8 Difficult to assess faculty training. "It really seems like the SDA 'good old boys' club. What are their credentials? 1290
60 P-9 Great school, principal with vision-not satisfied with status quo. I-Other: Fund Raising. 1295
61 I-10 spirituality, academic excellence, emotional well-being, physical safety. P-8, 9Caring and motivated staff and faculty at ---- 1301
62 P-Other: --- is a great school! 1304
63 I-2, 3, 11 "address" cost, conference assistance, security of outside non-affiliated people having access to the campus, berry pickers on campus a concern to parents; I-Other: Attention to middle class, 1319
64 C-6, 11 Location beautiful On the beach but cannot use it. Statements are made that are not gender sensitive. I-8, 9, 10, 11 Faculty and staff-thinkers, accepting of kids. Academic environment. Opportunities for faculty to grow. I-Other: Home schooling taking students away.
65 P-Other: Son grew tremendously
66 I-1, 2, 3 Support from church and conf. S; C-1, 2 Too much politics local church and conference; I-Other: Regular, non block schedule;
67 **address/Spanish** I-10 Spiritual, academic
**address** I-10 spirituality and academic offerings

C-Other: Why are rock bands allowed? P-6, 11 Secure, safe, beautiful location

Note: Schedule is a concern on this campus. Day and boarding conflicts. Safety issues. Sense a need for conference presence and support. Security might be a subject for a future research project. Also, target population—if middle class, tuition issues. Research on members of households—who can live on a boarding campus??

School 6

70 I-9, 10, 11 Who the principal is and who the deans are is important to enrollment. Strong role models, respect, loving discipline, lots of praise for the good things the students do. 1320

71 I-8, 9, 11 Schools need to think about safety-equipment; people living with faculty who have problems being around teenage girls. 1321

72 I-9, 10, 11 Jobs for students to reduce tuition; admin and faculty-communication with parents; uphold and enforce standards, 1326

73 I-7 first impressions-condition of campus and buildings, 1327

74 I-3 keep costs down-academy campuses becoming available to children of pastors, teachers, and the rich, 1328

75 I-11 rules must be fair and consistent, 1333

76 I-10, 11 Liberalism vs. conservatism-Adventist ed must be different. 1335

77 C-3 Matching funds not allowed because I recently married an Adventist, 1338

78 P-11 friendships will last a life time, 1339

79 I-8, 10 Teacher friendships with students; mission training-trips and opportunities; work opportunities with real work training, 1343

80 C-4 Student attends out of conf. Academy-neutral statement, 1344

81 I-4, 10, 11 Quality ed; strong spiritual emphasis; student industry, good music program; close to home, moderate nature. 1347

82 C-7 need low fat and vegan food options, 1349

83 I-3 Scholarships

Note: Research needed for creative way to finance education-jobs, matching funds, etc. Research job opportunities on and off campus and student industry. Maybe new Adventists should get a better break because they are not accustomed to educational costs?? Research could be done on accidents on SDA campuses-equipment, job safety, etc. Financial opportunities, scholarships, grants??
School 7

84 I-1, 2 Local church support needed. "Local church supports the local 12-grade school." 1367
85 I-1, 2, 6 Local church needs to support both the day and the boarding academies. 1372
86 I-1, 2, 6, 8, 9, 11 Faculty and Admin consistent; conf and church support both day and boarding, large enough classes to make the junior and senior years a better learning experience. Non-Adventist ed seen as an option, 1375
87 C-11 dorm rules too lenient, 1376
88 C-3, 6 Church supports the day academy-no $ for assisting parents of boarding academy, 1377
89 P-10 "...we are happy with her experience. She has matured and grown spiritually as well. She loves it!" 1378
90 I-10 Music program not sports, 1379
91 P-Other: "Adventist boarding education is definitely a much more positive experience for high school students than the current public schools-even in rural areas." 1380
92 I-6 Geographic location very important-isolated in country imp. C-11 Dorm rules too lax. 1381
93 P-6, 8 Location and climate splendid; staff wonderful. C-7 Facilities old and in need of updating. 1282

Note: Research growing and declining boarding academy enrollment with geographic relationship with day schools. Are more church schools growing from 10 grade to twelve grade schools? Are students still going to public school even though a day church school exits within traveling distance?

School 8

94 C-7 Unless parents are invited, the food is not healthful and not presented in an attractive manner. 1396
95 I-10 Strong spiritual environment 1400
96 I-3 Cost per child is very important influence on enrollment 1402
97 I-3 Cost **"It seems that the parents that are the most interested in having Christian education for their children are not the wealthy." 1405
98 C-3, 7, 8, 9, 10, 11 No library, computer lab frequently shut down, substandard cafeteria, negativism toward students, admin- power and control policies—neg. Poor moral and spiritual support for students. 1404
99 I-3, 6, 10, 11 Cost, academic level, following or failure to follow EGW Counsels on Ed, location. 1407
100 I-9 Leaders in touch with where students are in today's world-not living in the Dark Ages. I-Other: Marketing. 1409
101 I-3 Cost. C-9 We tried to organize a parent association to support the academy and address issues in a way that admin would hear, but principal felt threatened. 1410
102 I-4 Near homes of students-respondent 250 miles from academy. MARKET. Boarding academies needed when no academy nearby. 1411

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103 I-6 Academy to be in the country. P-4 Cost of transportation not too high; C-5 Better academies too expensive for travel. 1413

Note: Location good, facilities need attention and updating, more openness to parent involvement. Today's parents want to hover—the helicopter parent. Academy administration needs to take note of this. Research might be done in the area of parent/guardian involvement.

School 9

104 C-10, 11 * *address** "We send our children to this school because of what they do NOT receive, rather than because of what they do receive. We have sent 6 children to the same school over the years, and we do not see academic excellence, spiritual integrity, or genuine interest in the students. Our children have excelled because of personal determination and parental support not because of the academy experience." 1437

105 I-4, 10, 11 Quality of ed, proximity to home, character of classmates, 1438

106 I-3 Cost, 1439

107 I-9 Deans (said answers would have been dif if asked about deans specifically), 1443

108 P-4, 10 Spiritual positive, academically challenging; sent children in spite of moving far away, 1444

109 I-3 Cost-academies not just for the rich. 1446

110 I-4 **address* *Consider the distance from home and coordinate home leaves with holidays, 1450

111 I-9, 10, 11 Experienced Christian deans, good work program, practical experiences, discipline for time management, feeling of accomplishment, Christian standards, teaching of biblical principles for all, 1451

112 P-Other: Strong institution-four children attended

113 P-8 Teachers super and dedicated-80%; C-9 Need to weed out the 20% 1455

114 C-4 Live in over 500 miles away and can only see student 2x/yr (made comment that son is V2 White and 1/2Pacific Islander), 1458

115 I-8, 9„10, 11 Spirituality, vision, faculty, parents, students; positive nurturing of the faculty and staff, student acceptance of mission and vision, admissions policies as far as student "buy in" is concerned. 1459

116 I-10 99%= spiritual climate. Ask: "Is the academy a safe place to be a Christian?" 1460

117 C-3, 10 Cost. Needs to prepare students for careers if not going onto college-job fairs, how to get a job, etc. 1462

118 I-10, 11 Lots of prayer for the Holy Spirit. Truth and love taught and exemplified. Love for all-good and misbehaving. 1465

119 I-11 * *long paragraph** * Enrollment should reflect diverse population. Curriculum should include knowledge of how other cultures operate-thoughts, ideas, social dynamics, interaction, music, etc. 1466

120 I-8, 9 Faculty take pride in school; teamwork with admin 1467

121 I-10 Uphold doctrines and standards of church; academic program important, 1470
I-11 High standards, focus on service, "Our schools are either 'gathering' or scattering." 1473

C-9, 10, 11 Non-Adventists feel left out, treated differently, nepotism with hiring excludes some more highly qualified person, 1478

C-Other: Schedule needs to include respect for families and their need to see the academy student on holidays, 1480

Compared two academies—one child in each. P-6, 7, 10 Geographic location, spirituality, dorm life, food, standards. C-4, 10, 11 Distance from home, academics, student leadership. 1486

C-4 Distance from home 4 hrs. 1488

I-11 Global approach. I-Other: Student Exchange program. 1489

Note: Scheduling seems to be a recurring theme—not only daily but home leave times; quality of ed and positive spiritual life also recurring suggestions. Might be interesting to research admission policies. A number of parents from various schools have indicated that the process for admitting students is crucial. Research offerings in boarding schools for the student who is not college bound. Parents asked if study to be published. Parents want to be consulted. Non-Adventist parents who send their children to Adventist boarding academies might be a target population for a study. The schedule coordinating with holidays seems to be a frequently mentioned need.

School 10

I-Other: Marketing—keep conference churches informed of activities and special events that could include others—junior academy and non-attending high school students. 1500

I-3 Cost, class, status not to dictate enrollment; love for Christ = criteria. 1505

I-10 Jesus needs to be first. C-10 Staff overworked. Three children, each a different experience. 1509

I-7 Market; improve the food service, 1512

Note: Food service poor; no healthful options—maybe food service and dormitory are still the most important factors for the success or failure of boarding schools.
Areas of influence on enrollment submitted in the Written Comments, but not included in this study, included the following topics:

1. The variety and quality of academic offerings with advanced placement classes, special needs, vocational training, sports, and art
2. Activities and field trips with campus organizations
3. Time management and scheduling
4. Student marketers
5. Admission policies that include screening of prospective students
6. Church employees and whether or not they send their students to the academy
7. Communication with parents/guardians and the members of supporting churches
8. The conflict of interest due to the proximity of day schools to boarding academies
9. Job opportunities to enable students to finance the cost of tuition

Reduced cost to new members of the Adventist church
REFERENCE LIST


Rigney, C. E. (1985). *A comparison between two types of secondary school structures in the state of New Jersey and the impact several variables have on that structure* (regionalization, reorganization, enrollment, curriculum, decline). New Brunswick, NJ: Rutgers, the State University of New Jersey.


Curriculum Vita

Jeanette Wright Bryson

EDUCATION

PhD: Leadership, Andrews University 2006
MA: English, Research, Curriculum and Instruction, SDSU 1982
Graduate Work: English Education, Ohio State University 1980
Graduate Work: Communication, Andrews University 1975
BS: Education/Religion, Pacific Union College 1963

EXPERIENCE

Director of the Center for Intensive English at the college/university level; principal of a boarding academy; principal of an elementary school; English teacher at both the academy and college level; teacher of English as a second language for academy, college, and adult levels, Adult Degree Program instructor and advisor, business manager, auditor, and Dean of Women.

HONORS

• Pi Lambda Theta, International Honor Society, 2001-2005
• Quality Service Award, Alumni and Friends of Konola Academy (AFKA), Liberia, 1995, 2005
• Quality Service Award, Bekwai and Tamale, Ghana, 2005
• Who’s Who Among America’s Outstanding Teachers, 2000, 2002, and 2004
• Alma McKibbon Award for teaching Excellence, South Lancaster Academy, 1994
• Quality Service Award, Atlantic Union College, 1993
• Teacher of the Year Award, Orangewood Academy, 1983
• Training Awards Program Scholarship, International Soroptimist Foundation, San Diego County, 1981
• College Scholarship Award, Pacific Union College, 1959

MEMBERSHIPS

Memberships have included the Adventist Teachers of English (ATE), Association of Adventist Student Personnel Association (ASPA), American Educational Research Association (AERA), Association for Supervision and Curriculum (ASC), National Association of School Principals (NASP), National Teachers of English (NTE), Teachers of English to Speakers of Other Languages (TESOL)
SERVICE

- Project Liberia, 2005
- Week of Prayer, Korea, 2003
- K-16 Collaborative, Tutorial Program: Literacy and English as a Second Language with graduate, undergraduate, and academy students assisting children and adults, 2002-2005
- Good Samaritan Project with Bill Graham program in Ghana, 1999
- Family Life Seminar, Ghana, 1994
- College Preparatory Workshop, Ghana 1994
- Drama presentations, Southern Union, 1986-1987
- Parenting workshops in Bermuda, Massachusetts, Florida, Oregon, and California, 1987-1993
- Edited a monthly column for Adventist Singles Ministry publication, 1989-1993
- Writing for publication seminars for women, 1987-1993
- Community projects, public health programs, television and radio programs, school co-curricular, building projects in West Africa, 1963-1979
- News articles, mission quarterly stories, and a junior reading course book, 1963-1979