

FACTORS THAT INFLUENCE SECOND-YEAR
PARTICIPATION IN A UNIVERSITY
MARCHING BAND

by

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ABSTRACT

Retention rates for college marching band participation show a considerable number of students choose to drop out every year, with a range of 17.6 % attrition at smaller universities and 42% in larger Division 1 Programs (“A recent series of studies”, 2014; Townsend, 2004). Unfortunately, most students leave after only participating for one year (Patzig, 1983; Fuller, 1995; Townsend, 2004) suggesting the transition from first to second year membership is especially consequential to the goal of improving retention. In this study, the University of Alabama’s Million Dollar Band (MDB) was examined. The MDB is widely known regionally and arguably throughout the United States for its close involvement to its storied football program and for excellence in music performances across many decades. Unfortunately, at the time of this study, the first-year member retention rate for the MDB was only 66.4.

To determine those factors that may improve retention, all first-year members of the MDB ($N=144$) in 2015 were invited to complete a survey two months before registering for fall 2017 classes. Participants’ ($n=78$, 54.2%) provided basic demographic information (e.g., gender information, in-state/out-of-state status, instrument, degree/major, scholarship information), current participation in other band ensembles (e.g., pep band, concert band), and indicated their intention to re-audition for the MDB. The questionnaire included 22 items: evaluating each factor with a 5-point Likert-scale: (1) not influential, (2) somewhat not influential, (3) undecided, (4) somewhat influential, and (5) influential. Participants were also asked to share three items they enjoyed the most and least during the marching band season; these were read by independent evaluators and themes were identified. Additional questions asked whether first-

year members would recommend joining the MDB to their peers and whether they agreed to participate in a concert band during the spring 2016 semester to “guarantee membership” and thereby avoid having to re-audition for the 2016 MDB.

Participants’ responses were classified into four factors that influenced their intended decision to return for a second year: *time requirements*, *degree responsibilities*, *performance enjoyment* and *financial opportunities*. Common ideas emerging from participants’ open-ended responses to items enjoyed were *social*, *travel*, *performance*, *pride*, and *game day*, while items they did not enjoy were *time-commitments*, *number of rehearsals*, *external factors*, *leadership*, and *musical selections*. Recommendations for future research and implications for college marching bands were addressed.

LIST OF ABBREVIATIONS AND SYMBOLS

CBDNA	College Band Directors National Association
SEC	Southeastern Conference
<i>N</i>	Number of participants
MDB	Million Dollar Band of The University of Alabama
IRB	Institutional Review Board
SPSS	Statistical Package for the Social Sciences
PCA	Principal Components Analysis
Comp	Component

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CHAPTER 1: INTRODUCTION

Retention rates for college marching band participation show a considerable number of students choose to drop out every year with a range of 17.6 % attrition at smaller universities and 42% in larger Division 1 Programs (“A recent series of studies”, 2014; Townsend, 2004). Unfortunately, most students leave after only participating for one year (Patzig, 1983; Fuller, 1995; Townsend, 2004) suggesting the transition from first to second year membership is especially consequential to the goal of improving retention. Determining which factors influenced first-year college marching band members to return can help directors improve membership consistency, enhance esprit de corps, and build a sense of pride in the culture and history of the band program. In addition, increased retention improves instrumentation consistency, which is important to building characteristic ensemble sounds and enhancing the musical growth of an ensemble (Feldman & Contizius, 2016). Most university band directors spend considerable time recruiting new members through membership incentives, performance exhibitions, outreach programs, and guest conducting, but little is documented on the processes directors use to retain current members from year to year (Bright, 2016; Feldman & Contizius, 2016; Franklin & Rhodes, 2016; Hunter 2011; Townsend, 2004).

In addition to the recruiting efforts of directors, researchers have identified several reasons students participate in college marching bands. One study suggested first-year college students choose to participate because they had already invested so much time in their high school marching bands and simply wanted to continue their involvement at the next level

(McDavid, 1999). Madsen, Plack, and Dunnigan, (2007) found that many students chose to attend a university to be associated with a marching band due to its reputation. Other reasons students have participated in college marching bands include various social benefits, the feeling of being connected to the school community, and the enjoyment of playing his/her instrument (Alosi, 2012). These factors all identify why students initially choose to participate in college marching band but do not specifically address issues related to retaining them after having participated.

Retention is defined as retaining members from year to year within specific cohorts of students. Most marching band programs, especially in Division I schools, show a decline in membership from the freshman through senior years. Interestingly the greatest decline occurs between students' first and second years (Aho, 2005; Patzig, 1983; Fuller, 1995; Townsend, 2004). In the Southeastern Conference (SEC), Patzig (1985) found eight of the ten university marching bands had significantly larger enrollment of freshmen than sophomores. Pertinent to this study, The University of Alabama's freshmen class size decreased by 45.3% between the first and second year, the most significant decrease among the examined SEC marching bands; the second greatest decrease was by Louisiana State University with 41.3%. Fuller also found marching bands in the Big Ten Conference had significantly larger enrollment of freshmen than sophomores. Townsend's study examined four eastern college marching bands and found the breakdown of members favored those in the first year (42%) over those in their second year (27%), third year (18%), and fourth year (9%). These studies indicate the largest decrease in retention occurs between the first and second years of participation across college marching bands.

To address areas of retention, researchers have identified why marching band members return season after season. Using results for high school music program retention, Adderley, Kennedy, and Berz (2003) found that high school students continued in music programs year after year because of enjoyment of musical participation; these results are consistent with other studies examining retention in college marching bands (Parada, 2004; Townsend, 2004). Townsend found social aspects to be most important; these include being with friends, being a part of group, and making new friends. Parada did identify social life in band to be important, but also found other significant factors that were identified for returning marching band members. These factors were personal contribution to the ensemble and receiving a sense of accomplishment from participating in the marching band. These studies addressed retention in marching bands in the eastern and southwestern parts of the United States, but not the southeast. One prominent marching band in the southeast is The University of Alabama's Million Dollar Band.

For the purpose of this study, the University of Alabama's Million Dollar Band first-year members were examined. The MDB is widely known as an example of an excellent and active college marching band program that achieved popularity from television appearances on major television networks and its close relationship to the storied University of Alabama football program. Moreover, the band has performed at numerous regional, national, and international venues, has an active alumni association, and received the prestigious Sudler Trophy Award from the John Phillip Sousa Foundation in 2003. The Sudler Trophy is awarded to those marching bands that demonstrate excellence in musical standards and contribute to the advancement of the college marching band activity (John Philip Sousa Foundation, n.d.).

As with other college marching bands, members of this organization may have chosen to join for reasons such as program popularity, reputation, and overall success of the marching band. Even with this ensemble's success, significant decline in membership between the first and second years of membership is a concern. (personal communication, February 22, 2017). To address this concern, this study examined reasons why first-year members of the MDB choose to return and participate in a second year.

Purpose and Research Questions

The purpose of this study was to examine selected variables that influenced first-year members of a university marching band in the Southeastern Conference to return for a second year of participation. The research questions for this study were:

1. How many first-year members of the Million Dollar Band intended to return for a second year?
2. Which factors of those listed in Table 1. are pivotal in first-year members to participate in a second year of the Million Dollar Band?
3. What were three items members enjoyed during their first season in the marching band?
4. What were three items members did not enjoy in the first season in the marching band?

CHAPTER 2: REVIEW OF THE LITERATURE

Overview

In order to understand college marching band retention, it is necessary to encompass a wide range of topics in the literature review. These topics included, but were not limited to, high school music participation, first-year college students, use of time, recruitment within music ensembles, retention within musical ensembles, and descriptive studies of collegiate marching band programs. The range of topics included in this review of literature provided a basis for contextual understanding of the first-year college marching band student.

The High School Music Student

Participation in high school band was found to be a predictor of college band membership. In 1991, roughly 80% of high schools were offering band as a music class (Stewart 1991). Stewart found that high schools in the Northeast were less likely to offer band than other regions and roughly 17% of the students in a school were taking band if it was offered. According to Elpus and Abril (2011), 21% of seniors across the United States were participating in music programs. Performing in the arts during high school suggests a higher percentage of school enjoyment for high school students (Eccles & Barber, 2003). Eccles and Barber also suggested athletics, band, orchestra, and churches were the three most popular chosen extra-curricular activities.

There are many reasons high school students will choose to participate in musical activities. Researchers suggest that high school students choose to participate in their high school

music program because of academic, social, and musical reasons (Adderley et al., 2003; Townsend, 2004). Another study revealed that students were happy to remain involved in their high school marching band program because it creates a sense of teamwork, and provides benefits of working within a group (Vitucci, 2010). Some students enjoy being in the marching because they receive athletic type swag that provides an identity close to their athletic peers (Adderley et al. 2003). Marching band has also served as a tool to strengthen connections between families and schools (Dagaz, 2010). Parents have been able to stay engaged in their children's lives through marching band by gaining a better knowledge of their friends through interacting within the school activity.

Success or failure in music plays an important role in the continuation of musical activity. Research in motivation to play music has often been focused on reasons to learn and continue to play an instrument (Hallam, 2002). The success of students in participating is linked to their placement on ability and effort as a cause to their success or failure in music (Legette, 1998). Students who succeed in musical ability typically have a stronger sense of pride than those who did not. Many students would prefer to pursue music outside of the typical classroom setting. A factor analysis of high school students' motivation in music within the school produced three categories, including learning/task-orientation, performance/ego-orientation, and individual orientation (Schmidt, 2005). Students feeling success from reaching their personal goals, as well as sensing improvement, may provide more motivation for students to participate in music. Some research suggests students who chose to participate in instrumental music possessed similar personality traits of their peers who chose not to participate in music (Cutietta & McAllister, 1997). On the contrary, Bell and Creswell (1984) found significant differences in the music students' personalities versus a normative population. Using the Myers-Briggs Personality Type

assessment, MacLellan (2011) found that band students were more likely to possess the judging-perceiving personality trait more so than the choir and orchestra, suggesting specific personality types are more attracted to certain types of music. These personality types may provide a better understanding of what types of students will continue in music.

Retention is a common issue among music students across grade level. To better understand college marching band retention it is important to understand high school student retention in music. Corenblum and Marshall (1998) developed a model to predict high school students' intention to continue participating in band. They found that socioeconomic levels, grades, regard for being in band, extracurricular musical activities, perceptions of their teachers, and the school were all factors in students' determination to continue band. Many of those high school students will continue performing in musical ensembles when entering college. Delano & Royse (1987) found that students who had a positive experience in instrumental music programs were more prone to participate in music ensembles in college.

First-Year College Student Engagement

Factors that may assist first-year college students with being successful have been previously identified. Tinto (1999) suggested that first-year college students were more successful when they were engaged in activities and had a network of accountability. Furthermore, they should also have had experiences in a learning community or other forms of shared activities. Kuh, Cruce, Shoup, and Gonyea (2008) suggested purposeful activities in which students are engaged have a positive correlation with academic outcomes. Specifically, student organization involvement also served as an indicator for psychosocial development (Foubert & Grainger, 2006).

Researchers have tried to identify types of students' characteristics or personalities that may not need as much assistance in getting involved during their first year of college. Astin (1984) developed the Theory of Student Involvement to aid professors in engaging college students who may not be as assertive as others. Through a five-step process, this student development theory can assist professors to focus more on students and be able to identify what or how they are actually doing. Certain personality traits are known to influence the quality of effort put forth in students' academic and social activities (Bauer & Liang, 2003). It is suggested that students who are more conscientious about their work efforts will most likely place greater concern into their studies, ultimately producing higher levels of achievement.

Researchers have suggested that student engagement in the marching band provides interaction with a diverse background of peers in one activity (Healey, 2016). Researchers suggest that students develop a stronger sense of social understanding by the diverse population of members in the marching band. Some of these diversities included various ethnic, political, ideological, and religious backgrounds/beliefs. This study found that college marching band students display a greater social responsibility than non-marching band students. The marching band students' experiences with interacting with a diverse population of students make them adept to display empathy for their peers. These findings may aid first-year marching band members to better adapt to the demands of college.

There is a chance that students will not have their expectations met when they attend during their first year of college. Educational psychology professors have studied first-year colleges students in the middle of the year and at the end of the year to measure how much their initial year compared to their expectations, finding they do not match. (Smith & Wertlieb, 2005).

More specifically, academic and social expectations did not align with perceived thoughts. The study did find that students who had unrealistic expectations did not do as well.

Challenges of the First-Year College Students

As first-year university students make the transition from high school to higher education, they encounter challenges that differ from previous experiences. These challenges consist of a new environment, a new schedule, not living at home, and a high level of independence, creating new levels of stress. Researchers have suggested challenges may be both positive and negative, and can occur inside and outside of the classroom (Clark, 2005).

Depending on the rehearsal and performance schedule of the chosen college marching band, stress levels could be amplified. Ross, Niebling, and Heckert (1999), suggested college student stresses include interpersonal, intrapersonal, academic and environmental factors. Researchers have suggested that college student stresses are greater among first-year students than upper classmen (Misra, McKean, West, & Russo, 2000).

First-year college students will be faced with new forms of stress and appropriate methods of managing them are vital. Specific sources that create stress include, but are not limited to: roommate conflict, sleeping habits, vacations, breaks, and increased workloads (Ross et al., 1999). First-year college students are not only challenged by their environment and making sure they are keeping up, they are also faced with a social environment or culture that may be different from their high school experience. By joining a university marching band, students may find a home or new family of friends where they feel comfortable. Some students will still have an internal struggle of “Do I Matter?” Schlossberg’s theory of college students suggests it is important to feel needed, wanted, or desired (Schlossberg, 1989). This information suggested students who have joined a university marching band would still need a sense of

importance, knowing that they matter, and feeling needed. Feeling valued and a sense of belonging is important for students' success in staying in activities, but most importantly, college (Hoffman, Richmond, Morrow, & Salomone, 2002). Furthermore, support systems of various types may prove beneficial for first-year college students. Rayle and Chung (2007) suggested both first-year male and female college students who have a greater support system from family and friends felt a stronger sense of mattering to their college friends. Students will continue to advance their psychosocial development, potentially making a transfer to their academic life (Foubert & Grainger, 2006). Therefore, engagement, social structure, or pre-existing indicators could aid students in having a successful first year of college.

Retention for First-Year College Students

Retention has been studied at the higher education level, suggesting findings relevant to this study. In 1975, roughly 40% of college students left school without completing a degree (Tinto, 1999). Tinto reported that 75% of these students left school within the first two years. Mallinckrodt and Sedlacek (1987) reported 80% of first-year students returned for their second year suggesting an attrition rate of 20%. Gerdes and Mallinckrodt (1994) compared the difference in attrition in students with good or poor academic standing. Their findings suggested a smaller attrition rate among students with stronger academic standing, and a larger attrition rate among those with poor academic standing. It was suggested if these students were involved in a peer group or activity during their first-year of college, the students may be more successful, potentially lowering improving retention (Tinto, 1999). These findings directly relate to the power of marching band as a retention tool.

Motivation to Participate in College Marching Band

There are several reasons students choose to continue marching band at the college level.

Madsen et al. surveyed a state-supported university to determine if the marching band was a motivating factor in choosing to attend that university. The survey consisted of one question that provided 12 factors of potential influence. The researchers gave participants three choices, asking them to rank them based on the level of importance. The top three factors students chose were to be a member of the marching band at said school, reputation of a specific department, and reputation of the university. The next three factors were listed in order as scholarship offer, cost effectiveness, and proximity to home, respectively. Students' opinions of an ensemble have also served as an influence in participating in the college marching band (Cumberledge, 2015). The importance of peer opinion on participation also aligns with other data suggesting friends had the greatest influence on students' decision making (Faber, 2010).

Townsend reported eight reasons students gave for participating in college marching band: enjoyment of playing, social aspects, desire to participate in a school activity, requirement, enjoyment of sports, and scholarships were factors, in that order, that they ranked as motivation to participate. These findings also suggest social aspects to be the most important factor for participating in college marching band. Townsend's findings are in agreement with Parada suggesting social life in marching band to be important. Matthews (2017) suggested music reasons, social reasons, and a connection to groups remained important to participation in college marching bands. Others suggest the overall desire to participate in college band often stems from participating in high school band (Moder, 2013). Of the data reported in this literature review, Weren was the only one to suggest intrinsic values were regarded higher than extrinsic values. Another item of motivation Weren reported was students are motivated by values and the importance others place on the marching band.

Students who attend different sized universities may have different factors influencing them to participate in college marching bands. Alosi studied participants ($N = 2,718$) in university marching bands from Division I, II, and III institutions in the NCAA to determine motivations for choosing to participate in a collegiate marching band. The investigator used data from private and public institutions. Using a Likert-scale type survey instrument, he suggested the participants “strongly liked” the performances, the social aspects, and the overall activity of marching band, the feeling of being connected to a college, and the enjoyment of playing an instrument. His study found a large percentage (53%) reported that marching band made an impact on their college choice. Over half of the participants reported they would have chosen to participate in the marching band if they had attended a different university. Contrary to these data, 11% said they would not participate in marching band at another institution and 33% said they were not sure.

There were several additional factors that influenced students to participate in the college marching band. Students who played in high school athletic bands demonstrated more motivation to continue playing in college than those who did not (Moder, 2013). Although findings suggest high school participation was a factor, Arnwine (1996), suggested that the amount of time spent in marching band indicated no significant difference in the number of students who continued pursuit of musical activities after high school. Although not specific to the marching band, Mountford (1978) suggested three factors for students continuing in band were the opportunities to play solos, participation in church music in the instrumental setting, and older friends that were already participating in the college band of choice.

Description of the College Marching Band

The role of the collegiate marching band has changed over the history of its existence. Originally, marching bands were used in the military for morale and ceremonial purposes (Hansen, 2005). In 2008 the College Band Directors National Association Athletic Bands Committee identified several groups that the university marching band typically offers services to including university athletics, the general public and university administration. In these roles the marching band has performed during the football games in the stands, performing a half-time show during football games, and creating a sense of spirit for the fans and students (Alosi, 2012). Many college marching bands have included pep bands of various types. These pep bands had a smaller number of students who performed at pep rallies, events, and other sports (Aho, 2005; Denson, 2010; Fuller, 1995). There are marching bands and pep bands that travel to away games including post-season games (Aho, 2005; Denson, 2010; Fuller, 1995; Holvik, 1971; Patzig 1983). Often students led these pep bands.

The Director of Athletic Bands usually leads the marching band. Other staff under the director has included assistant directors, graduate student leadership and hired staff positions. The next level of leadership has included student leaders, such as drum majors and section leaders (Aho, 2005; Brewer, 2009; Fuller, 1995; Patzig 1983). The drum major plays a vital role in the marching band program. Responsibilities of the drum majors have included musical assistant to the director, political advocate for the director(s), and a liaison between the director(s) and the students (Brewer, 2009).

Student Leaders

College marching bands have used student leaders to assist with administration of the marching band program. In the past, student leaders have rated themselves highly in their

effectiveness to lead (Turrentine, 2001). Other studies have suggested that student leaders are not followed as they perceive themselves to be. It is common for directors to interview student leaders for their leadership positions, and students will often inflate their abilities (Warfield, 2013). The roles of the student drum major have been defined as many. Often drum majors have had difficult times defining their identity and negotiating themselves socially while in the position due the leadership role over their peers (Brewer, 2009).

Director Leadership

If students do not believe their leaders are effective they may not stay engaged in their current ensemble. Several researchers have identified key areas of higher education teacher effectiveness (Perry & Smart, 1997; Young & Shaw 1999). Young and Shaw (1999) suggested effective communication, providing a comfortable learning environment, having a concern for student learning, motivating students, and providing an organized class as characteristics identified with effectiveness. Other researchers have suggested that students in music find the delivery of instruction to play a significant role in the effectiveness of teachers (Madsen, 2003). Teacher effectiveness is different than actual teaching skill. Previously, research suggested a lack of clear methods for evaluating the teaching skills of higher education instructors (Kulik & McKeachi, 1975).

Directors of a music program can play a crucial role in the students' success. Students value their musical experience more if they feel their director is skilled, knowledgeable, supportive, and allows time for non-music interaction with their students after rehearsals (Sichivitsa, 2007). Polk (2006) discussed which traits are representative of effective teachers; these traits are communication, personality, and teacher ability or modeling (Polk, 2006). Teacher personality is important in student perception of teacher effectiveness (Jones, 1989). The

success of the band program could be reflection of its leadership, according to Goodstein (1987). He also found successful directors who have evidence of higher degrees, have more students involved in their programs, and work in larger schools.

Non-Music Major Participation

It is common for non-music majors to represent a large population of a university marching band (Patzig, 1985; Fuller, 1995; Young, 2001). Young studied non-music majors to gather demographic data to gain an understanding of who they were. He also studied personalities of these non-majors using the Myers-Briggs Personality Type questionnaire. His data suggest the top personality type was ESTJ, meaning Extravert, Sensing, Thinking, and Judging. Young recommended that directors could create systems to allow success in marching band for non-majors through support in the area of academics, performance standards, and social activities by identifying the personalities of their students.

Non-music majors' factors that influence them to participate in college marching band are not different than music majors. Moder (2013) studied the factors that influence a non-music major to continue in collegiate band, identifying the love of music, high school band experience, pride of being a part of a college band, social aspects of being a part of the college band, and the reputation of college band as contributing factors. These findings were similar to those of Townsend and Madsen et al. Others have concluded that many non-music major students feel the concert band at their university is the only option to continuing pursuing music, allowing for an opportunity to recreate a sense of their high school experience (Isbell & Stanley, 2011). Asmus and Harrison (1990) suggested non-music majors in college place great value in the affect of musical outcomes.

Retention in Music

Retention of students who join musical ensembles at the college level will greatly impact the programs from year to year. For many reasons, it is important to recruit students to join musical ensembles their first year of college. First-year college students who do enroll in music ensembles their first semester have a greater chance of participation throughout their undergraduate experience (Crowe, 2015). Crowe suggested that universities should encourage students to participate in ensembles their first semester, even if they are not a music major, because it increases retention rates. A survey of instrumental ensemble participation at liberal arts colleges suggested that students who continue to participate in these performing groups have a greater chance of staying in school (Tedford, 2014). Reasons students have given for discontinuing participation in instrumental ensembles are time conflicts with academic classes, activities, and other factors (McDavid, 1999; Tedford, 2014).

Townsend (2004) studied 784 marching band members from different universities to identify why students chose to continue participating in their high school and college marching band. The study did suggest there is a decline in membership percentage from between each of the four classes. In the second phase of his study, open-ended questions provided reasons students chose to continue or discontinue participating in the marching band. The top reason for continuing to participate was social aspects. Students also mentioned musical aspects, the directors, and differences students perceived between high school and college band. In this study, the students who did not continue to pursue college marching band stated they wished it were more competitive like their previous experiences. Parada also studied retention in a university marching band.

Other measures have been taken to indicate reasons for retention. Socioeconomic status, self-concept in music, reading achievement, math achievement, and scholastic ability were indicators for students to continue engagement in music (Klinedinst, 1991). Other reasons identified at the collegiate level suggested the quality of the ensemble played a vital role in the retention of the program. The musical ensemble should be of high quality in order to keep students engaged who participated in a program that performed high school grade level music (Faber, 2010). Faber also suggested students who continued to participate in music generally had a good sense of self-confidence in their musical ability. It has been suggested directors should reflect on program management when students do leave their programs (Sandene, 1994).

Use of Time

College students have had higher demands on their time if participating in marching band, due to added time requirements of rehearsals and games. A study investigating university student's use of free time suggests marching band members had adequate time to complete their assignments during the week (Cumberledge, 2015). The marching band members in this study chose to use their free time to complete their assignments. Cumberledge also found that music majors participating in marching band logged more hours playing their instrument than their non-marching band music major peers.

CBDNA Athletic Band Symposium

Every year, the College Band Directors National Association hosts a symposium specifically for collegiate athletic band directors. Topics at these symposiums have ranged from a multitude of areas related to the athletic bands. For the purpose of this study, the researcher analyzed the schedule of events for this symposium from 2011 through 2017. All presentations included in this literature review had a focus on recruitment, retention, or both. There were no

indications as to the sessions being research-based, peer-reviewed, or opinion-based presentations.

Of all of the six recruitment focused sessions, only two specifically mentioned retention (Bearden 2011, Franklin & Rhodes, 2016). In 2011 Keith Bearden presented a session titled “Recruitment and Retention in your Marching Band Program.” In 2016, Franklin and Rhodes moderated a panel discussion titled “Finder and Keepers: Successful Recruitment & Retention Strategies for any Athletic Band Program.” Recruitment is a common topic, but as the schedule of events suggests, retention is not as popular of a topic of discussion. The 2016 panel discussion of university athletic band directors represented multiple size marching programs from various athletic conferences.

Marching Band as a Teaching Tool

Previous research suggests marching band has been a great resource for pre-service teachers to gain applicable teaching tools. Music education programs frequently have included a marching band techniques course in their curricula (Schmidt, 1989). Williamson (2009) surveyed high school band directors in Ohio to understand the preparation music majors received in a marching band techniques class to teach said course. Of the respondents, 67.8% took a marching band techniques course. Participants reported they felt twelve of the factors in the questionnaire were learned in the marching band techniques class. They reported 16 factors as being learned in their school’s marching band. Richards (2012) measured the marching band as a method of music education for students to gain effective teaching skills for the classroom. The data suggested that it is an effective method for music education students to develop these skill sets. Like Williamson’s study, the majority of these respondents indicated their participation in the

college marching band was valuable part of their undergraduate music education training (Richards, 2012).

Miscellaneous Research

The size of the university often can impact the overall program organization. Wilson (2003) studied small universities with enrollment under 3,000 to determine factors that interfere with administration of smaller marching band programs. The study identified several factors as influential in the administration of these band programs, including size of the music program, gaps in instrumentation, and students performing in multiple groups. Gaps in instrumentation created another factor of interference because of directors using an open enrollment process to ensure enough musicians. Marching band also can be used as an aid for overall fitness in college students.

CHAPTER 3: METHODOLOGY

Participant Selection

Participants ($N = 78$) in this study were first-year students at The University of Alabama. The University of Alabama, founded in 1831, is located in Tuscaloosa, AL and serves as the state's flagship university. The University of Alabama is a large Division I research institution. The entering freshman class for 2015 totaled 7,211 students. Over 50% of the incoming freshmen classes classified as out-of-state students (www.ua.edu/about/quickfacts). The University of Alabama offers more than 200 undergraduate degrees and other academic opportunities, including freshman learning communities, honors colleges, and international seminars (<https://gobama.ua.edu/academics/>). The graduate school offers 150 graduate degrees that include master's degrees, education specialist, and doctoral degrees (<http://graduate.ua.edu/degrees/>). The University of Alabama athletics participates in the Southeastern Conference, commonly known as the SEC. The University of Alabama Football Team won the National Championship the year of the study. The University's Marching Band, commonly known as the Million Dollar Band (MDB) was a part of the game as a participating spirit organization.

At the time of this study, The University of Alabama's School of Music consists of 232 undergraduate students and 65 graduate students (personal communication, July 23, 2016). There were 35 full-time faculty members within the School of Music listed under the College of Arts and Sciences at the time of this study (<http://music.ua.edu/about/>). The School of Music offers

seven undergraduate degrees, 12 master's degrees, an Education Specialist Degree, and six doctoral degrees (<http://music.ua.edu/apply-audition/graduate-studies-2/>).

The University Bands, a part of the School of Music has three performing ensembles, including the Concert Band, the Symphonic Band, and the Wind Ensemble. The Concert Band is open to all students, both undergraduate and graduate, without an audition and is under the direction of the Associate Director of Bands, assisted by two graduate teaching assistants. The Symphonic Band and Wind Ensemble are open to undergraduate and graduate students with a prepared audition, and are under the leadership of the Associate Director of Bands. The Wind Ensemble is under the direction of the Director of Bands (<http://bands.ua.edu>).

The marching band, MDB, was in its 103rd year at the time of this study. The MDB has three full-time band directors (Director of Bands, Associate Director of Bands, and an Assistant Director of Athletic Bands), one part-time Assistant Director of Athletic Bands, a full-time Program Assistant, four full-time graduate teaching assistants, one-part-time color guard instructor, and several part-time adjunct graduate staff members. The Pep Band members who answered questions in this study were members of the MDB. Pep band members are also required to be members of the MDB (<http://bands.ua.edu>). The MDB consists of approximately 400 participants per academic school year. During the year of this study the membership was 382 students. The instrumentation breakdown is shown in Table 1.

Each member of the ensemble pays tuition for the class, plus a membership fee. The wind and percussion members pay \$200 for their participation fee. The color guard members pay \$755 for their participation fee. The Crimsonettes pay \$905 for their participation fee. During the 2015 season, the MDB performed at 12 regular season home games, including an opening season game in Arlington, TX. Post-season game performances included one SEC Championship Game,

the first College Football Playoff Game (the Cotton Bowl), and the College Football Playoff Championship Game. The MDB performed in two parades during the 2015 season including a

Table 1

Million Dollar Band Instrumentation

Section	Number of Members
Trumpet	55
Clarinet	37
Alto Saxophone	37
Color Guard	37
Piccolo	32
Trombone	32
Mellophone	29
Battery	28
Crimsonette	25
Tuba	20
Baritone	17
Front Ensemble	15
Tenor Saxophone	8
Manager	6
Drum Major	4

homecoming parade and the championship parade. When the band travels, the students receive a per diem of \$35 a day when all meals must be purchased (J. Nails, personal communication, June 10, 2016).

The researcher contacted each first-year member of the MDB ($N = 144$) to participate in the current study. The marching band at the University of Alabama is an ensemble that requires an audition for each year of participation. Students who attend nearby Shelton State Community College are allowed to audition and participate in the MDB. The Shelton State Community College students who are members must register for the class with the University of Alabama. All participants in this study were enrolled in the marching band class. There are three sections of the course: MUA153 - 01 (Marching Band), MUA 153 - 02 (Color Guard), and MUA 153 - 03

(Majorette). Before requesting approval from the university's Institutional Review Board, the researcher received permission to contact the first-year members of the MDB from the Director of Bands. The researcher received approval from the IRB to complete the study (see Appendix A).

Research Instrument

Using the software program Qualtrics, the researcher created a questionnaire to collect data (see Appendix B). The questionnaire had three sections with various types of questions. The first section of the questionnaire included questions designed to gain basic demographics of the first-year members of the university marching band, such as no/yes type answers, multi-level answers with three-five choices, and text box options for questions including participants' opinions, residential status, instrument played, and major.

The second section of the questionnaire included a Five-point Likert-Type scale that identified variables of influence on first-year members choosing to re-audition for a second season of participation. This section listed twenty-two variables that could influence the students' decision to come back to the MDB for the second year of participation. Participants were asked to rate their level of influence using: (1) not influential, (2) somewhat not influential, (3) undecided, (4) somewhat influential, and (5) influential. There were two questions that addressed the decision of students to re-audition for the second year of participation. One of the questions asked if the student was going to re-audition, and the second asked how confident they were in their decision.

The last section of the questionnaire included open-ended questions that allowed students to answer by using a text box. The two open-ended questions were:

1. Would you please list three items that you enjoyed the most this season?

2. Would you please list three items that you enjoyed the least this season?

Pilot Study

Before distributing the survey, the researcher conducted a pilot study asking non-first-year members ($N = 5$) of the MDB to complete the survey to ensure the questions and formatting were understandable to participants. The author of this study, two undergraduate students, and two graduate students completed the pilot study. All pilot study participants were students at the University of Alabama. The individuals who participated in the pilot study used Macintosh and Windows-based operating systems to complete the survey. The pilot study participants used personal computers (with either operating system), an iPad, or various types of cellular devices.

Contacting the Participants

The researcher received e-mail addresses from the director of bands for the first-year members. The researcher emailed participants directly and asked them to participate in the study. The researcher e-mailed a survey link to all first-year members of the MDB. Within the body of the e-mail (see Appendix D) the author included the IRB study number, a letter of consent (see Appendix C), and statements explaining the purpose of the study (see Appendix D). The letter of consent stated that by participating in this study, the participant was granting permission for the data to be used in this study. The researcher sent the initial email to participants on April 11, 2016. The researcher sent a reminder e-mail to the participants on April 13, 2016, requesting participation in the study. At no time during the survey could the author identify any of the participants that responded to the questionnaire.

IRB Consent

The researcher received IRB consent for this study from the University of Alabama (see Appendix A). The researcher had permission from the Director of Bands to investigate the first-

year members of the MDB to determine which students would return for the second year of participation. The Dissertation Committee Chair and Co-chair assisted the researcher in designing a consent letter, and provided assistance with completion of the IRB application. The researcher informed all participants through the letter of consent and body of the e-mail that participation in the study was voluntary. A copy of the IRB approval and letter of consent can be found in Appendices A & C, respectively.

Data Analysis

The researcher used both quantitative and qualitative methods of data collection and analysis for the current study. The open-ended questions allowed each participant to give multiple opinions in response to the questions. The researcher distributed the link to the online survey to members through the University Crimson email. The researcher granted each participant anonymity in his or her responses by using a web-based survey program. Once the timeline to complete the study passed, the researcher extracted the data from the web-based survey program and stored in the internet-based software program Qualtrics. The University of Alabama grants graduate students and faculty access to Qualtrics for research purposes.

Once the researcher collected data, it was exported it into a Microsoft Excel file where the data was organized and cleaned to ensure accuracy in analyses. Using the Microsoft Excel file, the researcher imported the data into an SPSS program for statistical analysis. The researcher analyzed demographic questions by descriptive statistics and frequency statistics in the SPSS program. The researcher then created tables to illustrate the results of the statistical tests.

The researcher analyzed variables of influence using a statistical test known as a Principal Components Analysis (PCA). The researcher completed the PCA test four times to

reduce redundancy in the variables. After each of the PCA tests, the researcher removed questions (variables) that reported in multiple components and repeated the test again. After the final test, no answers loaded in multiple components, four components remained. The researcher gave each component a name to be identified as a factor of influence in students returning for the second season of participation.

Open-Ended Questions

Two independent evaluators analyzed the data from the two open-ended questions from each participant. A second pair of evaluators matched the pre-determined themes to the data for reliability.

Chapter Summary

Participants included first-year members of The University of Alabama's Marching Band, the Million Dollar Band. The methodology chosen for this study included surveying participants through a web-based program designed to create questionnaires. The survey for this study included a demographic section, a Likert-type scale, and open-ended questions. The purpose of the study was to determine which of the variables in the scale influenced first-year members of a university marching band to return for the second year of participation.

CHAPTER 4: RESULTS

Overview

In this chapter, steps taken to complete the data analysis are described. The first section describes descriptive data of the participants. The second section provides a brief overview of the Principal Component Analysis test. The third section provides greater depth into the PCA test, and the steps taken to complete the final analysis. The final section describes the procedures involved in completing the open-ended questions report.

Participants

Of the 144 e-mail invitations sent to first-year members of the MDB, 78 (52.7%) participants who returned surveys before the Spring Football Game were included (April 16, 2016). The deadline was chosen to eliminate a variable of emotional influence. The data was collected before the participants registered for the upcoming fall semester courses. All 78 of the respondents indicated they would return for the second year of participation. The number of useable surveys reflects a 52.7% representing an acceptable return rate (Fink, 2009).

Demographics of Participants

All 78 participants in this study were first year members of the MDB. Three of the participants were transfer students, and the remaining 73 were first-year students of the University of Alabama. Of the participants in this study, 40 (51.2%) were female and 38 (48.7%) were male. The first-year members in this study consisted of 30 (38.4%) out-of-state students and 48 (61.5%) in-state students.

The participants included 32 (41.0%) brass players, 22 (28.2%) woodwind players, 18 (23.0%) auxiliary (color guard and Crimsonettes) members, and 6 (7.6%) percussionists. The frequency of academic majors is listed in Table 2. When degrees were reported more than twice, the specific degree name was identified. Degrees not reported more than twice were grouped in ‘other’ majors. In order to better understand students’ time spent outside of the MDB, a question was included to identify affiliations with other organizations. Outside student affiliation of first-year band members varied (Table 3).

Table 2

Participant Major

Degree	Frequency	Percentage
Music Education	8	10.2
Mechanical Engineering	6	7.6
Accounting	4	5.1
Electrical Engineering	4	5.1
Psychology	4	5.1
Management Information Systems	3	3.8
Physics	3	3.8
Music Performance	3	3.8
Other Majors (with 2 or less per degree)	43	55.1

Table 3

Participation in a Student Organization Outside of Band

Organization	Frequency	Percentage
Professional Organization/Club related to your major	24	30.7
Religions off-campus activities	14	17.9
Social Greek organization	11	14.1
Music Greek organization	7	8.9
Religions on-campus activities	7	8.9
Professional or service Greek organization	4	5.1
Other	12	15.3

Sixty (76.9%) members received scholarships for participation in the MDB; twenty-eight (35.8%) members did not get a scholarship. Fifty-three (67.0%) received an academic scholarship during the year of this study; twenty-five (32.0%) did not receive an academic scholarship.

Other financial opportunities provided by the MDB organization included participating in the University pep band. Students who volunteered for the volleyball pep band received funding as a service award. Service awards were dependent upon funding, number of events, number of participants, and other mitigating factors.

Pep bands for the winter sports- men's basketball, women's basketball, and gymnastics- were chosen by auditions. Each student who successfully earned a membership in one of the pep bands received pay per service during the season of the assigned sport. Table 4 shows the results of the number of participants who were involved in the university band's pep bands.

Fifteen (19.2%) of the first-year members held an on- or off-campus job during the 2015/2016 marching band season. One of the fifteen participants reported his/her job as work-

Table 4

Participation in the University of Alabama Pep Bands

Participation	Frequency	Percentage
No	40	51.2
Yes	24	30.7
Planned to participate	22	28.5
Did not plan to participate	2	2.5

tudy. A majority of the first-year members (63; 80.7%) of the MDB did not hold a job during the marching band season. All 78 of the first-year members of the MDB answered ‘yes’ in feeling

confident to recommend the ensemble to others. First-year members of the MDB also indicated they planned to re-audition for a second season of participation in the MDB.

Overview of Factor Analysis Variables of Influence

Rationale for Data Reduction

The survey instrument, Factors that Influence Second-Year Participation in a University Marching Band, included 22 items to study variables of influence (see Appendix B). Through a PCA test (Tyndall, 2014), the data were reduced to seven components of influence. To complete the PCA, multiple tests were run. The initial test produced too many variables loadings on multiple components. The test was run four times.

Description of Method

The researcher subjected the questions in this survey to exploratory factor analysis with varimax rotation. The initial test produced seven factors of greater than 3.00 variance (see Table 5). These findings were confirmed with Scree plot, which could explain 69.7% of the variance associated with the items (see Figure 1). Previous research, Tyndall (2014), demonstrated a similar examination of the Scree plot revealed a sixteen-factor solution as the fit for the data. Tyndall (2014) used a 1.00 variance for factor loadings to ensure a pure measure.

Table 5

Rotated Component Matrix^a

Question (Items)	Components						
	1	2	3	4	5	6	7
Away Game Trips	.752						
Football Team Success	.749			.323			
Access to All Home Football Games	.662						-.309
Members in Your Section	.644						
Pre-game Performances such as Pep Rallies or Elephant Stomp	.598				.394		
Time Spent with Band Members Outside of Class	.526					.491	
Number of Class Conflicts		.826					
Major/Degree		.758					
Number of Hours of Homework or Lab Hours Required for Your Degree		.674	.474				
Student Employment Outside of Band		.636					
Amount of Rehearsal Time Required			.924				
Overall Time Required for Participation			.915				
Pep Band Participation				.897			
Service Award Opportunities				.795			
Scholarship Opportunities			.324	.515			
Stands Music	.368			.417	.416		
Half-Time Shows					.875		
Number of Shows Performed in a Season					.751		
Rehearsal Intensity			.376			.667	
The Desire to Continue Marching Band After High School						.626	
The Band Directors							.760
Section Leaders	.346					.381	.592

Note. Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization^a

^a:Rotation converged in 13 iterations

Factor Labels

In the first rotated component matrix analysis, seven components with values greater than 3.00 were recognized. In the final analysis, only four components: *time requirements*, *degree*

responsibilities, performance enjoyment, and financial opportunities were recognized. The decision was reached after examining the Eigenvalues on the Scree plot (see Figure 1).

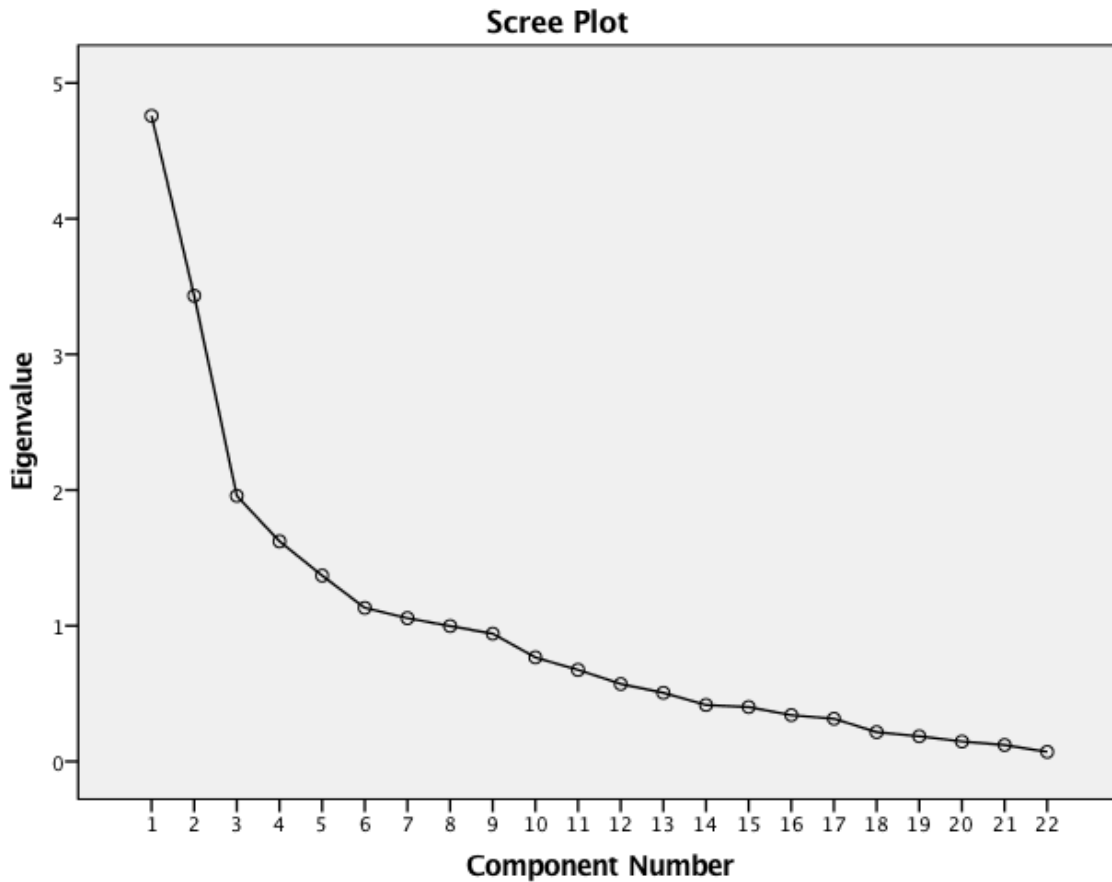


Figure 1. Scree plot identifying variables of influence.

Factor Analysis Variables of Influence- Phase 1

Rationale for Data Reduction

The survey instrument, Factors that Influence Second-Year Participation in a University Marching Band, is comprised of 22 items to study variables of influence (see Appendix E). A five-point Likert-type scale included the following values: (1) not influential, (2) somewhat not influential, (3) undecided, (4) somewhat influential, and (5) influential, to measure the influence

of each factor of influence. All participant responses were exported into a Microsoft Excel file and analyzed using the SPSS program.

Description of Method

The 22 items utilized by the survey instrument were subjected to an exploratory analysis using factor analysis with varimax rotation. A PCA test was used and eliminated two of the seven components. A Scree plot confirmed the examination of the four factors remaining. These four factors could explain 80.6% of the variance associated with the items (see Figure 1). The four-factor solution determined a representation of the best fit for the final components. Table 6 displays the results of the final rotated factor matrix. Factors greater than .7 were loaded and retained. These factor loadings showed two loadings on Factor 1, three loadings on Factor 2, two loadings on Factor 3, and two loadings on Factor 4. At this final stage, there were no double loadings.

Elimination of Double Loadings

Four PCA tests were used to eliminate all double loadings on factors. After each test had been completed, all double loadings (questions) were removed before the next PCA test was completed.

Table 6

Rotated Component Matrix^a

Question (Items)	Components			
	1	2	3	4
Amount of Rehearsal Time	.957			
Overall Time Required for Participation	.956			
Number of Class Conflicts		.818		
Major/Degree		.755		
Student Employment Outside of Band		.744		
Half-Time Shows			.936	
Number of Shows Performed in a Season			.898	
Pep-Band Participation				.924
Service Award Opportunities				.869

Note. Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization^a

^a: Rotation converged in 6 iterations

Factor Analysis Variables of Influence- Final

Description of Method

The last PCA rotated factor matrix revealed that nine items should remain in the findings (see Table 7). Factors 1, 2, 3, and 4 were labeled: *time requirements*, *degree responsibilities*, *performance enjoyment*, and *financial opportunities*, respectively (see Table 7). Factors greater than .7 were loaded and retained. These findings were confirmed with a Scree plot (see figure 2). Examination of the Scree plot and final varimax rotation reduction resulted in four final factors.

Creating components for SPSS. A numerical component was created in the SPSS file for potential factorial analysis. To compute the numerical components, the total of each of the loading variables of influence were added and then divided by the number of loadings for an

Table 7

Total Variance Explained

Component	Initial Eigenvalues			Rotated Loadings		
	Total	Variance	Cumulative	Total	Variance	Cumulative
1	2.492	27.686	27.686	1.920	21.338	21.338
2	2.240	24.894	52.580	1.848	20.530	41.868
3	1.302	14.472	67.052	1.789	19.876	61.744
4	1.216	13.511	80.563	1.694	18.819	80.563

Note. Extraction Method: Principal Component Analysis

average. The loadings mean were then coded as Comp1, Comp2, Comp3, and Comp4.

Descriptions of Components. Each component consisted of loaded factors that were greater than .7. The components were named by a generalization of the questions that made up the theme. The naming process took multiple attempts before a final determination and finalizing of the components.

Recoding of Time Requirements. The two survey questions loading under component one were: (a) amount of rehearsal time and (b) an overall time required for participation. The naming of the component was based on the variables and the generality of the contents of the component.

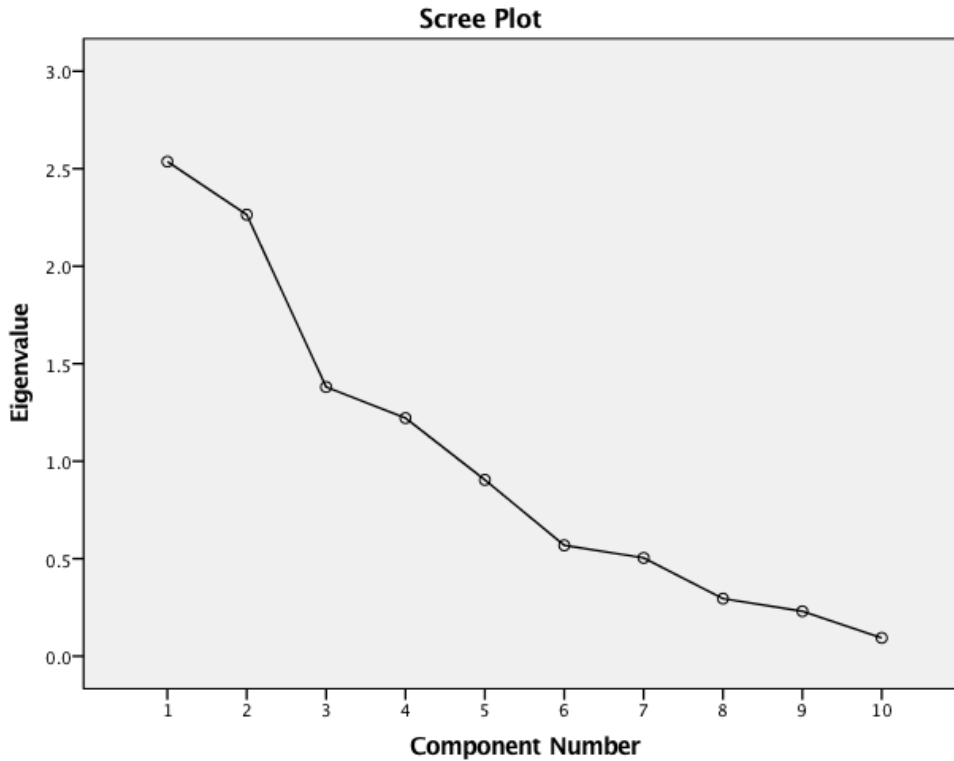


Figure 2. Scree plot determining the final variables of influence.

Academic Responsibilities. The three survey questions loading under component two were: (a) number of class conflicts, (b) major/degree, and (c) student employment outside of the band. Student employment outside of band was still named ‘degree requirements’ due to the consumption of time a degree plan would involve, therefore creating a lack of time for employment. The naming of the component was based on the variables and the generality of the contents of the component.

Recoding of Performing. The two survey questions loading under component three were: (a) half-time shows, and (b) number of shows performed in a season. The component was named ‘performing’ due to the similarities of the two variables of influence listed. The naming of the component was based on the variables and the generality of the contents of the component.

Recoding of Financial Assistance. The two survey questions loading under component four were: (a) pep-band participation and (b) service award opportunities. The component was named ‘financial assistance’ due to both variables of influence offering assistance with students’ financial needs. The naming of the component was based on the variables and the generality of the contents of the component.

Coding of Open Ended Questions

Description of Method

Two independent evaluators analyzed the data from the two open-ended questions. The two questions addressed items the first-year members enjoyed the most and least about the marching band season. The evaluators identified themes for each of the two questions. Codes were then created representing these themes with five codes per open-ended question. Table 8 shows the percentages of participants’ responses for each code for question 18. Table 9 shows the percentages of participants’ responses for each code for question 19.

Table 8

Question 18: Most Enjoyed Items of the Marching Band Season

<i>Code</i>	<i>Percentage</i>
Travel	.20
Performance	.18
Social	.34
Game Day	.12
Pride	.14

Note. N=226 total responses

Table 9

Question 19: Least Enjoyed Items of the Marching Band Season

Code	Percentage
Number of Rehearsals	.20
Time Commitment	.30
External Factors	.17
Musical Selections	.16
Leadership	.17

Note. N=213 total responses

Following the previous step, a different pair of independent evaluators were chosen to determine the reliability of the first two observers with the formula, agreements/ agreements + disagreements (Johnson & Bolstad, 1972). The new evaluators were given the responses and themes for each of the open-ended questions. The evaluators also received a prepared excel file to select themes that best fit the participants' responses. Question 18 included 171 agreements between the two evaluators with a classification reliability of .75. Question 18 had 226 total responses. Question 19 included 141 agreements between the two evaluators with a reliability classification of .66. Question 19 had 213 total responses.

The first open-ended question (Q 18), which items were most enjoyed, themes were: *travel, performance, social, game day, and pride*. Table 8 shows the percentages of participants' responses for each theme within question 18. The second open-ended question (Q 19), which items were least enjoyed, themes were: *number of rehearsals, time commitment, external factors, musical selections, and leadership*. Table 9 shows the percentages of participants' responses for each theme within question 19.

CHAPTER 5: DISCUSSION

Discussion

Factors related to first-year members re-auditioning for a second year of the MDB were *time requirements, degree responsibilities, performance enjoyment, and financial opportunities*. These results generally align with those examining college marching band retention for programs in other areas of the United States (Alosi, 2012; Parada, 2004; Townsend, 2004). A discussion of these factors and the individual questions comprising each factor follows.

Time Requirements

Survey questions that loaded under *time requirements* were 1) amount of rehearsal time required and 2) overall time required for participation in the MDB. The relationship between time requirements and student retention is not surprising; directors who are sensitive to the time demands placed on students could experience positive benefits in yearly retention. Suggestions for time management have been documented by the Athletic Band Committee of the CBDNA, suggesting being cognizant of students' time might improve retention of students from year to year (CBDNA, 2008). Obviously, membership in an active college marching band limits students' available time for outside activities, as most university marching bands rehearse six hours per week (Cumberledge, 2015). In the case of the MDB, the class is scheduled to rehearse five days per week for seven to ten hours depending on the demands of the football game schedule; this rehearsal schedule is greater than the average amount Cumberledge suggests. With higher time demands placed on students because of marching band participation, and other time

demands, marching band members must be more conscientious in their use of free time. Interestingly, Cumberledge (2015) found marching band members use their free time more efficiently for homework and studying when compared with their non-marching band peers, suggesting MDB members already understand time management.

Degree Responsibilities

The three survey questions comprising the factor labeled *degree responsibilities* were number of 1) class conflicts, 2) major/degree, and 3) student employment outside of band. Class conflicts were a question of influence in the MDB first-year membership. Although class conflicts do not seem to turn members away first members from their intentions to re-audition for the MDB (since all of the participants indicated they would re-audition) it was an influential factor in the decision to return. The examined university has an application in each student's online portal that creates a schedule for the student based on class meeting times. In the event the student is unable to eliminate class conflicts, the MDB attendance policy (at the time of this study) allows for one missed rehearsal each week for academic reasons. The results of this study are not in agreement with previous findings suggesting first-year students do not participate in college marching band due to class conflicts. (McDavid, 1999; Parada, 2004).

The question degree/major was the second loading under *degree requirements*. This question may have loaded as being influential in *degree requirements* due to varying academic majors reported in the first-year MDB membership. Each degree has different requirements of course work, internships and/or clinical labs (e.g., pre-medical track) that may influence students' decisions to re-audition.

There are no current degree plans at The University of Alabama that require participation in the MDB. Previous findings suggest that only 7.6% out of 2,718 students examined, indicated

marching band was required at their institution. Considering that most of the participants planned to re-audition for the MDB for a second year, it appears a policy that requires participation for specific majors to participate (e.g., music education) is not needed to aid in retention efforts. It should be noted that 15.4% of the participants in this study were music majors.

The final question identified with *degree responsibilities* was student employment outside of band. All members of the MDB receive a season performance calendar at the beginning of band camp allowing for ample time to plan to potentially design a functional work schedule. Furthermore, suggesting MDB members who choose to hold outside employment are able to work around participation requirements.

Performance Enjoyment

The survey questions loaded under *performance enjoyment* were half-time shows, and the number of shows performed in a season. These results suggest a close examination of *performance enjoyment* for the college marching band could be further examined. as half-time shows and the number of shows performed seem to be important factors determining retention. The half-time shows factor ranked third among all of the questions asked in the survey. These findings agree with those of Parada, suggesting the music played and half-time shows were important factors to returning members of the marching band. These results support previous research suggesting performance factors are part of enjoyment of marching band (Alosi, 2012; Parada 2004; Townsend, 2004).

The survey questions loaded under *financial opportunities* were 1) pep band participation and 2) service award opportunities. These results suggest a close examination of *financial opportunities* for the college marching band be considered, as they seem to be important factors determining retention. Pep band, most likely, was included as a factor of influence in retention

because it is an avenue for extra student income. Pep-band members remain a part of the athletic events throughout the year suggesting it may be important to many of the MDB members. Financial opportunities and remaining connected to other athletic events throughout the year may suggest reasons for pep-band participation. Service awards are received by current members for providing some type of student service to the marching band. Parada's findings did not indicate financial reasons were significant in influencing first-year members to return for a second year. This study's results do not support those findings; these results suggest *financial opportunities* are significant in retention rates for first-year marching band members.

Open-ended Responses

The five themes that emerged through the most enjoyed items were: *travel*, *performance*, *social*, *game day*, and *pride*. *Social* ranked highest among the five themes. Comments under the *social* theme included, but are not limited to, making new friends in band, friendships, and having friends when they start school. These *social* comments support previous findings (Townsend, 2004; Weren, 2015; Matthews, 2017). Both Alosi and Townsend rated social aspects as the most important enjoyable factor of being in a marching band. Not all previous research found *social* aspects to be an influential factor for members returning (Parada, 2004). These findings suggest *social* to be a significant theme.

Travel ranked second among the five themes. Specifically, remarks were related to post-season championship travel. The remarks favoring *travel* support Alosi and Townsend's findings suggesting it is a common theme among college marching band members.

Performance was ranked third among emerging themes suggesting a trend among college marching band members. Students further indicated that performing for large crowds, the musical selections, continuing to make music, and continuing to participate in an invested

activity was enjoyable. Performing for large crowds directly relates the factor *performance enjoyment* as previously mentioned. It also aligns with a previously eliminated loading (half-time) under the *performance enjoyment* factor. These results support previous research suggesting performance to an important factor of retention (Alosi, 2012 & Parada, 2004). The comments related to *performance* were general in nature.

Pride (ranking fourth) and *game day* (ranking fifth) were closely related due to a connection of comments between wearing the uniform, participating in game day activities, being a part of traditions at the games, and the overall game day experience. Previous research indicates that feeling connected to a school is important for students' decision to return to the marching band (Alosi, 2012). *Pride* is closely related to the feeling of connectedness. Being a part of a college marching band and wearing the uniform also serves as method of feeling connected to an institution. The first PCA test performed did suggest higher loading values of pre-game or pep rally style performances (see Table 5). Although the PCA test loadings and open-ended questions were retrieved from different methods, they both suggest a perceived value of *pride* and *game day*. These results further suggest a connection to the *pride* and *game day* theme as the members enjoyed being a part of the university's traditions.

The five themes that emerged through the least enjoyed items were: *rehearsals*, *time commitments*, *external factors*, *musical selections*, and *leadership*. *Time commitments* and *rehearsals* were ranked highest in these themes. Participants gave negative remarks related to the use of rehearsal time and respect of student time. There was a negative correlation between *rehearsals* and *time commitments* suggesting too much time involved in the MDB. The comments referenced the amount of time, frequency of rehearsals, and time not being

used wisely. These negative views related to *rehearsals* and *time commitments* were not a strong enough influencing factor to turn students away from re-auditioning for the ensemble.

The comments for the three remaining themes, *external factors*, *musical selections* and *leadership*, were seen as complaints or disagreeing with the overall vision of the program. Specific remarks related to *external factors* included sunburns, the women's rehearsal attire, and the fans at games. Specific remarks related to *musical selections* included not liking stands tunes and not having enough stands tunes. Specific remarks related to *leadership*, included politics, direction of the band, drama, communication to students, feelings towards the directors and staff, and overall organization. Previous research does support the importance of communication for student engagement (Young and Shaw, 1999). The *leadership* theme did have many specific remarks suggesting a need for further investigation. Although students commented negatively on these themes, neither of the three was important enough to deter students from committing to re-audition for the MDB.

Twenty-six participants reported they chose to perform in a concert band to keep their membership without auditioning for the next season of the MDB. The university band program examined implemented a program during the academic year of this study allowing students to enroll in a concert ensemble to reserve their membership for the next year. This specific tactic of retaining membership in the organization also benefited the concert band program at the university as it increased enrollment.

Including both positive and negative factors and themes of enjoyment all participants ($N=78$) suggested they would re-audition. With 100% of participants choosing to re-audition for the next year it could be assumed that even negative themes were not strong enough of a factor to turn away potential members. There were no follow-up questions or interviews to determine if

participants returned. Data analyzed addressed one university marching band in the SEC, but may provide beneficial to other programs in their retention efforts.

Limitations

This study examined only one university marching band in the SEC. It should also be noted The University of Alabama won the 2016 College Football Playoff National Championship during the year these data were collected. The winning of a national championship that included significant post-season travel may have influenced members to return for another year. Another limitation of this study is the lack of follow-up questions to returning members. There were also no factors of institution loyalty considered in these findings (Alosi, 2012; Madson, Plack, & Dunnigan, 2007) Lastly, it should be considered the data of this study provided information for returning members only. These limitations should be considered when reviewing these data.

Implications for Retention

The results of this study could potentially benefit university marching band directors in successful retention between the first and second year of participation. *Time requirements* should greatly be considered when planning marching band rehearsal schedules and travel schedules, as it is an important factor. *Degree responsibilities* could influence students to participate in the marching band, but it seems as if once they have joined the marching band it isn't an important factor of retention between-the first and second year. *Performance enjoyment* findings suggest a general statement that students enjoy performing. However, the musical selections of the half-time show and number of shows are significant in planning marching band shows. Students want to play music they enjoy and multiple half-time shows. Since students demanding *time*

requirements and *degree requirements*, extra financial opportunities are very important to student retention.

Recommendations for Future Research

Further research could prove beneficial in providing retention data from multiple programs varying in size. Different sized institutions may provide factors influencing retention not included in this study. The current factors may have different levels of importance in schools of varying sizes. Smaller schools that do not compete regularly in the post-season games may also provide different data.

Another area for potential research is a longitudinal study investigating trends in returning members and non-returners. This type of study may identify other demographic background commonly associated with students who do not continue in the marching band all four years. The study may also provide trends that are consistent with attrition rates from year to year as students move through their academic career. A study of this nature could assist band directors in identifying potential recruits that will remain in marching band for longer periods of time.

Finally, identifying variables that influence students to not return for a second season of marching band is another area for potential examination. This type of study may allow directors to observe trends in retention and adjust program operations to increase long-term participation. This type of research may aid directors in better identifying potential recruits who are most likely to remain in marching band throughout their undergraduate careers.

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APPENDIX A: IRB APPROVAL



April 6, 2017

Timothy Heath
School of Music
College of Arts & Sciences
The University of Alabama
Box 870366

Re: IRB # 16-OR-129-R1 "Factors that Influence Second Year Participation in a University Marching Band"

Dear Mr. Heath:

The University of Alabama Institutional Review Board has granted approval for your renewal application. Your renewal application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on April 5, 2018. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

APPENDIX B: STUDY QUESTIONS

Factors That Influence First-Year Members of a University Marching Band to Return for a Second Year

Default Question Block

Q1 Year in College:

- First Year (1)
 - Second Year (2)
 - Third Year (3)
 - Fourth Year (4)
 - Fifth Year (5)
-

Q2 Do you attend Shelton State Community College:

- No (1)
 - Yes (2)
-

Q3 Are you a transfer student who participated in the Million Dollar Band for the first time:

- No (1)
 - Yes (2)
-

Q4 Gender is:

- Male (1)
 - I Choose to Not Identify (2)
 - Female (3)
-

Q5 In which state did you attend high school:

Q6 Instrument in the Million Dollar Band:

- Piccolo (1)
- Clarinet (2)
- Alto Saxophone (3)
- Tenor Saxophone (4)
- Mellophone (5)
- Trumpet (6)
- Trombone (7)
- Baritone (8)
- Tuba (9)
- Drumline (10)
- Front Ensemble (11)
- Color Guard (12)
- Crimsonette (13)
- Band Manager (14)

Q7 Major at the University of Alabama:

Q8 Did you participate in a student organization outside of band: (Please select as many as apply)

- Social Greek Organization (1)
 - Music Greek Organization (2)
 - Professional Organization/Club Related to Your Major (3)
 - Professional or Service Greek Organization (4)
 - Religious On Campus Activities (5)
 - Religious Off Campus Activities (6)
 - Other (If You are Willing Please Identify Group or Organization) (7)
-

Q9 Are you receiving a band scholarship for participation in the Million Dollar Band:

- No (1)
 - Yes (2)
-

Q10 Are you receiving an academic scholarship from the University of Alabama or another organization:

No (1)

Yes (2)

Q11 Did you participate in the University of Alabama Pep Bands:

No (1)

I Don't Plan to Participate (2)

I Plan to Participate Next Year (3)

Yes (4)

Q12 Do you currently have a job either on-campus or off-campus: (Please select yes and the work-study option if your employment is affiliated with financial aid)

No (1)

Yes (2)

Work Study (3)

Q13 Do you feel confident recommending this ensemble to someone:

- No Way (1)
 - I Would Consider It (2)
 - Not Sure (3)
 - Most Likely (4)
 - Of Course (5)
-

Q14 Do you plan to re-audition for the 2016 Million Dollar Band:

- No (1)
 - I Have Considered It (2)
 - Undecided (3)
 - Most Likely (4)
 - Yes (5)
-

Q15 Please read the following and select the level of influence the variables have on your choice to re-audition for the Million Dollar Band for the fall of 2016.

	Not Influential (1)	Somewhat Not Influential (2)	Undecided (3)	Somewhat Influential (4)	Influential (5)
Members in your Section (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section Leaders (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Spent with Band Members Outside of Class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Band Directors (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of Rehearsal Time Required (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Time Required for Participation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Hours of Homework or Lab Hours Required for Your Degree (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Major/Degree (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Class Conflicts (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Employment Outside of Band (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rehearsal Intensity (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Desire to Continue Marching Band After High School (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship Opportunities (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pep Band Participation (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service Award Opportunities (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to all Home Football Games (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-game Performances such as Pep Rallies or Elephant Stomp (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stands Music (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Half-Time Shows (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Shows Performed in a Season (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Away Game Trips (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Football Team Success (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Did you participate in a concert band this year so you do not have to re-audition for the 2016 Million Dollar Band season:

- No (1)
- Yes (2)

Q17 How confident are you in your decision to re-audition or not re-audition:

- Not Confident (1)
 - Somewhat Confident (2)
 - Unsure (3)
 - Still Considering (4)
 - Very Confident (5)
-

Q18 Would you please list three items that you enjoyed the most this season:

Q19 Would you please list three items that you enjoyed the least this season:

End of Block

APPENDIX C: INFORMED CONSENT

UNIVERSITY OF ALABAMA HUMAN RESEARCH PROTECTION PROGRAM

UNIVERSITY OF ALABAMA Individual's Consent to be in a Research Study

You are being asked to participate in a research study titled “A researched-based investigation into attrition and retention of the 2015 first- year members of a large division I university marching band.” This study is being done by doctoral candidate student Timothy Heath. He is a graduate teaching assistant with the university bands at the University of Alabama.

What is this study about?

The purpose of this study is to identify factors that may influence first year marching band member's decision to return for a second year of participation or to not return to the marching band.

Why is this study important—What good will the results do?

The findings in this study may provide information to band directors as to which factors influence first year marching band members to return for a second year of participation. This study may provide a better insight to the factors that students find the most influential in making their decision to participate for a second year of band or to leave the program.

Why have I been asked to take part in this study?

You are being asked to participate in this study because you are a first year member of the Million Dollar Band.

How many other people will be in this study?

All first year members are being asked to participate in this study.

What will I be asked to do in this study?

If you agree to be in this study, you will complete a survey online by following the link provided in this e-mail. You must be 18 years or older to take part in this survey.

How much time will I spend being in this study?

It will take approximately 10 minutes to complete this survey.

Will being in this study cost me anything?

The only cost to you from this study is your time.

What are the risks (problems or dangers) from being this study?

There are no risks for participating in this study.

What are the benefits of being in this study?

There are no direct benefits for participating in this study. Your information provided may help future collegiate band directors understand factors that will motivate students like yourself to remain active in marching band for more than one year.

How will my confidentiality be protected?

All information collected through this survey will be kept safely on an external hard drive. At no point during this study will any student be identified nor will IP addresses be tracked for identification.

What are the alternatives to being in this study?

The only alternative is to choose not to participate.

What are my rights as a participant?

You are volunteering if you decide to participate in this study. If you have further questions regarding your rights as a participant you may contact the University of Alabama Institutional Review Board.

The University of Alabama Institutional Review Board is a committee who protects the ethical treatment of participants in research studies. The University of Alabama Institutional Review Board may review the study records if they wish. This is to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions about this study, please contact Tim Heath at 252-864-8933 or taheath@crimson.ua.edu. In the future if you have questions please contact Tim Heath. If you have questions or complaints about your rights as a research participant, call Ms. Tanta Myles, the Research Compliance Officer of the University at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make a suggestion, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html.

Thank you for volunteering to participate in this study.

Sincerely,

Timothy Heath

Principal Investor
Timothy Heath
Graduate Teaching Assistant

Faculty Advisor
Dr. Kenneth Ozzello
Director of Bands

The University of Alabama Bands
252-864-8933
taheath@crimson.ua.edu

The University of Alabama
205-348- 8242
kozzello@crimson.ua.edu

APPENDIX D: EMAIL TO PARTICIPANTS

Dear First-Year Members of the Million Dollar Band,

Many of you will remember me as one of the four graduate teaching assistants for the university bands. I write you to request your assistance with my dissertation. I am seeking volunteers to complete a study that measures the influence of factors that first-year college marching band members find important in making a decision to audition or return for a second year of participation. You are not required to participate in this study but I hope you will consider giving your time as this study may provide information valuable in making the Million Dollar Band experience better for all members. It may potentially be information that other college marching bands could use to improve retention. Below you will see a short description of the study, a consent letter explaining your rights as a participant, and a link to the survey. The survey will take **less than ten minutes** of your time.

Purpose of this study:

The purpose this study is to measure the influence of selected variables of first-year members' personalities that determine the decision to re-audition for the 2016 marching band season. The aim of this study is to be able to determine the type of personality that is more prone to leave a college marching band at a large division I school. For recruitment and retention purposes, this study will further assist band directors in their goals of filling their ensemble with students that will remain involved throughout their undergraduate career.

Your Confidentiality:

Confidentiality of all participants will be kept, as no individual will provide their name for the study nor will IP addresses be tracked. All data collected will remain in safe keeping with the principal investigator of this study. There are no potential risks to the participants of this study.

Please click here to take the survey:

https://universityofalabama.az1.qualtrics.com/jfe/form/SV_8wzww0VqS35tSkJ

If you have any questions regarding this study you may contact me directly at: taheath@crimson.ua.edu or 252-864-8933.

Sincerely,

Timothy Heath
Graduate Teaching Assistant
University Bands- Million Dollar Band
IRB Study # 16-OR-129