

**Marketing in WELS Schools:
Efforts to Increase Enrollment and Improve Retention**

by

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Abstract

After comparing a number of different schools, this project will indicate strategies that WELS (Wisconsin Evangelical Lutheran Synod) schools are using to increase student enrollment and increased their rate of retention. An electronic survey was sent out to 278 WELS Elementary School principals, out of which 100 principals responded. Some of the questions that were on the survey are as follows. What has been the enrollment trend at your school over the past five years? What practices has your school used that have helped increase enrollment at your school? Does your school have a specific person in charge of marketing? The majority of the responses indicated that the main advertising employed by the schools is word of mouth. Five schools use or have used an outside source to help with increasing enrollment. Out of the 100 schools: 22 are decreasing in enrollment, 33 are about the same, and 41 are growing. Five of those schools (two that are about the same, and three that are growing) have used an outside company to help increase enrollment. Each school needs to determine what will work best for their situation, but two good methods of increasing enrollment and worth further investigation are: using a 5-point summary word of mouth strategy; engaging parents, staff, congregation, and others in ways in which to tell others about the school. Word of mouth seems to be the most effective form of advertising.

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Chapter I: Introduction

Identify the Issue

According to the National Center for Educational Statistics (NCES) there is a decline in the number of private elementary schools across the nation (NCES, 2015). Wisconsin Evangelical Lutheran Synod (WELS) K-8 schools are no exception. Of the 316 WELS K-8 schools, 122 (39%) have less than 50 students (some with an enrollment as low as 3 students) and only 11 (3.5%) have more than 200 students (WELS School Statistics, 2012-13).

Many WELS schools struggle to maintain enrollment in today's education market. A large portion of these schools are just one family away from closing at any time. Generally, this is because small-scale private schools have low student enrollment and need to charge low annual tuition fees to compete with local preparatory and public schools. This gives them little financial leeway. However, to keep pace with the current education market of the education market, they need to spend just as much money on recruiting, training, extracurricular student programs, upgrading school facilities and technology, and ordering the latest books as the schools with which they are competing. With the current economic recession, there is less money for private school tuition or for church offerings, which increases financial pressure on WELS churches and schools. The end result is that in recent years, increasing numbers of congregations have had to close their schools (6 in 2011-12).

Importance of the Project

So what? Why do we need WELS K-8 schools? Maybe they should be closing if they cannot compete in today's education market. However, WELS schools and teachers provide an essential element absent in public schools and non-parochial private schools – the law and gospel truth found only in God's Word. These schools are an important educational resource for WELS member families, and a powerful outreach tool in fulfilling Jesus' great commission to all Christians. The more students we can reach with the message of God's amazing grace, the better. We need to make every effort to be effective witnesses. In this case, that means learning to provide schools that compete in today's education market but still proclaim God's saving truth.

Project Goals and Research Questions

What is the solution? Several WELS schools have increased student enrollment and or have increased their rate of retention. What are these schools doing differently? After comparing a number of different schools, this project is intended to discover the strategies that these schools are using. Once these strategies are known, it is possible that other schools may be able to adapt them for use in their situations.

Chapter II: Literature Review**Introduction**

There is very little statistical research on ways in which schools can increase enrollment. However, there are a number of companies, such as Halladay Education Group, Graceworks Ministries, and Enrollment Catalyst that are willing to help schools increase their enrollment. These companies, and schools that have increased their enrollment, focus on issues like school reform and making teachers and principals more effective. But there is little research that supports the effectiveness of their methods.

Structural Change

What is evident from a review of available literature, is that there is a major structural change across the private education industry as traditional models become unaffordable, unnecessary, or both and as more viable options present themselves.

For example, charter school and online course enrollments are booming in the USA (Jennings, 2012). The charter school share of the primary-secondary population is five percent nationally, or more than twenty percent in 25 major cities, and charters operate in 40 states (NCES, 2012). Massive open online courses (MOOCs) are booming, too, and online degree and certificate options proliferating (Mazoue, 2013).

On the other hand, traditional private K-12 enrollment is shrinking and changing. The National Center for Educational Statistics (NCES) reports that K-12 private school enrollment decreased by about 10 percent between 2004 and 2009 (NCES, 2012). This

caused many schools to close. For example, the Archdiocese of Philadelphia announced the closing of 44 of its 156 Catholic elementary schools in February, 2012 (Woodall, et al., 2012). If they don't close, private schools must turn to alternative means of financing. One of these means is government-issued vouchers. To accept vouchers, private schools must change to accommodate government-mandated regulations. These changes include: which students they admit, how they test them, what they teach, and who can teach with what qualifications (Witte, et al, 2012 and Chakrabarti, 2013).

Need for Systematic Reform

If a private school wishes to increase enrollment, there is a need for systematic reform. The systematic approach to reform recognizes that private schools are part of a complex system of expectations and that reform plans must recognize the diverse interests at play in any reform. When all the parts pull together reform will happen. There is a danger that the press for uniformity will be counter-productive (Bage et al, 1999). The changes may not speak to issues that concern teachers differently in various parts of the system.

There are many different comprehensive school reforms that a private school could use to help improve their school (Borman, et-al, 2003). There are some programs that may help increase the enrollment of the school and some programs that may help retain the students at the school. But the biggest factor of school reform begins with the teachers. As Wong (2012) points out, the single largest factor in improving a school is the effectiveness of the teachers and the principal. Many schools have been switching from

one school reform model to another while avoiding the one factor that will produce effective teachers and principals: training.

According to the researchers from the Universities of Minnesota and Toronto, school leadership is second only to effective teaching among school influences on student success (Leithwood, 2004). Principals must continuously develop a network of people within the school and the community who can help to solve problems and create partnerships with organizations that can provide resources and expertise to the school. Teachers and principals should be continuous learners.

There are other factors that can help increase the enrollment of private schools as well: whether or not the school has a feeder preschool; the presence of a quality school experience (Newberry, 2012); and parents who are active in the school's day-to-day operations. These and other questions can be examined and discussed to help revitalize school enrollment.

This study seeks to discover strategies that WELS and other private schools are using to increase and retain enrollment.

Summary

In order for a school to increase enrollment there are different options available. A school could pay the services of an outside company to help. Another option would be for a school to conduct a structural change in how they can make private education more affordable. Private schools also should look internally at their school culture and school

climate. The teachers, the leadership, and the training are key pieces needed to retain and increase enrollment at a parochial school.

Chapter III: Design**Introduction**

To investigate strategies used by WELS schools to increase and retain student enrollment, the author sent a survey (Appendix D) to 278 WELS elementary school principals. One hundred (100) principals replied. After compiling these survey results, the author chose six schools to explore in more depth. Concurrently, the author interviewed individuals who help schools increase enrollment, as well as market their private schools in communities. Questions focused on what works and what doesn't.

Procedure

The author sent a formal email (Appendix B) on January 20, 2016 soliciting the participation of 278 WELS elementary school principals in a survey (Appendix D). One hundred principals responded to the survey. The author compiled these results, forming a table and several graphs that compare the schools, efforts they take to increase and retain student enrollment, and their measure of success.

The author selected 6 schools to investigate further. He selected these 6 based on their answers to these questions: What has been the enrollment trend at your school over the past five years? What other practices has your school used that have helped increase enrollment at your school? Does your school have a specific person in charge of marketing? How has the business solution program helped your school?

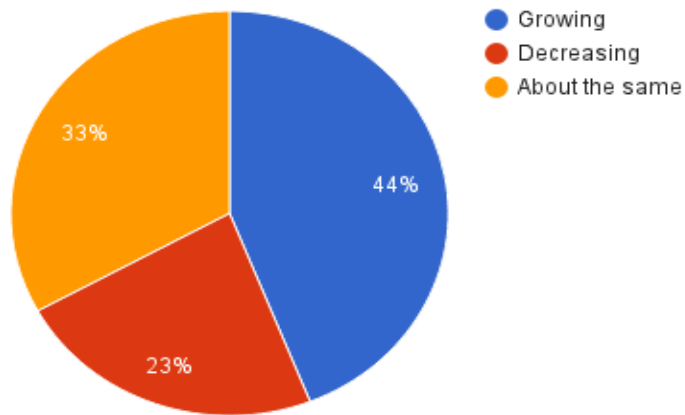
On May 24, 2016, the author sent a formal email to Pastor Ed Schuppe (Appendix E) of the WELS Mentor Program, to schedule an interview call. The WELS Mentor Program is to provide counsel and guidance for mission congregations. Pastor Schuppe offers orientation for new missionaries and pastors, he also offers seminars and consultation to congregations in regard to outreach, structure, and organization. His personal goal is to think of himself as a sounding board for missionaries and pastors can go to for advice or to be a sounding board they can bounce ideas off of. He is the voice of the unchurched in every mission congregation.

Data Analysis

The original survey that was given was divided into eleven main sections.

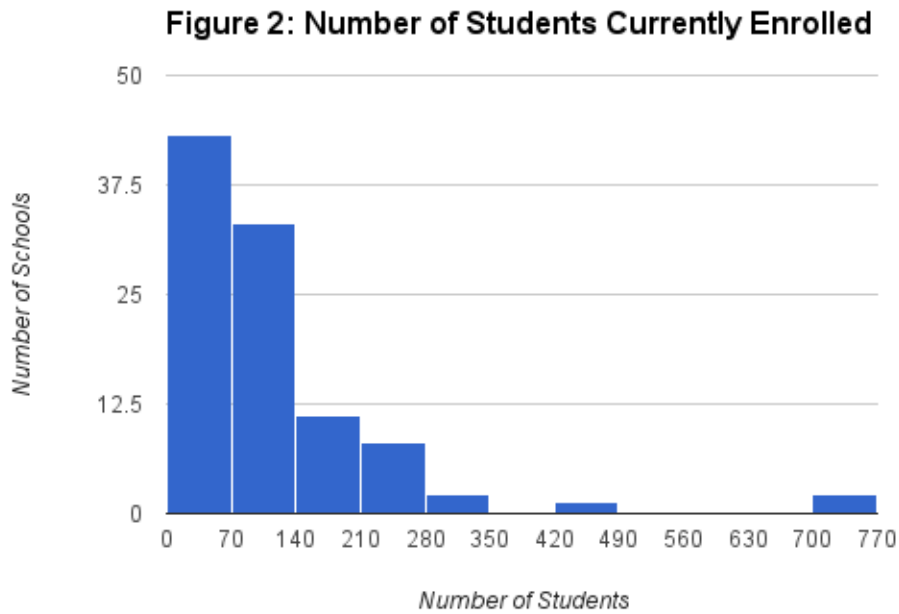
1. What has been the enrollment trend at your school over the past five years? (Figure 1) Twenty-two schools, 23% of schools surveyed, responded by saying they were decreasing. Thirty-three schools, 33% of schools surveyed, responded by saying they were about the same. And forty-one schools, 44% of schools surveyed,

Figure 1: Enrollment Trend Over Five Years



2. How many students are currently enrolled in your school? (Figure 2)

From the schools that marked their enrollment was about the same, their thirty-three schools have a combined enrollment total of 1,941 students. The twenty-two schools that marked they were decreasing have a combined total of 1,848 students. The forty-one schools that marked they were growing in enrollment have a combined total of 7,793 students.



3. How many full-time teachers were part of the faculty ten years ago? How many full-time teachers are currently part of the faculty? (Figures 3 and 4) There are six schools that have decreased their faculty over the last ten years. Thirty-three schools have increased their faculty and sixty-one schools have remained about the same. Faculty

Figure 3: Full-time teachers ten years ago

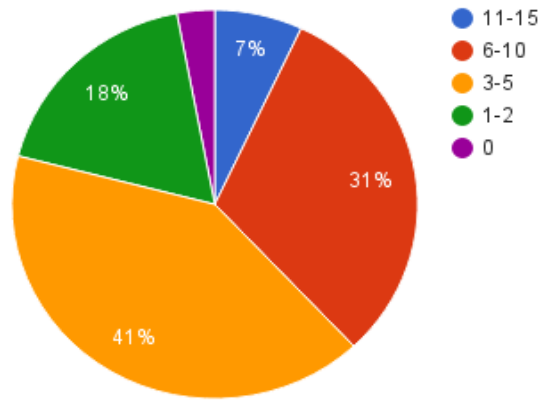
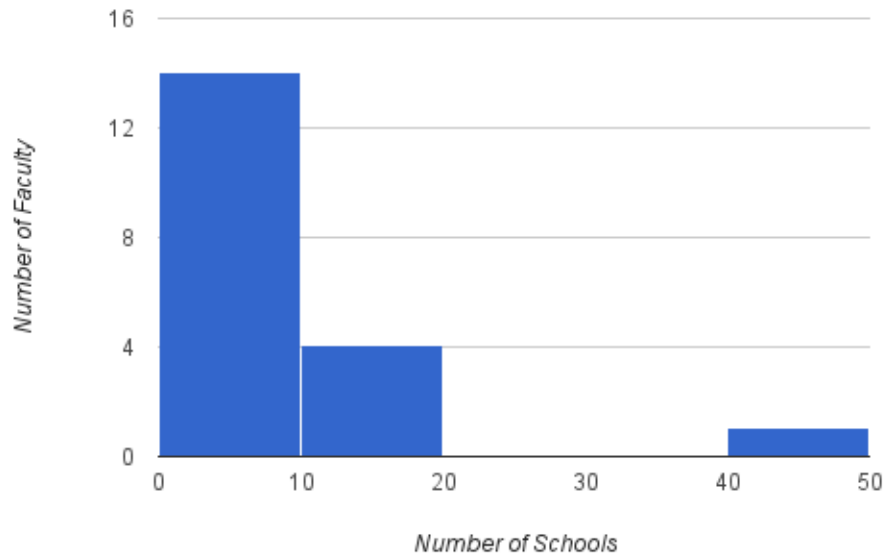


Figure 4: Number of Faculty Currently Serving



4. School's Marketing Budget

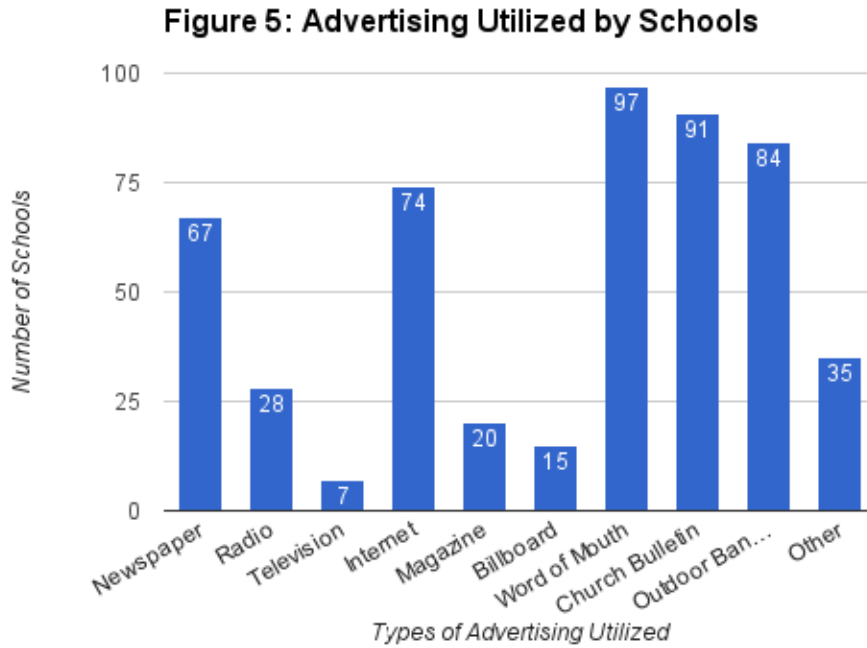
Out of the 21 schools whose enrollment is about the same, five schools have budgeted \$0 and will continue to spend \$0 on marketing. One of those schools might increase their budget in the coming years as they marked a 4 (5 being most likely) on whether their school would increase their marketing budget. One school in this same category used to budget between \$100-\$500, but no longer does and has budgeted \$0 for the next school year. In the decreasing enrollment category, three schools have spent \$0 on marketing in the last ten years and will continue to budget \$0 for the coming school year. In the growing enrollment category, there are five schools who have budgeted \$0 in the last ten years and have budgeted \$0 in the coming school year.

When combined, the total amount the school's whose enrollment is about the same equals \$32,000. The combined budgeted amount for the school's whose enrollment is decreasing is \$33,850, with one school's budget of \$10,000. The combined budgeted amount for the school's whose enrollment is increasing is \$243,900. The large increase in amounts for the growing schools is due to one school which budgets \$150,000, another one budgets \$20,000.

5. Types of Advertising (Figure 5)

Each of the schools surveyed utilize different types of advertising. The survey allowed schools to select which different types of advertising they use. The ones they could select were: Newspaper, Radio, Television, Internet, Magazine, Billboard, Word of Mouth, church Bulletin, Outdoor Banner, and Other. The most common types are word

of mouth, 97%, and the church bulletin, 91%. The least common is the use of the television, only 7%.



6. Marketing Coordinator

Eighty-four percent of the schools do not have anyone hired to take care of their marketing efforts. Thirty-six percent of the schools hire someone. Of those 36% of schools, 9% pay the person to do the job. In schools that do not have a marketing coordinator, 73.3%, 66 schools, have the principal take this responsibility. Two schools have the secretary do the job of marketing coordinator while one school has a teacher on staff who takes this additional role.

7. Business Solutions Program

Five schools stated they hire an outside resource to help them with their marketing efforts. The names given by the schools were: Zymbok Advertising, Graceworks Ministries, and Palmer. Two other forms of business solutions programs were given: website contractor and internet filtering/promoting.

8. Vouchers, State Tax Credit, Tuition (Table 1)

Principals were given yes and no questions in regards to tuition. They were asked if their schools charged tuition in four categories: Member Tuition, Other WELS Church Tuition, Other Christian Church Tuition, and Unchurched Tuition. Eighteen schools have a combination of who gets charged tuition and who does not. Only one growing in enrollment school does not charge any tuition in any of those categories. Three schools, one decreasing and two growing in enrollment, do not charge tuition for their own church members or other WELS church members. Twelve schools; 5 decreasing, 5 about the same and 2 growing in enrollment; do not charge tuition for their members but do charge for the other three categories. One decreasing in enrollment school does not charge tuition for their members or un-churched students, but do charge for other WELS church members and other Christian church members. One decreasing in enrollment school charges tuition for the first three categories but does not charge for un-churched students. The other 82 schools charge tuition for all four categories.

Table 1: Tuition Assistance by Enrollment Trend

Count of member tuition				
	About the same	Decreasing	Growing	Grand Total

No	5	7	5	17
Yes	28	16	39	83

Count of Other WELS tuition				
	About the same	Decreasing	Growing	Grand Total

No		1	3	4
Yes	33	22	41	96

Count of other Christian tuition				
	About the same	Decreasing	Growing	Grand Total

No			1	1
Yes	33	23	43	99

Count of Unchurched tuition				
	About the same	Decreasing	Growing	Grand Total

No		2	1	3
Yes	33	21	43	97

9. Enrollment Breakdown (Figures 6, 7, 8, and 9)

The principals were asked to select what percentage of their students were members of their congregation, were members of other WELS congregations, were members of other Christian churches and were un-churched. These results were categorized into the three subgroups in regards to enrollment trends previously established from the first set of questions. There are twelve schools in the about the same category that have 50-70% of their enrollment from their own congregation. This is the largest of this percentage in any of the three categories. In the decreasing enrollment category 12 schools have 70-100% of their enrollment from their own congregation. From the growing enrollment schools there is one school that has less than 10% of their student enrollment comes from their own church members. This same school has less than 10% of other WELS members, 10-30% from other Christian churches and 70-90% unchurched.

Figure 6: Percentage of Enrolled who are Members of the Associated Congregation

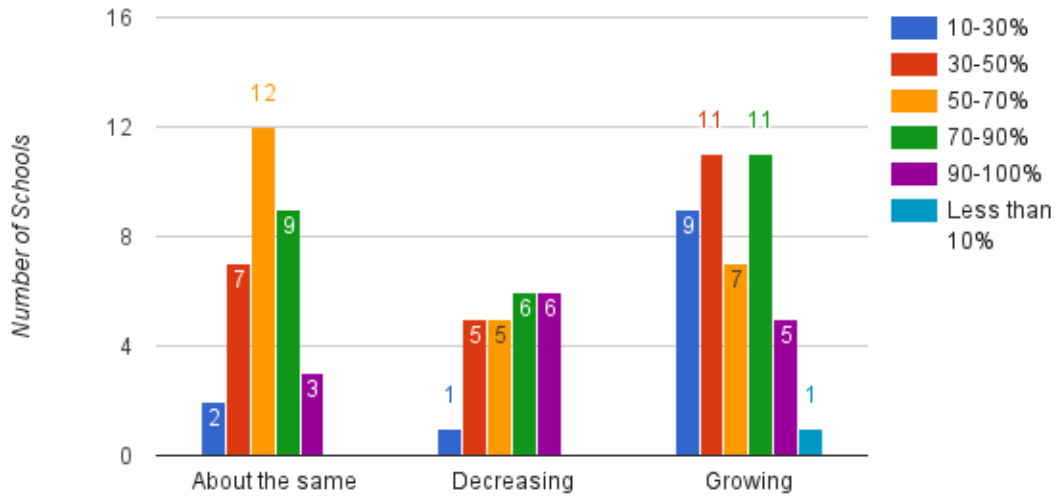


Figure 7: Percentage of Enrolled who are Members of other WELS Congregations

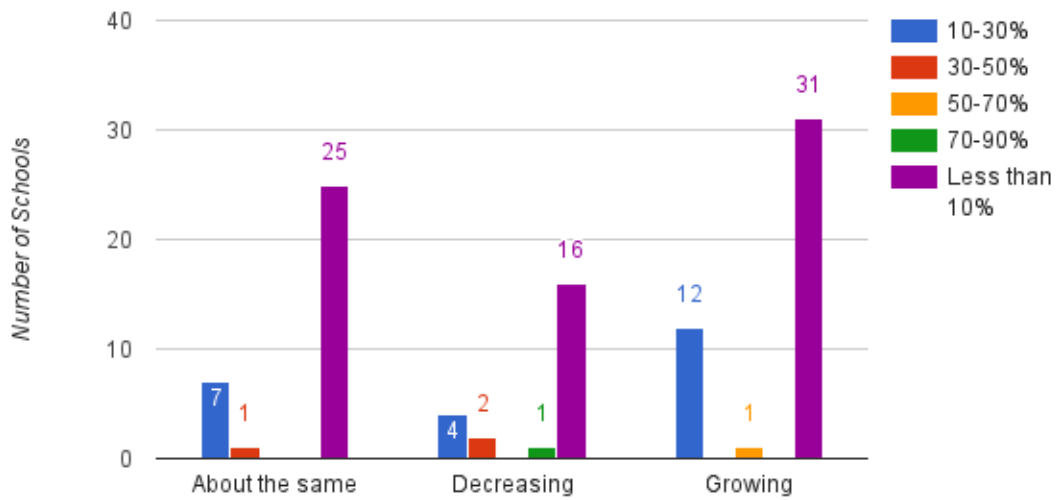


Figure 8: Percentage of Enrolled who are Unchurched

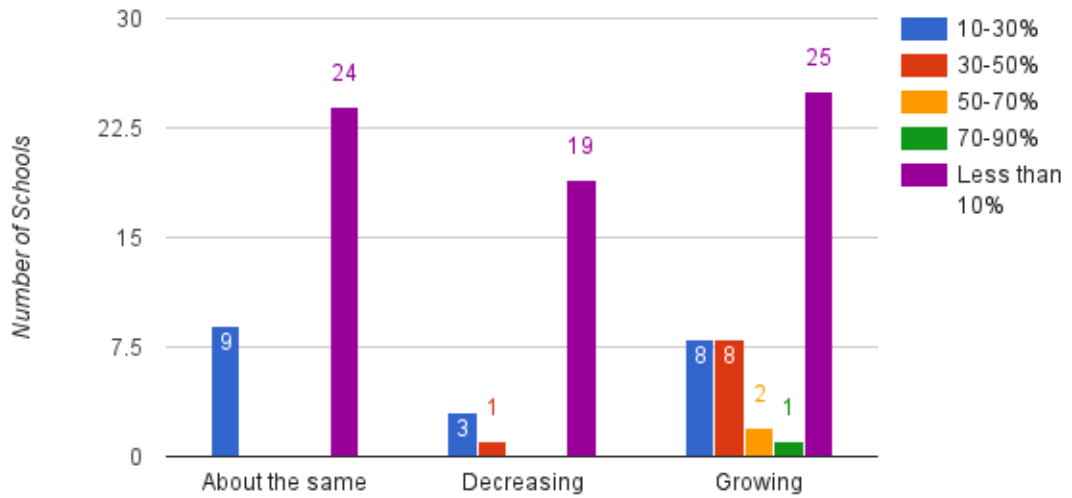
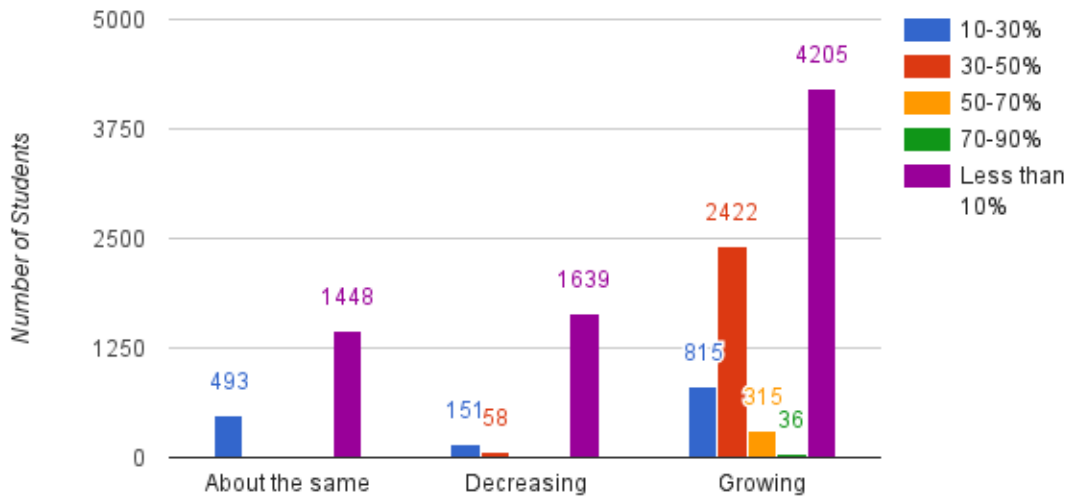


Figure 9: Sum of Number of Enrolled Students



10. Tracking Students from Advertisements

Principals were asked how many students came to their school as a result of their advertising. They were given the same categories as they had for which types of advertising they used. According to the results, no students have come as a result of advertising on television. Word of mouth has the highest rate of return followed closely with the internet.

11. Tracking Students Who Leave

Principals were given nine choices to select the number one reason why students leave their school. Forty-one percent of the principals selected “Moved Away” as the number one reason, while 34% selected “Enrolled in a public school.” The other choices were: 2% enrolled in a charter school; 2% enrolled in another private school; 2% home school; 0% online school; 7% disagreement with school personnel; 1% disagreement with school curriculum or content; 1% limited extracurricular activities, 10% other.

Six schools were selected for further information in regards to their answers they submitted in the survey. Each school was given different follow-up questions based on those answers.

One particular growing school in makes use of Graceworks Ministries’ “Marketing Christian Schools: The Definitive Guide” resource binder. The school purchased the resource four years ago and focuses on the importance of parental satisfaction. They also work on grooming parents to be active in making referrals and using word of mouth marketing.

Another decreasing school located in a small community is starting to revitalize their school through word of mouth advertising. A few years ago the school lost a number of families due to some communication problems between the principal and the parents. With a new principal at the school they are now using Facebook as one form of word of mouth. The school board has designed a marketing plan that works with their congregation's board of outreach. Part of this plan includes working with a local mother's group.

Another growing school uses a website design and management company. Even though their school is growing in enrollment, they are not happy with the company. The company is slow to respond to requests and directions and does not seem to be the influence for the increase in enrollment. This school started a pre-kindergarten class which has seen some carry over to their elementary school. The school has also increased their advertising in the last few years.

Another school has increased their enrollment based on adding more parent and family events, and building a new school designed so that parents are able to meet and greet one another. The faculty shows kindness to all the families and visitors that come to the school.

The twenty schools that support Fox Valley Lutheran (FVL) High School have come together and hired a joint promotions coordinator to increase brand awareness in the community to be a direct connect to media outlets so individual schools didn't have to do so much. This promotions coordinator has now become the Communications Coordinator and is responsible for 20hrs/wk for FVL Schools and 20hrs/wk for FVL to

help in their enrollment department. These hours are extremely flexible, though, as different events come up at different times of the year. As far as impact, they are still waiting on the data since this is rather new. It's an incredible benefit, though, for their school system to have someone dedicated to things like marketing, advertising, social media, coordination of joint events, assisting in enrollment tracking, and more. FVL Schools has a 6-year target of increasing enrollment system-wide by 10%.

The last school with enrollment that is about the same has started the work on a new word of mouth campaign. The campaign is geared around five key points that all everyone in the school uses to tell others about the school. That way as the word of mouth spreads people are hearing the same ideas. The promotional materials focus on the five key points as well. The school's faculty and parent group developed the list.

Design Limitations

The survey results are not intended to be generalized. Of the 278 principals surveyed, 36% or 100 principals responded. This low number of surveys taken could be the result of principals not having enough time to complete and submit the survey. The survey was sent out in early spring which may not have been the best time of the school year since some schools may have been on spring break.

When asking about the enrollment size of the school, there wasn't any clear definition if the enrollment was K-8 or to include preschool as well. Some schools clearly defined their numbers, while others just gave one number, which may or may not have included preschool enrollment. There weren't any questions in regards to how many

students came to their school as a result of their preschool. This may play a factor in some schools that have thriving preschools and growing elementary schools.

WELS schools vary in many ways: size, location, staff numbers and talent, principal experience and talent, resources, facilities and so forth. What works to increase enrolment for one school may or may not work for another school. In the same way, the six schools selected to investigate in depth vary in many ways - school culture, school leadership, local community, population, economic region, etc. While this provides a wide range of issues and possible solutions, lessons learned may not be applicable in other schools.

The answers given on the survey may be more subjective than factual. This could be because schools do not keep accurate tracking of what advertising strategies work for them, or why students leave the school, or other measurable data that would help in answering survey questions factually.

Chapter IV: Reflective Essay

Introduction

A survey (Appendix D) was sent to 278 WELS elementary school principals to investigate strategies used by WELS schools to increase and retain student enrollment. The survey had 100 responses with varying ideas and some strategies mentioned. Only five of the schools used an outside resource along with in-house strategies to help them retain and increase their enrollment, while the other schools employed only some type of in-house strategies.

Conclusions

Word of mouth appears to be the best practice that any school can use to help with retaining and increasing their enrollment. There are different ways in which you can go about making word of mouth better. One such way is to train the parents of the students at your school. One particular school uses a 5-point summary which highlights five interesting things about their school. The parents, staff, congregation members, etc. all know these five points and use them in their conversations with others when speaking about the school. In this way there is a unified voice talking about the school and when prospective parents come to the school after hearing these five points and discover it for themselves.

If several schools are located in a general, area it would seem wise to combine efforts and model their efforts similar to the FVL schools.

Creating a school culture where families get to know one another and build relationships has helped schools retain and increase their enrollment. One school sets up regular events in the evening for their preschool families. During these events the families have an opportunity for fellowship. In this way these families grow to enjoy the school more and then in turn tell others about these great opportunities for their families.

Recommendations

After completing this research there is a need for further study about the relationships between WELS elementary schools with preschools and those that don't have preschools. This study could show if there is an increase in enrollment with the schools that have a preschool. Another comparative study between cost of education and tuition in a given area might determine if the price tag for private education is what is causing lower enrollment. There are options available to help from paying full price tuition and vary from state to state. A research study could be conducted to show those differences and the impact they have on enrollment. Another study could be done in regards to word of mouth marketing. One question they could answer would be: how can school leadership use word of mouth to retain and increase their school's enrollment?

These and other studies could be done in order to further show how to retain and increase the enrollment at WELS schools.

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Appendix A: Informed Consent Form

Purpose of the Research:

This study involves research concerning how schools increase and retain their enrollment. Your participation in the research is voluntary and will take roughly ten (10) minutes to complete. You are free to decide not to participate in this study at any time. In order to participate in the study you must be an administrator of a WELS school.

Procedures:

Your participation in the research is voluntary and will take roughly ten minutes to complete. Once the survey is completed and the results submitted you will be contacted for an interview to be conducted either via phone, Skype, or some other means. The interview will be between thirty to sixty minutes long. Based on the interview there may be a follow-up interview to clarify any missed numbers or information.

Risks and/or Discomforts:

There are no known risks to you as a participant.

Benefits:

You may find the learning experience enjoyable.

Confidentiality:

Your name and other identifying information will be kept in strict confidence. All individual results will be reported as group results. The information obtained in this study may be published in scientific journals or presented at conferences and/or meetings pertinent to the area. The individual identifying information will be removed and replaced with a numeric identifier that only the PI will have access to.

Compensation:

There will be no compensation for participating in this research.

Opportunity to Ask Questions:

Participants have the right to ask questions at any point throughout the study and the right to have those questions answered. If there are questions/concerns about the research that cannot be answered by the researcher, the participant may contact the primary researcher, E. John Fredrich at 623-937-2010 ext 302. If participants have questions or concerns about their rights they should contact the Martin Luther College Institutional Review Board.

Freedom to Withdraw:

You are free to decide not to participate in this study or to withdraw at any time without harming your relationship with the researchers or Martin Luther College. Your decision will not result in any loss or benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Signature of Participant:

Signature of Research Participant Date
Name and Phone number of investigator
E. John Fredrich : 623-937-2010 ext 302

Appendix B: First Contact Email

January, 2016

My name is E. John Fredrich. I am a graduate student at Martin Luther College. I am doing research about how schools increase and retain their enrollment. I would be grateful if you would agree to participate in my study and complete this survey.

As a principal of a WELS K-8 school, you might be concerned about maintaining or increasing your school's enrollment in today's education market. What lessons can be learned from the schools that are increasing and retaining their enrollment? Which of these lessons are transferable to other WELS schools?

Please help me and our WELS schools by completing this survey.

The estimated time to complete this survey is approximately 10-15 minutes. Your individual responses are strictly confidential. However, once I have compiled the data and written my thesis, it will be readily available for any principal to review and use. Please let me know if you have any questions. Feel free to call me at 623-937-2010 ext 302.

Please read each question and the possible responses carefully, and then choose the appropriate box.

I've invited you to fill out the form **Student Enrollment Survey**.

To fill it out, visit:

https://docs.google.com/forms/d/1aBnUigDsu5U5BSyIKWDHND42GCWjLuEN6pCYA7mhqKI/viewform?c=0&w=1&usp=mail_form_link

Appendix C: Follow Up Email

(This email will be sent one week after the original to provide a reminder)
February, 2016

Dear [principal name],

My name is E. John Fredrich. I am a graduate student at Martin Luther College, New Ulm, MN. I am doing research about how schools increase and retain their enrollment.

I recently sent you an invitation to complete a survey about the enrollment at your school. I would like to again ask for you participation in this study.

Your school has been identified as a school that would meet the criteria for my research. I would be grateful if you would agree to participate in my study.

The survey is located online at <https://docs.google.com/forms/>. The data will be downloaded from their server and analyzed by myself. The survey will take approximately 10 minutes to complete. Please be assured that your responses will remain strictly confidential.

The informed consent is online and explains the survey further. Please let me know if you have any questions. Feel free to call me at 623-937-2010 ext 302.

Thank you again for your time.

E. John Fredrich

Appendix D: Survey for Administrators

My name is E. John Fredrich. I am a graduate student at Martin Luther College. I am doing research about how schools increase and retain their enrollment. I would be grateful if you would agree to participate in my study and complete this survey.

As a principal of a WELS K-8 school, you might be concerned about maintaining or increasing your school's enrollment in today's education market. What lessons can be learned from the schools that are increasing and retaining their enrollment? Which of these lessons are transferable to other WELS schools? Please help me and our WELS schools by completing this survey. The estimated time to complete this survey is approximately 10-15 minutes. Your individual responses are strictly confidential. However, once I have compiled the data and written my thesis, it will be readily available for any principal to review and use. Please let me know if you have any questions. Feel free to call me at 623-937-2010 ext 302. Please read each question and the possible responses carefully, and then choose the appropriate box. ***Required**

Student Enrollment Survey

What has been the enrollment trend at your school over the past five years? *

Mark only one oval.

- Growing
- About the same
- Decreasing

How many students are currently enrolled in your school? *

Faculty

How many full-time teachers were part of the faculty ten years ago? *

Mark only one oval.

- 0
- 1-2
- 3-5
- 6-10
- 11-15
- More than 15

How many full-time teachers are currently part of the faculty? *

Advertising

What was the school's marketing / advertising budget ten years ago? *

Mark only one oval.

- \$0

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- \$100 - \$500
- \$500 - \$1,000
- \$1,000 - \$2,000
- \$2,000 - \$5,000
- More than \$5,000

What was the school's marketing / advertising budget five years ago? *

Mark only one oval.

- \$0
- \$100 - \$500
- \$500 - \$1,000
- \$1,000 - \$2,000
- \$2,000 - \$5,000
- More than \$5,000

What is the school's marketing / advertising budget for this current school year? *

How likely is the school going to increase the advertising budget in the coming years? *

Circle one number.

1 2 3 4 5

Less Likely

Very Likely

How likely is the school going to decrease the advertising budget in the coming years? *

Circle one number.

1 2 3 4 5

Less Likely

Very Likely

Types of Advertising

What type of advertising has the school utilized? *

Tick all that apply.

- Newspaper
- Radio
- Television
- Internet
- Magazine
- Billboard
- Word of mouth
- Church bulletin
- Outdoor Banner
- Other: _____

What other practices has your school used that have helped increase enrollment at your school?

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Do you track how parents hear about your school? *

Mark only one oval.

- Yes
- No

Person in Charge of Marketing

Does your school have a specific person in charge of marketing? *

Mark only one oval.

- Yes
- No

Does the person in charge of marketing get paid to do the work? *

Mark only one oval.

- Yes
- No
- N/A

If your school does not have a specific person in charge of marketing, who does handle the marketing?

Mark only one oval.

- Principal
- Secretary
- Teacher
- Other: _____

Does your school subscribe to any business solutions programs or hire a company to help increase enrollment? *

Mark only one oval.

- Yes
- No

Business Solutions Programs

Answer these questions if applicable.

Name of Business Solutions Program

How long have you used this program or company?

Mark only one oval.

- Less than a year
- 1-2 years
- 3-5 years
- More than 5 years

In your opinion, has this program or company helped increase enrollment at your school?

Mark only one oval.

- Yes
- No

Briefly explain your answer.

Vouchers / State Tax Credit / Tuition

Does your school accept vouchers or state tax credit money to help fund tuition? *

Mark only one oval.

- Yes
- No

How many years has your school been accepting vouchers or state tax credit to help fund tuition?

Mark only one oval.

- Less than 1 year
- 1-2 years
- 3-5 years
- More than 5 years
- NA

Does your school / church offer any tuition assistance for the students enrolled? *

Mark only one oval.

- Yes
- No

Does your school require tuition from members of your congregation? *

Mark only one oval.

- Yes
- No

Does your school require tuition from members of other WELS congregations? *

Mark only one oval.

- Yes
- No

Does your school require tuition from members of other Christian churches? *

Mark only one oval.

- Yes
- No

Does your school require tuition from those who do not have a church? *

Mark only one oval.

- Yes
- No

Enrollment Breakdown

What percentage of students currently enrolled in your school are members of your congregation? *

Mark only one oval.

- Less than 10%
- 10-30%
- 30-50%
- 50-70%
- 70-90%
- 90-100%

What percentage of students currently enrolled in your school are members of other WELS congregation? *

Mark only one oval.

- Less than 10%
- 10-30%
- 30-50%
- 50-70%
- 70-90%
- 90-100%

What percentage of students currently enrolled in your school are un-churched? *

Mark only one oval.

- Less than 10%
- 10-30%
- 30-50%
- 50-70%
- 70-90%
- 90-100%

What percentage of students currently enrolled in your school are members of other Christian churches? *

Mark only one oval.

- Less than 10%
- 10-30%
- 30-50%
- 50-70%
- 70-90%
- 90-100%

Tracking of Students from Advertisements

How many inquiries did your school receive based on the following advertising?

Newspaper

Mark only one oval.

- 0
- 1-5
- 6-10

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- 11-15
- 16-20
- 20+

Radio

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Television

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Internet

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Magazine

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Billboard

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Word of Mouth

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15

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- 16-20
- 20+

Church Bulletin

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Outdoor Banner

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Other

Mark only one oval.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 20+

Tracking Students Who Leave

What is the number one reason parents give for leaving your school?

Mark only one oval.

- Enrolled in a public school
- Enrolled in a charter school
- Enrolled in a different private school
- Home school
- Online school
- Moved away
- Disagreement with personnel at school
- Disagreement with curriculum or content
- Limited extracurricular activities (sports, music, drama, etc.)
- Other: _____

What is the second reason parents give for leaving your school?

Mark only one oval.

- Enrolled in a public school
- Enrolled in a charter school
- Enrolled in a different private school
- Home school
- Online school

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- Moved away
- Disagreement with personnel at school
- Disagreement with curriculum or content
- Limited extracurricular activities (sports, music, drama, etc.)
- Other: _____

What is the third reason parents give for leaving your school?

Mark only one oval.

- Enrolled in a public school
- Enrolled in a charter school
- Enrolled in a different private school
- Home school
- Online school
- Moved away
- Disagreement with personnel at school
- Disagreement with curriculum or content
- Limited extracurricular activities (sports, music, drama, etc.)
- Other: _____

Contact Information

Please fill out the information below if you would be willing to be interviewed to discuss your response.

Contact Information

Your Name:

email address:

phone number:

Name of School:

Location of School: City, State (Phoenix, AZ)

Thank you!

Thank you for taking the time to complete this survey.

Lord's blessings on your day!

Appendix E: First Contact Email

Hi Pastor Schuppe,

Thank you for your help with my project. I have gathered some information from a number of different schools already, but I was hoping you could give me some additional information.

First off all, do you know how many WELS elementary schools closed in 2014-2015? I tried finding that information but I came up with nothing.

Second, what advice would you give a school to help them to increase their student enrollment?

I will leave it at that for now. I will have more questions as I keep progressing on this project!

Thank you for your help with this!

Lord's blessings on your day!

E. John