

LIBERTY UNIVERSITY

SCHOOL OF MUSIC

**Strategies for Creating and Building College Band Programs within Institutions Under a
5000-Student Population**

A Thesis Submitted to
the Faculty of the School of Music
in Candidacy for the Degree of
Doctor of Music Education

by

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Strategies for Creating and Building College Band Programs within Institutions Under a 5000-
Student Population

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ABSTRACT

Higher education institutions regularly cultivate recruitment and retention plans to attract potential students to their programs. Small college band programs are identified as institutions under a 5,000-student enrollment and often develop recruiting strategies that employ a smaller applicant pool. This qualitative study observes small college recruitment practices and justifies successful and non-successful techniques within small college band programs. The research within this project examined insights into college admissions practices, administration roles in student recruitment and retention, and the role of the music faculty in recruiting and retaining current students. Furthermore, this study evaluates the effects of college exposure, marketing, communication, and incentives on student decision-making. This document also evaluates and defines the importance of the professional relationships between the college program director and surrounding high school programs. In addition, this research assesses the impact of the Covid-19 pandemic and how it changed how small college band programs recruit and retain students. Discoveries of this study include enrollment data from multiple small school band programs in central Texas. The data collected emphasizes retention rates as well. This research also weighs the effects of geographic location on student enrollment. This qualitative study has reviewed multiple marketing and social media avenues directly related to student enrollment. While this research suggests that certain recruitment practices have a higher success rate, specialized recruitment strategies based on geographical location, economic support, and equipment availability generate differing success rates per location. Thus, this research assessed the best practices for general recruitment, specialized recruitment, general retention, and specialized retention.

Keywords: recruitment; retention; student; influencer; opportunities; obligation

DEDICATION

To My Family.

My daughter Isabella inspires me to become the best father, teacher, and person. Many days were sacrificed for research, and my family felt that sacrifice. Isabella always understood this goal for our family, and her support of this degree means the world to me. Her determination, drive, and ambition will forever live in my heart as the ideal example of patience, perseverance, and love.

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LIST OF ABBREVIATIONS

Abilene Christian University (ACU)

Associate of Arts (A.A)

Bands of America (BOA)

Baylor University (BU)

Community College Research Center (CCRC)

Doctor of Musical Arts (D.M.A.)

Doctor of Music Education (D.M.E.)

Doctor of Philosophy (Ph.D.)

Historically Black College or University (HBCU)

Institutional Review Board of Liberty University (IRB)

Junior and Community Colleges (JUCO)

Music Education Association (MEA)

Navarro Junior College (NJC)

Rice University (Rice)

Southern Methodist University (SMU)

Texas Christian University (TCU)

University Interscholastic League (UIL)

Upward Bound, Educational Talent Search, and Special Services (TRIO)

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CHAPTER ONE: INTRODUCTION

This study examined small college recruitment and retention practices and validates effective and non-effective practices within band programs. Choosing where to attend an institution of postsecondary education is one of the most important decisions for students. Information on how these students decide is paramount for recruiting and retaining college band members. This study evaluates many factors of student decision, such as the atmosphere of the band program, scholarship provided, traditions built within the program, individuals who lead the program, and the exposure or opportunity to perform. Students are highly motivated to enroll in specific programs by personal relationships or role models. This study examined student influence and evaluated the best strategies for building relationships with student influencers. Higher education institutions are under immense pressure to increase enrollment and provide an experience that meets student expectations. Small school band programs across the nation face similar issues. Renowned college band director, Kenneth Fite, acknowledges that “even though small college band programs are equipped with up-to-date teaching aids and a competent faculty trained in their use, the difficulty is experienced in attracting a sufficient number of students who play instruments to form a band with the desired instrumentation.”¹ Recruitment and retention strategies are developed by comparing standard practices within comparable programs. The research in this study compared data collected on enrollment rates within colleges under a 5,000-student enrollment and assessed the recruitment strategies of the band programs located at those institutions. Variables of college interaction, such as financial support in the form of scholarships, location, student interaction, faculty expertise, and administrative support, provided

¹ Kenneth A. Fite, “Building a Band in a Small College,” *Music Educators Journal* 41, no. 5 (1955): 64.

varied results. Clear, accurate information on how to interact and inspire enhanced enrollment of students within small college band programs was the goal of this research.

Background of Recruitment and Retention Methods

The findings vary when looking at the recruitment and retention of students in bands connected to small colleges/universities. Students choose to attend a college/university after high school for various reasons. Students may experience influence by siblings, relatives, friends, role models, high school band directors, professionals within the field of music, high school counselors, high school alums, college alums, and college recruiters. Furthermore, research shows that “parents have been identified as the most influencing factor on student decision, both in college and prior to college.”² Influencers are a large part of the decision-making process. The research from this project will help develop a systematic approach to building relationships with those who influence student decisions.

Rarely do small college band programs or directors methodically address enrollment. Impersonal email letters are the most common recruitment form, and daily band rehearsals are the most common retention methods. Band directors “must feel comfortable in the role of “recruiter-in-chief” and be willing to visit prospective students, parents, school administrators, and teachers both on and off campus. This person’s personality will, to a large degree, determine the program’s success.”³ Often, band directors nationwide need to commit to building their programs responsibly. Due to this lack of commitment, small college programs struggle to recruit and retain quality students within their ensembles. Within their plan to save small liberal

² John Rayfield et al., “Factors That Influence Student Decisions to Enroll in a College of Agriculture and Life Sciences,” *NTCA Journal* 57, no. 1 (March 2013): 88.

³ William L Waggoner, “The Recruitment of College Musicians,” *College Music Symposium* 18, no. 2 (1978): 154.

arts colleges, Jeffrey Docking and Carman C. Curton said, “When you do not have accountability, you do not have responsibility, and when you do not have responsibility, you have no way of going back to individual employees who are not recruiting new students. The impossibility of judging how many students a building brings to campus ignores the enrollment at small colleges and their need to reflect on accountability.”⁴

Theoretical Framework

A qualitative methodology gathered data on the historical outcomes of recruitment and retention practices within small school band programs. Information on best recruitment and retention practices was scarce, especially within the confines of small colleges. Existing data focuses on the student expectations, desires, and motivations to join and remain in a small college band program. Data gathered demonstrated that traditional recruiting efforts and contemporary recruitment methods aided in developing the small college band program. Additionally, this research found that significant persons and communication efforts are highly influential. However, current students are likelier to experience program exposure through social media such as Twitter, Instagram, or Facebook. Small college band programs may benefit from “utilizing social media to effectively reach clientele, including students from varied (music) educational backgrounds.”⁵

Small colleges require collaboration among influencers to enhance recruitment and retention. Each individual involved with the recruit’s experience must hold the common goal of support for the process. The data describes each influencing department’s observation and accountability in recruiting and retaining students. This data helped determine best practices

⁴ Jeffrey R. Docking and Carman C. Curton, *Crisis in Higher Education: A Plan to Save Small Liberal Arts Colleges in America* (East Lansing, MI: Michigan State University Press, 2015): 27.

⁵ John Rayfield et. al., “Factors That Influence Student Decisions,” 92.

before 2022. The new research was collected to discover new data from past qualitative and quantitative analyses. New data included insights on student involvement and desire. The researcher collected data on the retention of students who remained in the band for more than one academic school year. In addition, the researcher collected data from high school directors to gather recommendations on what best practices may influence high school seniors' decisions. Lastly, the researcher collected data on the best practices from small college band directors on recruitment and retention methods currently used to attract new students.

Utilizing recruitment strategies found in the research of Dean Luethi, Mary Ann Reese, and many others, formulated methods helped provide the best options for recruiting 21st-century high school students. The current high school students are Generation (Gen) Z population. Gen Z students are notoriously social but prefer texting on cell phones instead of conversing in person.⁶ This research found methods of communication that are best suitable for the current generation. In addition, the research assisted the establishment of methods of collegiate student retention. To better inform others of this context, the underlying methods of recruitment evaluation, data analysis, and proposed methods may help provide a cognizant view of band program development from the perspective of researchers in music education. The data collected established commonalities and philosophies related to the response of recruitment and retention within music education literature. This study hoped the methodology would help verify the value of a focused recruitment effort within small college band programs.

Existing literature, data from related thesis/dissertations, publications, books, and scholarly journals, were gathered to answer the research questions. In 2019, Dwight Manning,

⁶ Charles Igel and Vicki Urquhart, "Generation Z, Meet Cooperative Learning," *Middle School Journal* 43, no. 4 (March 2012): 16.

David Feurzeig, Donald George, Maura Glennon, Patrick Hoffman, and Mihai Tetel surveyed recruitment influences within the applied instrumental studio. The data collected by their research helped to guide the conclusion of best practices for program development. However, their research is reliant upon dated material.

Manning et al. state, “In the contemporary realm, contact and correspondence may take the form of email or social media rather than written letters sent via postal mail. We all depend on websites at our respective institutions. However, most other practices remain fixed within dated, long-standing institutional and curricular structures.”⁷ New communication methods continually present themselves. High school students communicate more frequently through text messages or snap chat than email and traditional mail. The research conducted in this study examined the best methods of communication for the recruitment of students, the best methods of instruction for the retention of students, and the best methods of motivation for the growth of program enrollment.

This research may be significant to small college band directors and small college music directors as a whole. The retention strategies researched may benefit the experience, progress, and success of all small college music students and their programs. This research focused on student well-being and what is needed within program operations to reach student expectations. Students’ expectations and program requirements should not diminish due to the enrollment size of the college or university. Small college music program expectations should have a heightened respect for program sustainability. Community college and junior college program directors average a two-year enrollment lifespan with their students. This lack in program lifespan creates

⁷ Dwight Manning et al., “Recruitment and Retention in the Applied Music Studio,” *College Music Symposium* 59, no. 1 (2019): 14.

the hurdle of graduating 50% of the band program each year. Programs will only succeed at expedited rates if student recruitment and retention are at the forefront of program urgency. A well-understood approach to recruitment and retention strategies within these small college band programs will benefit the directors, students, and music departments.

Problem Statement

Implications stemming from this study focused on recruitment and retention efforts presently being used by small college band programs. Currently, there are multiple standard methods for recruitment. The recruitment and retention of high school seniors rely on non-stop visibility. Leaders in higher education have long expressed concerns that enrollment rates are “too low,” with several factors often cited as inhibiting otherwise academically prepared students from enrolling in college.⁸

We seldom see small college band programs utilizing a systematic approach to recruitment and retention. As a result, small college band programs suffer in enrollment rates. This issue also affects the student experience, hindering the ability to perform specific band literature. The size of the institution and the amount of scholarship it allocates for band students help with recruitment, but it does not define it. Ho Yan Agnes Wan, author of *Student Recruitment Ideas: For Private and College Music Instructors*, states that “it takes time to build a reputation; therefore, when recruiting for any new program, one must rely more strongly on visibility.”⁹ This study focused on what is necessary for recruitment practices, how to accomplish them, and how they can be improved. This study confirms that “recruitment is a challenging and

⁸ Jesse M. Cunha, Trey Miller, and Emily Weisburst, “Information and College Decisions: Evidence from the Texas Go Center Project,” *Educational Evaluation and Policy Analysis* 40, no. 1 (January 10, 2018): pp. 151

⁹ Ho Yan Agnes Wan, “STUDENT Recruitment Ideas: For Private and College Music Instructors,” *American Music Teacher* 63, no. 5 (2014): 24.

ongoing process, and to do it well, we need specific information to make our programs attractive and successful.”¹⁰

Recruiting students may become increasingly difficult as more students select majors in business and technology and fewer liberal arts.¹¹ Manning states, “One of the greatest challenges music program administrators face today is that of recruiting students for their programs.”¹² Small school programs, whether in college or grade school, have more hurdles than larger schools. Budget, access to equipment, travel opportunity, and scholarship support are all prevalent barriers in small schools compared to larger institutions. Recruiting students into a small school band program takes more than materials; it also involves attitude, passion, and enthusiasm. This study hopes for a band director with an adaptable mindset and the willingness to adopt marketing techniques to create an enthusiastic program.

College enrollment has seen a significant decrease throughout the last three years. The total enrolled postsecondary students declined by 4.3% in 2020 and 3.3% in 2021.¹³ Student enrollment is essential to any music program’s success, development, and stability. Focusing on student enrollment will help advance college ensembles, studio class sizes, and exposure opportunities.

The Covid-19 pandemic had a significant impact on the enrollment rates of small colleges. “According to the National Student Clearinghouse Research Center, undergraduate enrollment year over a year fell by 3.6% in Fall 2020 and 3.1% in Fall 2021. Total

¹⁰ Dean Luethi, “Idea Bank,” *Music Educators Journal* 102, no. 1 (September 28, 2015): 25.

¹¹ M.C. Carlson, “Undergraduate Music Student Recruiting Practices and Strategies in Public Colleges and Universities”(dissertation, Unpublished, 1999): 12.

¹² Dwight Manning et al., “Recruitment and Retention in the Applied Music Studio,” 4.

¹³ Melanie Hanson and Fact Checked, “College Enrollment Statistics [2022]: Total by Demographic,” Education Data Initiative, April 22, 2022, <https://educationdata.org/college-enrollment-statistics>.

undergraduate enrollment declined 6.6 percent from fall 2019 to fall 2021, representing a loss of just over a million students.”¹⁴ Using data from a small college band program in Central Texas shows a decline in band participation and enrollment by 54% from Spring 2020 to Fall 2020. There was an improved band enrollment of 16% when utilizing specific virtual recruitment strategies within the same institution from Spring 2021 to Fall 2021.

Post Covid-19 pandemic recruitment strategies have opened many opportunities for small college band directors. Students interact and communicate with technology regularly; thus, it is not unexpected to see that social media and online communication devices utilize effective communication during and after the pandemic. Opportunities for virtual recruitment and communication help bring the recruiter to the distant band hall. Programs such as Zoom and Google Meet have given band directors a way to communicate across multiple miles from the comfort of their office. In addition, virtual communication has allowed music programs to audition more students.

Furthermore, virtual communication has given students who may have yet to audition due to lack of transportation the opportunity to audition. Data collected from Navarro College in Central Texas showed that implementing a methodical recruitment approach through multiple avenues increases enrollment. Using virtual and face-to-face recruitment strategies researched through this study, enrollment numbers from Spring 2022 to Fall 2022 increased by 89%.

In 2020, small and community colleges were foreseen to increase enrollment due to large universities losing the appeal of the big, beautiful campuses. Andrew P. Kelly and Rooney

¹⁴ Bill Conley, “Inside Higher Ed,” The enrollment changes colleges are feeling are much more than COVID-19, February 28, 2022, <https://www.insidehighered.com/admissions/views/2022/02/28/enrollment-changes-colleges-are-feeling-are-much-more-covid-19>.

Columbus state, “Community colleges have already learned many of these lessons and stand to gain enrollment because of the pandemic and economic recession. Their students seem more amenable to learning remotely and rely less on auxiliaries. Most four-year colleges have not gotten there yet.”¹⁵ How does this affect enrollment in community college arts and sports? This study evaluated the community and junior college enrollment rates and quantified the data based on arts and athletic enrollment.

In addition, enhanced student enrollment rates will benefit the retention of faculty members. Many small college music programs do not employ full-time instrumental professors. Small college instrument departments often use part-time or adjunct professors for private instruction. Program enrollment will enhance adjunct longevity by focusing on recruitment and retention strategies. Enrollment management and organization may also result in improved recruitment practices. This study found that recruitment and retention practices for small college band programs increase enrollment for ensembles, classrooms, the college band department, and overall college enrollment. This study signified that students must successfully transition from a high school band to a college band member to experience collegiate band opportunities.

This research helped determine what attracts students to small-school band programs. The study also addressed the effects of exposure, marketing, communication, and incentive. Each field adds to recruitment and aids in a systematic approach to a recruitment plan that will benefit and grow a program. Marketing has become a strong field for recruitment. Major companies use marketing techniques to make their products more attractive to consumers. Marketing is more than sending out flyers or putting up posters around campus. “Marketing is initially viewed as

¹⁵ Andrew P. Kelly, “College in the Time of Coronavirus: Challenges Facing American Higher Education,” *American Enterprise Institute*, July 7, 2020, 17, <https://www.aei.org/research-products/report/college-in-the-time-of-coronavirus-challenges-facing-american-higher-education/>.

advertising and promotion rather than as a revolutionary new way to view the institution and its purposes. A few institutions will lead others in developing an advanced understanding of marketing. These institutions will perform better. The institution's competitors will learn competitive marketing techniques. Within a decade, marketing will be a major function of education."¹⁶ Marketing for the small college band program is similar. While large school programs have nationally televised sporting events that aid recruitment efforts, small college programs do not. It is the job of the small college band recruiter to develop, apply, and assess marketing strategies to help attract high school band students. Research in the consumer marketing field may also support best marketing practices for college recruitment.

Traditions that attract students to a program are regularly passed down yearly and evolve to represent the upcoming generation. Those traditions may be local or national. Many colleges celebrate with local townspeople in the celebration of what made that town successful, such as the Lentil Festival celebrated by Washington State University in Pullman, Washington, or the Derrick Days Festival honored by Navarro College in Corsicana, TX. These festivals significantly influence the local community and warrant a marketing opportunity for college band programs. Festivals do not only represent opportunities for marching bands, as some small schools do not have marching bands, jazz, or chamber ensembles. In addition, this research's findings may help support the establishment of traditions within a program to assist with program atmosphere and enthusiasm.

¹⁶ Philip Kotler, "Strategies for Introducing Marketing into Nonprofit Organizations," *Journal of Marketing* 43, no. 1 (January 1979): 44.

Significance of the Study

While enrollment connects to recruitment in general discussion, scholars have attributed that many other aspects of opportunity play a significant role. According to Dean Luethi, “The experience of your ensemble must be more attractive than the myriad of other activities (curricular and others) offered. Have students sing at community events, such as holiday performances at the mall, or perform for the local service clubs to showcase your ensembles’ accomplishments in the larger community.”¹⁷ Finding performance opportunities for small college band programs can take time and effort. Community outreach and partnership are imperative between the band director and community officials. There are multiple opportunities for community outreach. Luethi suggests having “students perform at the local library or community center and announce your concerts in community papers and on local websites. Find ways to perform for the entire school body – pep rallies, awards banquets, and during the lunch hour in common areas.”¹⁸ Within the collegiate band, there are many avenues to find performance. If there is a marching band, separating that program into smaller pep bands for performances for school spirit is an efficient way to gain extra exposure. The strategies assessed in this research reveal many ways band programs can contribute to performance outside the classroom.

Research Questions

As advocates for multiple education pathways, the music educator’s philosophy should support and encourage student participation in music ensembles. With that philosophy, this

¹⁷ Dean Luethi, “Idea Bank,” 6.

¹⁸ Ibid.

research helped address gaps in recruitment and retention strategies throughout small college band programs. Research questions asked within this study include:

Research Question One: What primary recruitment and retention strategies are used within large and small college band programs to increase enrollment of high school band students?

Research Question Two: How can a small college band program establish heightened credibility within high school band programs or amongst high school band directors?

Readers may already be familiar with standard recruiting practices frequently mentioned in the limited literature. These practices include campus visits, festivals, masterclasses, and lessons. Other well-known recruitment strategies include correspondence through letters and publications, phone calls, visits to high schools, referrals to school and private teachers, audition invitations, and financial aid visits.¹⁹ The purpose of this qualitative study was to address the research questions and assess best practices for enhanced student attitude, retention of students, and recruitment of high school students to small school band programs. In addition, this research reviewed the best student recruitment and retention practices in the wake of the Covid-19 pandemic.

The students who graduated from high school in 2002 differ from those who graduated in 2012. The students who graduated high school in 2022 are experiencing a culture that changes at an accelerated rate. “Students come to college from various backgrounds, schools, and teachers; their knowledge as second-year instrumentalists differ drastically.”²⁰ Student attitudes are ever-

¹⁹ Dwight Manning et al., “Recruitment and Retention in the Applied Music Studio,” 3.

²⁰ Lisa Martin, “Music Education in the Era of School Choice,” *Music Educators Journal* 105, no. 1 (September 2018): 42.

evolving. Social attachments, customs, and expectations are relevant to student decisions and success. The strategies discovered within this research filled the gap between known and unknown best practices. Conclusions depict an organized sequence of best practices in recruiting and retaining band students motivated by proactive involvement. Community, aggressive engagement, and support should become the identity of the small college band recruiter and the college music department.

Core Concepts

Recruitment and retention, as core concepts of this study, provide an analytical and philosophical investigation of the fundamental ideologies of implications on small college student enrollment, rates of retention, and completion rates. Recruitment of students is excellent, but retaining students throughout their degree is an important program goal. Previous data may support strategies for building the small college band program through recruitment and retention. Some institutions may be more successful at recruitment and retention than others. As we have seen from nationally televised sporting events, the larger the university, the better its chances of survival because they have a good image. Mary Anne Reese, author of *College Student Recruitment: The Importance of Faculty Participation*, states that more prominent universities are more desirable because they are very selective in their admissions procedures, they will keep their tuition at a high level with their competitors, have a strong faculty, are flexible enough to adapt to new needs, meet the needs of their communities, and the larger selective private schools tend to have large endowments that support students.²¹

²¹ Mary Anne Reese, "College Student Recruitment: The Importance of Faculty Participation," *College Music Symposium* 23, no. 2 (1983). 1.

For generations, small college band programs have seen difficulties with enrollment. Kenneth Fite explains, “Many small colleges have nearly insurmountable difficulties in their attempts to build bands capable of playing standard concert numbers acceptably.”²² This problem takes away experience from the students involved. Many small college band directors should agree that all students, no matter their institution, gain experience in the performance of standard literature. It was the goal of this research to assist with this issue.

An overall recruitment strategy is having students visit a college campus for any event. Marching band programs could or may invite students to home football games. Concert band programs could or may ask students to participate in rehearsals or attend performances. Summer camps and competitions hosted by the school also present substantial recruitment opportunities. These events increase school and program exposure, developing a sense of familiarity and comfort for students.

From the perspective of a small college band director, the band staff must assess their recruitment practices, compare those practices to other colleges, and build an enhanced outreach method for student recruitment and retention. Many variables affect which institution students choose for their college education. “These involve academic and non-academic elements and could include geographic location, academic strengths/weaknesses, cost/financial aid, extra- and co-curricular activities, collegiate/program reputation, and size of the institution.”²³ Everyday misfortunes often bring on problems with student retention and enrollment decline. These challenges could be financial instability, family emergencies, personal or mental health problem

²² Kenneth A. Fite, “Building a Band in a Small College,” 64.

²³ Scott N Edgar, “Attracting the Next Generation of Music Educators,” *Contributions to Music Education* 43 (2018): 19.

issues, or social-emotional instability. Assessing individual needs and designing a resilient approach to student attrition is a concern with the 2022-23 college students. Creating multiple program opportunities and assigning faculty members tasked explicitly with engaging high school students may give incoming first-year students a generalized view of a compassionate, loving, and prestigious community of professionals who will guide them through their degrees.

Hypotheses

Collegiate administrations implement essential policies to secure initial enrollment and continued membership in small college band programs. This research recognized those critical policies and built upon them. The following hypotheses accounted for the initial research questions.

Research Question One:

What recruitment and retention strategies are used within small college band programs to increase the enrollment of band students?

Hypothesis One:

Recruitment and retention strategies within small college band programs may influence program goals, performance opportunities, development, and purpose. Research Question One was answered by developing systematic approaches to recruitment and applying those approaches within the practice. Increased enrollment is the desired outcome. The main goal of small college band programs is to incorporate all aspects of instrumental learning, including an adequate performance of standard repertoire.

Research Question Two:

How can a small college band program establish heightened credibility within high school band programs or amongst high school band directors?

Hypothesis Two:

Small college band programs can establish heightened credibility within high school band programs or amongst high school band directors with regular visibility within the classroom. Steven Kelly states, “One-way music recruiters can identify the best students is to visit high schools, performances of all-state ensembles, and summer music camps. By interacting with the students and their teachers, recruiters will discover what attracts students.”²⁴ We can determine the significance of director visitation exposure and student enrollment by collecting numerical data on enrollment rates.

The analysis in this study also classified methodical approaches to student retention outside recruitment strategies. Program culture is essential to program development. Program culture is also vital to enhanced learning outcomes. Distinctive practices in retention methods are disclosed and possibly replicated for analysis.

Data collection using qualitative methods provides excellent results. Assessing tribulations over a broad spectrum of recruitment and retention strategies helps small 4-year universities and junior/community colleges. This study will address results from past recruitment studies, implementation of current recruitment and retention plans, and data collection of implementation results.

Definition of Terms

Term comprehension is essential. It allows readers to understand better the information presented in this study. In addition, defined terms will provide the reader with a better

²⁴ Steven N. Kelly, “Marketing Your College Music Program to Students,” *Music Educators Journal* 75, no. 3 (November 1988): 28.

understanding of the hypothesis and method of research. The following key terms are essential to the understanding of the study:

Small College: According to the Carnegie Classification of Institutions of Higher Education, colleges and universities considered “small” have fewer than 5,000 students and do not offer graduate school degrees.²⁵

Influencer: One who exerts influence: a person who inspires or guides the actions of others. An influencer invests in the process of recruitment and retention of college band students. Influencers can be but are not limited to: Parents, family, friends, councilors, high school band directors, current students, private instrumental instructors, college recruitment office personnel, music department faculty and staff, alumni members, and college band directors.²⁶

Chapter Summary

College band Directors should visit the means of recruiting students to small college band programs or, at the least, re-model it. Students with curiosities and capacities for band performance must be aware of the opportunities within small colleges and universities. Many students need accurate information on the opportunities to attend a college or university that provides a personal experience between students and faculty. The future generation of students approaching college has characteristics and interests that are diverse and unlike any generation before them. The research on this subject may be necessary for developing any band program,

²⁵ College Data, “College Sizes: Small, Medium, or Large?,” CollegeData, November 18, 2020, <https://www.collegedata.com/resources/the-facts-on-fit/college-size-small-medium-or-large>.

²⁶ “Influencer Definition & Meaning,” Merriam-Webster (Merriam-Webster), accessed June 20, 2022, <https://www.merriam-webster.com/dictionary/influencer>.

small or large. In addition, the strategies assessed for the retention of students may help with the success of any college band program.

Small college band programs should investigate all means of virtual communication, including social media, to determine the most effective way of communicating with this generation of students. Communication is one of the most important aspects of recruitment and retention. Over the years, communication methods have changed. Online communication, such as Zoom and Google Meets, helps to provide us with opportunities for recruitment and retention like never before. Zoom was a term that very little knew before the Covid-19 pandemic. Zoom allows one to accomplish genuine communication with students and colleagues, but is it hindering teachers' connection with students, restricting student retention in the classroom? Jamila McWhirter states, "Zoom fatigue is the result of the sudden mass adoption of technology disrupting the normal, instinctual, and finely-tuned way of communicating that developed to help humans survive."²⁷ This research assessed the productivity of online communications such as Zoom and how desired those methods are with Gen Z students.

Recruitment efforts should be motivated by and include individuals dedicated to building a healthy band program. In addition, recruitment efforts should reach a diverse pool of potential students from all socio-economic backgrounds. Small college band programs must invest more time and effort into recruiting and retaining students. This study aims to assess the recruitment and retention efforts in small college band programs and build a foundation to guide this commonly misunderstood generation of students to realize the potential of college enrollment opportunities.

²⁷ Jamila McWhirter, "Are You Zoomed Out?," *The Choral Journal* 61, no. 2 (September 2020): 41.

CHAPTER TWO: REVIEW OF LITERATURE

The literature reviewed in this study may influence the program director's philosophy on student recruitment and retention. With the sudden change and increase in technology-based communication, there are more opportunities for student recruitment. As a result, discovering more communication methods may improve program development. The literature included in this review focused on how aspects of recruitment and retention related, and not related to, music or band. This chapter is in six short sections: 1) Research Related to General Recruitment, 2) Research Related to the Effects of the Covid-19 Pandemic on Recruitment and Retention; 3) Research Related to Recruiting in Higher Education, 4) Research Related to Technology and Recruiting, 5) Research Related to Building Small College Band Programs, 6) Research Related to Building Small College Band Programs, and 7) Research Related to Retention of Collegiate Students.

Research Related to General Recruitment

The United States Military is known for its extensive focus on recruiting new members. Lara Schmidt, author of "Cyber Practices: What Can the U.S. Air Force Learn from the Commercial Sector," explains recruitment and retention methods used within the United States Military. Schmidt states, "Security and stability of a government job helped with retention."²⁸ Additionally, Schmidt articulates that expressing information on recruiting through competition may yield successful results. The author works to identify the need for recruitment within the confines of cyber competitions. Schmidt's insight on retention practices concerning program stability and routine is beneficial to the development of any program. In addition, Schmidt's

²⁸ Lara Schmidt, *Cyber Practices: What Can the U.S. Air Force Learn from the Commercial Sector?* (Santa Monica, CA: Rand Corporation, 2015): 51.

philosophy of using competition enhances interest in program recruitment and provides a sound strategy for program development. Competition within any program boosts morale and ultimately recruits those who want to compete for more. Small college band programs may have an opportunity competition with the Winter Guard International (WGI) or Drum Corps International associations. WGI competitions with independent color guard programs may yield more exposure for collegiate band programs. Color Guard does not assist with programs such as concert or jazz band but has become a strong marching band partner nationwide. The researcher suggests increased data collection on the percentage of colleges throughout the United States that offer WGI-based groups. Due to the low availability, offering a competitive program may have more desirability within a small college band program for enhanced enrollment.

Diversity and inclusion influence general recruitment. Kayla Williams, author of “Increasing Diversity in the Military: Recruiting and Retaining Talented Women,” states, “Diverse teams perform better, and the military should compete for top talent across all demographic sectors in a rapidly diversifying nation.”²⁹ William’s viewpoint is military diversification, but her philosophy also holds amongst the music world.

Music ensembles comprise multiple sections that garner diversified stereotypes. A study completed by composer/programmer Suby Raman in 2004 examined the gender diversity of 20 separate American orchestras representing 1,833 musicians. Raman discovered there is a gender imbalance for many instruments on the professional level. Raman states that “95% of harpists reported are women, as are 66% of flute players; the overwhelming majority of percussionists

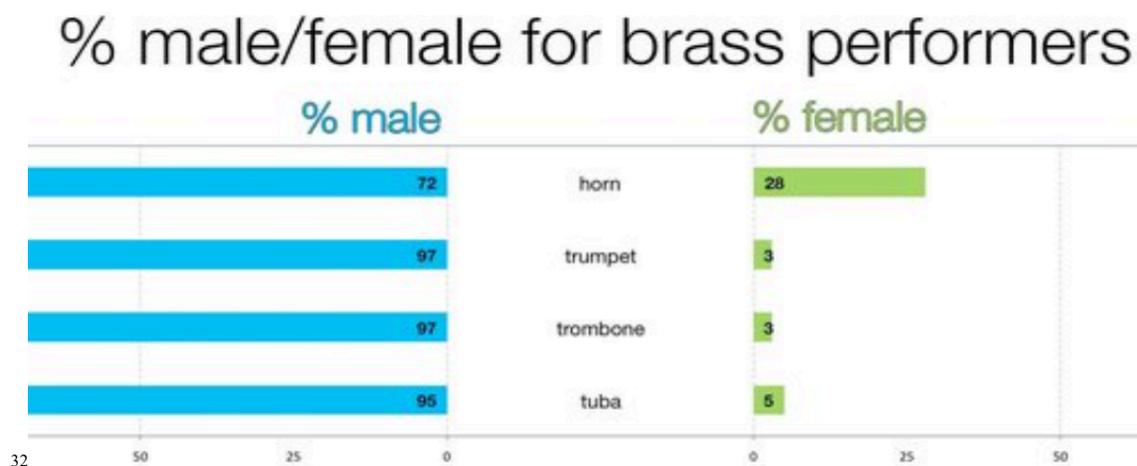
²⁹ Kayla Williams, “Increasing Diversity in the Military: Recruiting and Retaining Talented Women.” (Center for a New American Security, 2019): 3.

are men (94%), ditto trumpeters (97%).”³⁰ Percussion statistics held an overwhelming 94 (men) to 6 (women) ratio. See Figures 1 and 2 below for gender diversity results in the wind instrumentation.

Figure 1: Gender Diversity amongst Woodwind Performers



Figure 2: Gender Diversity amongst Brass Performers



³⁰ James Bennett II, “Stereotyping Instruments: Why We Still Think Some Are for Boys, Others for Girls: How to Classical,” WQXR, 2018, <https://www.wqxr.org/story/stereotyping-instruments-why-we-still-think-some-are-for-boys-others-for-girls/>.

³¹ Suby Raman, “Graphing Gender in America’s Top Orchestras,” Suby Ramen: Composer and Programmer., accessed 2014, <https://subyraman.tumblr.com/>.

³² Ibid.

In a 2004 study by Kenneth Elpus and Carlos Abril on “High School Music Ensemble Students in the United States: A Demographic Profile,” the authors discovered that 61.1% of all high school senior musicians in 2004 were female.³³ Suppose the data correlates over the timeframe gap of Raman’s study. In that case, this indicates that many female students engage more in woodwind sections and many male students in the brass sections. Further research shows that this trend has been persistent for many years. Similar data from Carolee Stewart’s 1991 dissertation “Who Takes Music? Investigating Access to High School Music as a Function of Social and School Factors” states that 61.4% of high school musicians were female.³⁴ Additionally, as seen in Table 1 below, Stewart’s research proves that “females and students from more affluent backgrounds are more likely to take music. Females have nearly a 15% greater probability than males of enrolling in music (44% vs. 29%).”³⁵

Table 1: Percentage of Students Taking Each Type of Music Course by Student Background Characteristics, For Students in Schools where the Course is Offered.

| | ANY MUSIC | BAND | STRINGS | CHORUS | THEORY | HISTORY/APPRECIATION |
|----------------------------------------|-----------|------|---------|--------|--------|----------------------|
| ALL STUDENTS (NATIONAL AVERAGE) | 36.5 | 16.7 | 3.6 | 17.9 | 4.3 | 7.6 |
| SES QUARTILE | *** | *** | | * | *** | |
| LOWEST | 32.5 | 12.1 | 2.5 | 17.2 | 3.3 | 7.7 |
| SECOND | 34.5 | 15.5 | 3.3 | 16.3 | 3.5 | 7.0 |
| THIRD | 40.0 | 19.9 | 3.9 | 19.7 | 6.5 | 8.6 |
| HIGHEST | 38.8 | 20.1 | 4.8 | 18.4 | 4.1 | 6.4 |
| GENDER | *** | *** | | *** | | |
| MALE | 29.0 | 14.4 | 3.1 | 10.6 | 4.5 | 7.5 |
| FEMALE | 43.5 | 18.9 | 4.1 | 24.7 | 4.1 | 7.6 |
| MINORITY STATUS | | *** | ** | | | ** |
| WHITE | 36.8 | 18.0 | 4.1 | 18.2 | 4.6 | 6.9 |
| MINORITY | 35.3 | 12.2 | 2.1 | 16.9 | 3.0 | 10.4 |
| LESSONS | *** | *** | *** | *** | *** | |
| NO | 22.0 | 5.1 | .7 | 12.8 | 2.2 | 6.7 |
| YES | 46.1 | 24.8 | 5.5 | 21.2 | 5.5 | 8.1 |

Significance level of chi-square statistic: * $p < .05$; ** $p < .01$; *** $p < .001$.

³³ Kenneth Elpus and Carlos R. Abril, “High School Music Ensemble Students in the United States,” *Journal of Research in Music Education* 59, no. 2 (July 11, 2011): 135.

³⁴ *Ibid.*, 138.

³⁵ Carolee Stewart, “Who Takes Music? Investigating Access to High School Music as a Function of Social and School Factors (Social Factors)” (dissertation, UMI, 1991), 123-136.

This data signifies that recruitment efforts towards specific genders may benefit particular sections of the music department or specific sections within instrumental ensembles. Program director efforts could also increase the percentage of students who can meet ensemble standards that improve the music program. Focusing these efforts in this manner may provide program directors with an enriched effort in talented student retention, regardless of gender.

Research Related to Effects of Covid-19 Pandemic on Recruitment and Retention

The Covid-19 pandemic has presented many opportunities for educational growth. The world of education had to find methods of going digital. The importance of online communication has become a significant forefront of education. Programs such as Zoom, Google Meets, and Skype have become increasingly important in the daily lives of all involved in education. Where and how to start becomes a question many would ask. Music involves skills surpassing notes, rhythms, and tone. Music influences social acceptance, spirit, soul, and passion. Rebuilding social skills became increasingly important. Furthermore, reinstating musical practices for performance also became significant.

Robert Floyd, author of “School Has Started. Now What?” an article in the September issue of *Southern Musician* magazine in 2021, evaluated the return to the music education classroom. Floyd’s goal was to assist directors with program development during the pandemic. Additionally, the author advises on multiple music education recruitment strategies. Floyd’s problem was a lack of passion for the teaching profession. Floyd encouraged others to become more enthusiastic about their music with students and to work to overcome the trauma of the pandemic together, stating, “The reality is that rebuilding will take time. Considering that, never has promoting your program within your community been more important.”³⁶ Social and

³⁶ Robert Floyd, “School Has Started. Now What?,” *Southwestern Musician* (September 2021): 12.

emotional uncertainties were very prominent during the Covid-19 pandemic. Many music students lost their band, orchestra, and choir rooms, where they may find more comfort practicing than at home. Floyd's article states, "There will be lots of anxiety and uncertainty by both teachers and students, and we must respect and accept that."³⁷

The COVID-19 pandemic presented unique opportunities for many small colleges. Andrew P. Kelly and Rooney Columbus, authors of "College in the Time of Coronavirus," examine the obstacles coronavirus presented colleges and universities during the Fall of 2020 and assess the associated economic challenges. College students rely on core services, such as safety, food, social interaction, and educational interaction. The pandemic halted the college's ability to provide these services. The goals of education during the pandemic were to ensure the safety of students, faculty, staff, and surrounding communities while providing an educational experience beneficial to student cognition. These obstacles threatened many colleges' fiscal health. In addition, many colleges resorted to reducing staff, cutting salaries, and discontinuing academic or extra-curricular programs and departments. Kelly and Rooney state that "online learning will become more prevalent across higher education out of necessity, but we doubt it will emerge as the preferred mode of instruction among most students. Most students still strongly prefer face-to-face instruction, and the springs hastily assembled emergency remote instruction could inspire more detractors than converts."³⁸

Kelly and Rooney also believe that schools that measure their program strengths and adjust their recruitment patterns may "emerge on the other end better prepared to confront

³⁷ Andrew P. Kelly, "College in the Time of Coronavirus," 13.

³⁸ Ibid., 1.

existing headwinds that were already testing higher education before the crisis.”³⁹ Small college arts programs may find this more challenging due to inadequate technology for virtual performance. Advancements in virtual performance and technology encompass the current generation of college students.

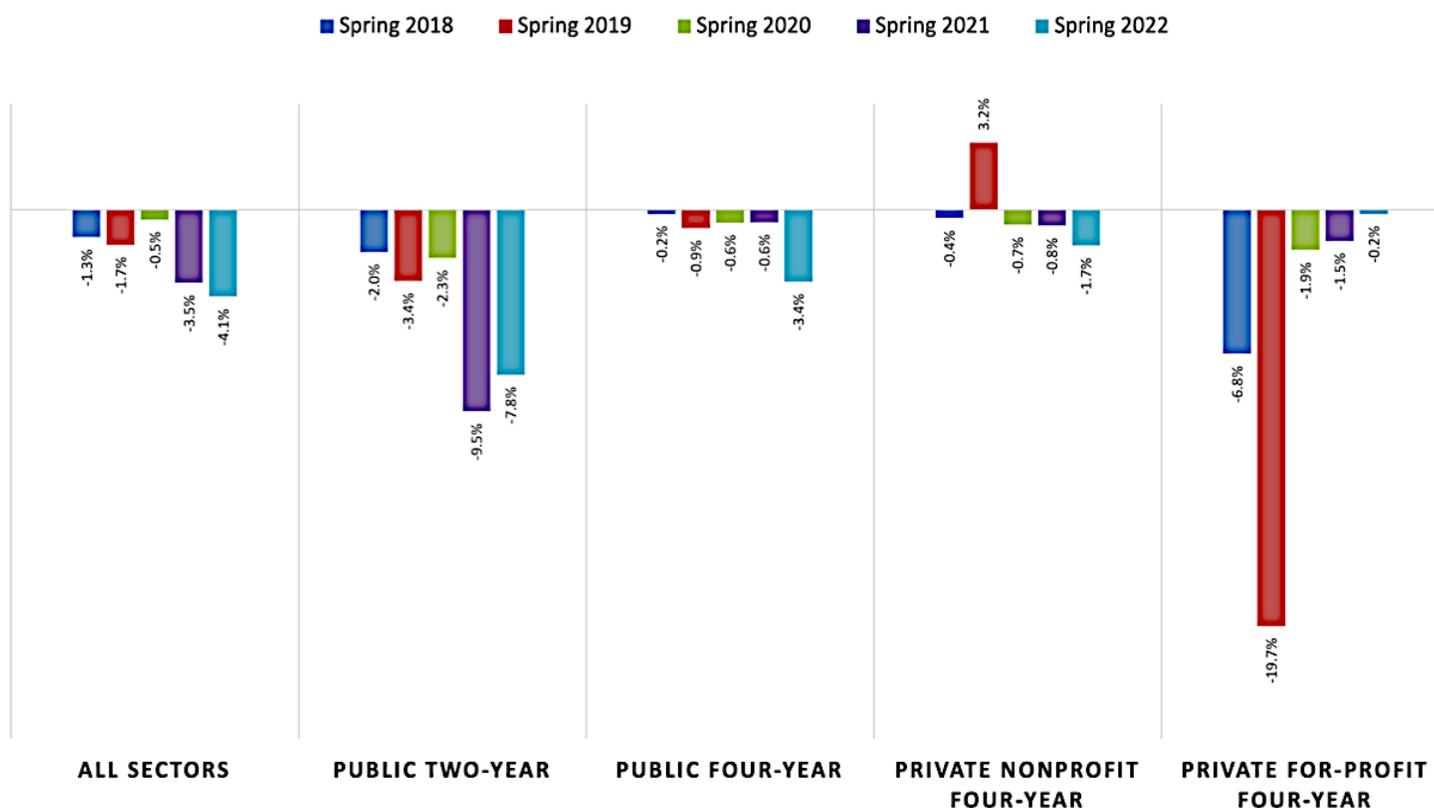
Performance practice may change in the future. Kelly and Rooney believe that “forward-thinking institutions will recognize that the pandemic has accelerated preexisting demographic and financial challenges to their model and will translate necessary, short-term modifications in course delivery, student services, academic calendars, and pricing and fee structures into lasting reforms.”⁴⁰ Due to the pandemic, college arts programs may adjust their delivery methods to suit all students’ needs better. In addition, Kelly and Columbus give specific information on how colleges assess retention in the wake of the Covid-19 pandemic. The authors review issues with retaining remote students and students in financial hardship. The authors work to identify a best practice for the retention of the post-pandemic student, the first being the supplementation of trust. “The pandemic has exacerbated these challenges and introduced new ones. In particular, we see five challenges for higher education arising in the near term, including student retention during remote learning, enrollments for incoming students, revenues from auxiliary enterprises, the costs and logistics of public health responses, and adjusting operations to plan for a recurrence.”⁴¹

³⁹ Andrew P. Kelly, “College in the Time of Coronavirus,” 2.

⁴⁰ Ibid.

⁴¹ Ibid., 17.

TABLE 2: Percent Change in Enrollment from Previous Year by Institutional Sector: 2018 to 2022⁴²



As shown in Table 2, the National Student Clearinghouse Research Center report on student enrollment verifies that there has been a steady decline in overall institution enrollment. The Covid-19 pandemic has changed how we view educational retention but has yet to solve general retention issues.

Kelly and Rooney’s research on post-pandemic recruitment and retention strategies may assist in developing a systematic approach to recruitment. Their viewpoint on student recruitment and retention in the effects of pandemic-caused mental health issues may create further opportunities for research into how mental health support programs can supplement

⁴² NSCRC, “National Student Clearinghouse Research Center,” Overview: Spring 2022 Enrollment Estimates, 2022, https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Spring_2022.pdf.

student recruitment and retention efforts. The main problem in higher education is the decline in overall enrollment, and Kelly and Rooney's text may support an immediate solution for confronting that issue.

Research Related to Recruiting in Higher Education

Small colleges and universities are known for their high transfer rates. Many junior or community colleges focus solely on programs for students to complete and transfer. Anthony E. Cook and Brian S. Rushton wrote: "How to Recruit and Retain Higher Education Students: A Handbook of Good Practice." Cook and Rushton's text expressed how the current college-aged student developed retention issues prior to university enrollment. One of the main retention issues is frustration with the transition from program to program. The authors state that "institutions can forewarn prospective students of the changes they will be expected to make and can make adaptations to their practices to make the transition easier."⁴³ The author also explains how to engage students with this pre-developed mindset. Many individuals perceive small colleges as having less quality than large universities. Student bias and influencer perception can substantially affect the recruitment and retention of students for any program. By addressing pre-conceived judgments, institutions may address recruitment deficiencies. Furthermore, the authors identify the need for recruitment and retention within higher education by identifying best practices that will assist students with staying on the correct path.

Recruitment of international students presents additional challenges. The need for more communication technology for collegiate recruiters attributes to these challenges. Tobias Bruhn, author of "Strategic Importance of Recruiting International Students for Community Colleges

⁴³ Anthony Cook and Brian S. Rushton, *How to Recruit and Retain Higher Education Students: A Handbook of Good Practice* (New York, NY: Routledge, 2009): 1.

Framed in the Context of an Institution's Fiscal Health," focused his dissertation on international students' recruitment and retention strategies. Bruhn reviews the effectiveness of recruitment methods concerning international students and how to implement those practices. This study focuses on 14 community colleges and the fiscal impact of international enrollment.

Bruhn states that "the tuition structure at America's public colleges and universities requires international students to typically pay two to three times more than the average in-state student, which reflects positively on an institution's fiscal health. On the other hand, the high tuition cost presents a major obstacle for international students because they cannot obtain a job except for on-campus jobs."⁴⁴ Bruhn discovers that community colleges and universities utilize international enrollment for financial gain, but registration of international students has declined since the onset of the governmental demands of immigrants. Bruhn says, "The United States has lost its competitive advantage in attracting international students due to governmental and institutional initiatives."⁴⁵ Bruhn's study provides data on the recruitment and retention of international students that may help evaluate and impact international enrollment in small college band programs.

There are multiple different avenues of higher education from which students can choose. There are private institutions that rely significantly on the tuition and fees of their students. In contrast, public institutions receive much funding from their state government. In the early 19th century, Historically Black Colleges and Universities (HBCUs) were established. Many institutions of higher education at the turn of the century were less than welcoming to black students. HBCUs create educational opportunities for people of African descent. In 2022 HBCUs

⁴⁴ Tobias Bruhn, "Strategic Importance of Recruiting International Students for Community Colleges Framed in the Context of an Institution's Fiscal Health" (dissertation, 2016): 2.

⁴⁵ *Ibid.*, 1.

will now accept students of non-African descent. Many HBCUs recruit specifically Caucasian and Hispanic students.

Viola Alexanders completed a case study at Columbia State University on “An Examination of Historically Black Colleges and Universities Recruitment of Non-Black Students.” Within this study, Alexander found that “overall undergraduate enrollment at HBCUs decreased by 11% from 2010-2018 but increased by 24% for non-Black students at HBCUs during the same time frame.”⁴⁶ This case study evaluated the importance of enrollment from the viewpoint of instructional health. The main focus of this study was recruiting non-African American students within HBCU schools. Alexander believed that focusing on the enrollment of non-African students within HBCUs can “build a more vital alumni philanthropic culture, giving more substantial endowments, technology, and staffing in the fundraising area would help HBCUs across the board, especially in the areas of enrollment, retention, and future fundraising.”⁴⁷ HBCU institutions constitute most small college band programs across the United States. This study exemplifies how recruitment and retention of students compare and contrast among schools of different disciplines. The researcher found a desire for diversity in enrollment. This study provided a diversified approach to student recruitment and retention. Data consisting of HBCU band enrollment may assist with evaluating recruitment and retention strategies.

Junior Colleges and Community Colleges (JUCOs) offer many opportunities to individuals seeking a postsecondary education. JUCOs create equity and social and educational progress within the United States. The average tuition cost for JUCO institutions versus larger state-funded universities is less than half. The tuition cost deficit is even larger when comparing

⁴⁶ Viola Alexander, “A Case Study: An Examination of Historically Black Colleges and Universities Recruitment of Non-Black Students” (dissertation, 2021): 1.

⁴⁷ *Ibid.*, 36.

JUCO to major private universities such as Baylor, TCU, SMU, ACU, or Rice. According to the Community College Research Center (CCRC), “Two-year institutions enroll 38 percent of America’s undergraduates, including most of the nation’s low-income, minority, and adult college students. Among full-time workers aged 25 and over, the median earnings of associate degree holders in 2016 were 18 percent higher than those of individuals with only a high school diploma.”⁴⁸

Many components of JUCO student retention patterns connect to student opportunities for college success. Often, JUCO programs offer academic advising opportunities such as TRIO, Dual-Enrollment, or Early Assessment programs. These programs can significantly assist with retaining college students, especially those without prior knowledge of higher education. Sara Goldrick-Rab, author of “Challenges and Opportunities for Improving Community College Student Success,” found that “research indicates a strong association between an undisrupted transition to college and the likelihood of degree completion, such that individuals who make a timely transition into college without a significant period of delay after high school are substantially more likely to complete a credential or degree during college.”⁴⁹ In his U.S. Department of Education executive summary, Clifford Adelman stated, “17% of high school graduates who begin college at a community college delay their initial enrollment for eight months or more.”⁵⁰

These statistics may change with a more focused transition from high school to JUCO to a 4-year

⁴⁸ Thomas Brock, “The Community College Research Center: Centering Our Excellence: Annual Report 2019: PUBLICATIONS: Newsroom: Teachers College, Columbia University,” Teachers College - Columbia University, 2023, <https://www.tc.columbia.edu/annual-report-2019/centering-our-excellence/the-community-college-research-center/>.

⁴⁹ Sara Goldrick-Rab, “Challenges and Opportunities for Improving Community College Student Success,” *Review of Educational Research* 80, no. 3 (September 2010): 453.

⁵⁰ Clifford Adelman, “Moving into Town--and Moving on: The Community College in the Lives of Traditional-Age Students -- Executive Summary,” Executive Summary (U.S. Department of Education (E.D.), October 2, 2007), <https://www2.ed.gov/rschstat/research/pubs/comcollege/index.html>.

institution. Band directors, general music school recruiters, and advocates of student retention may find more success rates with a heightened focus on programs that support academic enrichment in high school, family history, sociodemographic characteristics, and the expectations of the current generation of students.

Despite observed indications that uninterrupted, full-time enrollment is ideal for degree completion, community college students may need help following that method. According to Laura Horn and Stephanie Nevill in their National Postsecondary Student Aid Study report, “Nearly one-fourth of community college students drop out of college within nine months of initial enrollment.”⁵¹ The results above may be due to most JUCO students’ hardships in returning to or attending college. Horn and Nevill’s research gather that “31% of community college students enroll exclusively full-time, and 26% enroll less than half-time. Exactly 20% of community college students are married parents, 15% are single parents, and 10% are married without children.”⁵² These statistics show specific hurdles for recruitment and retention of JUCO band programs.

JUCO band program hurdles include low enrollment, the talent level of students, facilities, budget, and graduation rates. State-funded JUCOs rely on enrollment for budget availability. Navarro College (N.C.) is a state-funded institution funded by bi-annual enrollment. The result is the government funding NC in 2020 based on its enrollment in 2018. This budget assumption may cause significant hardships for N.C. and all JUCOs during the 2023-24 academic year. The COVID-19 pandemic loss of retention in higher education was impactful,

⁵¹ Laura Horn and Stephanie Nevill, “Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003-04, with a Special Analysis of Community College Students,” National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education, June 21, 2006, <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006184>.

⁵² Ibid.

and the downward trend in enrollment for JUCOs has increased year-to-year. The NSCRC report shows a decrease of 7.4% over three years in overall higher education enrollment. According to the same report, JUCO enrollment has decreased by 16.6% over an equal amount of time.

As shown in Figures 3 and 4 below, the national enrollment rates of college students decline year to year. Studies have shown that high school students need more preparation for college-level courses, and junior college students are not pursuing 4-year degrees. The NSCRC also found that “fewer than 40 percent of first-time college students enrolled in a community college earn a credential from a two- or four-year institution within six years. Eighty percent of entering community college students indicate they want to earn a bachelor’s degree or higher, but just 29 percent transfer to a four-year institution within six years.”⁵³ Andrea Venezia and Laura Jaeger, the author of “Transitions from High School to College,” states that “according to the data among the high school graduating class of 2012, only 43 percent of all SAT takers met the SAT College & Career Readiness Benchmark, which indicates a 65 percent likelihood of obtaining a B- average or higher during the first year of college.”⁵⁴ JUCOs serve as an aid for academically challenged students, but research illustrates that JUCO students still require academic help to be educationally successful.

⁵³ NSCRC, “National Student Clearinghouse Research Center.”

⁵⁴ Andrea Venezia and Laura Jaeger, “Transitions from High School to College,” *The Future of Children* 23, no. 1 (2013): 119.

Figure 3: Change in Enrollment by Institutional Sector 2020 to 2022⁵⁵

| Sector | Spring 2022 | | Spring 2021 | | Spring 2020 | |
|-----------------------------------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|
| | Enrollment | % Change from Previous Year | Enrollment | % Change from Previous Year | Enrollment | % Change from Previous Year |
| Total Enrollment (All Sectors) | 16,170,266 | -4.1% | 16,855,301 | -3.5% | 17,458,306 | -0.5% |
| Public 4-year | 7,252,413 | -3.4% | 7,505,850 | -0.6% | 7,551,244 | -0.6% |
| Private nonprofit 4-year | 3,682,997 | -1.7% | 3,747,921 | -0.8% | 3,776,462 | -0.7% |
| Private for-profit 4-year | 716,875 | -0.2% | 718,557 | -1.5% | 729,364 | -1.9% |
| Public 2-year | 4,169,930 | -7.8% | 4,521,046 | -9.5% | 4,997,043 | -2.3% |
| Unduplicated Student Headcount (All Sectors) | 15,917,249 | -4.0% | 16,586,893 | -3.5% | 17,185,751 | -0.4% |

Figure 4: Estimated National Enrollment by Institutional Sector and Program Level: 2020 to 2022⁵⁶

| Sector | Program Level | Spring 2022 | | Spring 2021 | | Spring 2020 | |
|---------------------------|---------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|
| | | Enrollment | % Change from Previous Year | Enrollment | % Change from Previous Year | Enrollment | % Change from Previous Year |
| All Sectors | Undergraduate (All) | 13,343,158 | -4.7% | 14,005,856 | -4.9% | 14,732,976 | -0.5% |
| | Associate Degree-Seeking | 3,885,978 | -8.3% | 4,235,492 | -10.6% | 4,738,695 | -2.0% |
| | Bachelor's Degree-Seeking | 7,694,987 | -2.7% | 7,912,210 | -2.5% | 8,118,936 | -0.5% |
| | Other Undergraduate | 1,762,193 | -5.2% | 1,858,154 | -0.9% | 1,875,345 | 3.2% |
| | Graduate/Professional* | 2,827,108 | -0.8% | 2,849,445 | 4.6% | 2,725,330 | -0.1% |
| Public 4-year | Undergraduate (All) | 5,874,550 | -3.9% | 6,114,270 | -1.9% | 6,233,670 | -1.0% |
| | Associate Degree-Seeking | 468,749 | -9.1% | 515,895 | -4.3% | 539,164 | -4.9% |
| | Bachelor's Degree-Seeking | 5,010,234 | -3.5% | 5,191,018 | -2.0% | 5,295,307 | -0.9% |
| | Other Undergraduate | 395,566 | -2.9% | 407,356 | 2.0% | 399,199 | 3.6% |
| | Graduate/Professional* | 1,377,863 | -1.0% | 1,391,580 | 5.6% | 1,317,574 | 1.1% |
| Private nonprofit 4-year | Undergraduate (All) | 2,476,011 | -2.0% | 2,525,480 | -2.8% | 2,598,786 | -0.6% |
| | Associate Degree-Seeking | 87,748 | -8.1% | 95,461 | -3.8% | 99,216 | -4.4% |
| | Bachelor's Degree-Seeking | 2,279,373 | -1.4% | 2,311,147 | -2.7% | 2,374,246 | -0.6% |
| | Other Undergraduate | 108,889 | -8.4% | 118,872 | -5.1% | 125,324 | 1.4% |
| | Graduate/Professional | 1,206,986 | -1.3% | 1,222,441 | 3.8% | 1,177,676 | -0.9% |
| Private for-profit 4-year | Undergraduate (All) | 501,334 | -2.5% | 514,008 | -2.7% | 528,172 | -1.8% |
| | Associate Degree-Seeking | 92,896 | 2.4% | 90,677 | -4.6% | 95,087 | -3.1% |
| | Bachelor's Degree-Seeking | 358,178 | -0.3% | 359,214 | -6.8% | 385,486 | -2.3% |
| | Other Undergraduate | 50,260 | -21.6% | 64,117 | 34.7% | 47,599 | 5.3% |
| | Graduate/Professional | 215,541 | 5.4% | 204,549 | 1.7% | 201,192 | -2.1% |
| Public 2-year | Undergraduate (All) | 4,169,930 | -7.8% | 4,521,046 | -9.5% | 4,997,043 | -2.3% |
| | Associate Degree-Seeking | 3,130,437 | -9.0% | 3,441,890 | -10.9% | 3,862,965 | -2.7% |
| | Other Undergraduate | 1,039,493 | -3.7% | 1,079,156 | -4.8% | 1,134,078 | -0.9% |

⁵⁵ NSCRC, "National Student Clearinghouse Research Center."⁵⁶ Ibid.

Two-year JUCO students face obstacles that four-year university students do not. Sara Goldrick-Rab discusses these obstacles as a type of institutional differentiation. Whereas the first two years of JUCO are relatively the same academically to four-year institutions, “Studies that compare the outcomes of students who successfully transfer from community to 4-year colleges with students who begin at 4-year colleges and rise to junior-year status provide some of the strongest evidence that institutional differentiation (put another way, the need to transfer) is itself a prime barrier to degree completion.”⁵⁷ Many aspects of counseling may assist with institutional differentiation, such as pathway counseling and academic advising. Tatiana Melguizo and Alicia Dowd’s analysis on institutional differentiation “finds that the type of college first attended does not contribute to disparities in bachelor’s degree completion rates among students of low socio-economic status – only after the initial transfer is accounted for.”⁵⁸ Melguizo and Dowd’s research may provide evidence for creating a recruitment agenda through JUCO programs. This agenda may require attentive care toward advising students within their first two years of college.

Many small college band programs in the United States are within the JUCO system. These colleges have academic programs that generally suffice for completing an Associate Degree. In the case of music, most JUCOs offer an Associate of Arts Degree (A.A.). The A.A. degree completion includes the general core classes of a music major. The classes include music theory, ear training, sight singing, piano proficiency, applied lessons, ensembles, and general music history courses. The issue that many junior colleges face with enrollment is the amount of

⁵⁷ Sara Goldrick-Rab, “Challenges and Opportunities for Improving Community College Student Success,” 445.

⁵⁸ Tatiana Melguizo and Alicia C. Dowd, “Baccalaureate Success of Transfers and Rising 4-Year College Juniors,” *Teachers College Record: The Voice of Scholarship in Education* 111, no. 1 (2009): 55–89.

time students spend attending the institution. Whereas large university band programs have a minimum of four years for student retention due to degree completion, JUCO band programs typically graduate 50% of their program each year.

Many students, especially those from cultural or low socio-economic backgrounds that are more underrepresented in college, often need to understand more about themselves and their goals for postsecondary institutions to understand what they would need to succeed in college. In addition, many junior colleges throughout the U.S. need dormitory or on-campus housing availability for their students. In a discussion about finding the right fit for college students, Venezia and Jaeger state that “Many traditionally underserved students often do not have the option to matriculate farther away than the closest community college or broad-access university because they need to stay close to home to contain costs or help their families.”⁵⁹

Focusing on high school student readiness will assist with college students’ retention. Multiple avenues of intervention will assist students with the difficulty level of postsecondary courses. Utilizing these avenues may help JUCO college band program directors with an outlet for finding students that may fit within the educational pathway for their institution. Higher education aims to assist students with lessons about real-life scenarios. In reality, many students have never received an experience that garners how to deal with real-life scenarios. Student readiness programs can assist students with adjusting to the classroom environment and life-altering situations. Table 3 provides a current list of these programs and what they offer for college readiness.

⁵⁹ Venezia and Jaeger, “Transitions from High School to College,” 121.

Table 3: Student Readiness Avenues of Assistance⁶⁰

| Intervention reform strategy | Areas of student need | | | | | |
|----------------------------------------------------------|-----------------------------|-----------------------------------------------|-----------------------------|----------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------|
| | Better academic preparation | Increased psychosocial and behavioral support | Greater exposure to college | Better information about college and financial aid | Better alignment between high school and college assessment and curricula | Development of appropriate habits of mind |
| TRIO | | | | | | |
| Upward Bound | ✓ | ✓ | | ✓ | | ✓ |
| Talent Search | | ✓ | ✓ | ✓ | | |
| GEAR UP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Early College High School and Middle College High School | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dual Enrollment | ✓ | | ✓ | | ✓ | |
| Early Assessment Program | ✓ | | | | | ✓ |
| Default curricula | ✓ | | | | | ✓ |

Source: Authors.

Research Related to Online Platforms and Recruiting

Virtual instruction has become increasingly common. Retention of online students is also essential to the overall retention of students. Sung-Hee Jin, author of “Using Visualization to Motivate Student Participation in Collaborative Online Learning Environments,” gives specific information on developing a visualization tool to motivate students to participate in cooperative online classes. Sung-Hee states, “Research has suggested that online participation, including social interactions in collaborative online learning environments, is instrumental in motivating the students to learn and promote their learning satisfaction.”⁶¹ This study examined the effects of visualization on online participation and evaluated how it benefited student success. In

⁶⁰ Venezia and Jaeger, “Transitions from High School to College,” 123.

⁶¹ Jin Sung-Hee, “Using Visualization to Motivate Student Participation in Collaborative Online Learning Environments,” *Journal of Educational Technology & Society* 2 (2017): 51.

addition, the author gives concrete information on how to engage and retain online students actively. The author found that using a visualization tool heightened student satisfaction and experience.

Recruitment of students relies heavily on the outreach of the college department. Student recruiting departments that distribute information on all programs often need to learn more about the programs they advertise. The music degree encompasses a large amount of detail in class structure, all dependent on the musician's emphasis. The main goal of any higher education institution is to recruit general population students. This recruitment agenda may be due to the low percentage of music majors within overall enrollment. According to the January report of the College Music Society, "In 2009-2010, enrollment in United States music programs was approximately 332,297 persons or 1.7% of the total student enrollment. Before the COVID-19 pandemic in 2018, that total enrollment dropped to 101,942 students, 0.6% of overall enrollment."⁶² Research has shown that post-Covid-19 pandemic enrollment numbers have returned to a normalized state. In fact, according to the National Student Clearinghouse Research Center, the music major shows an increase in enrollment. Figure 5 explains the increased Fine Arts enrollment from 2020 to 2022.

⁶² Jeffrey Loeffert, "Facts and Figures Concerning Music and Higher Education In the United States," FAQs (College Music Society, January 2015), https://www.music.org/index.php/pdf/mihe/pdf/mihe/index.php?0p-9oooption=com_content&view=category&id=47&Itemid=196.

Figure 5: Estimated Undergraduate Enrollment by Major at Four-Year Institutions: 2020 to 2022⁶³

| Major (CIP Code) | CIP Title | Spring 2022 | | Spring 2021 | | Spring 2020 | |
|------------------|-----------------------------------------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|
| | | Enrollment | % Change from Previous Year | Enrollment | % Change from Previous Year | Enrollment | % Change from Previous Year |
| 52 | Business, Management, Marketing, and Related Support | 1,500,247 | 0.6% | 1,491,999 | -2.3% | 1,527,889 | -1.7% |
| 51 | Health Professions and Related Clinical Sciences | 1,024,849 | -2.7% | 1,053,578 | 0.1% | 1,052,148 | -1.0% |
| 24 | Liberal Arts and Sciences, General Studies and Humanities | 827,743 | -4.2% | 863,899 | -7.4% | 932,596 | -5.2% |
| 26 | Biological and Biomedical Sciences | 560,197 | -0.1% | 560,884 | -2.5% | 575,084 | -0.9% |
| 14 | Engineering | 534,992 | 0.6% | 531,889 | -3.5% | 550,966 | -1.8% |
| 11 | Computer and Information Sciences and Support Services | 518,844 | 7.8% | 481,294 | 3.0% | 467,204 | 4.7% |
| 42 | Psychology | 502,202 | 4.7% | 479,582 | 4.8% | 457,506 | 4.1% |
| 13 | Education | 436,139 | -0.5% | 438,212 | 0.0% | 438,195 | -0.1% |
| 45 | Social Sciences | 398,531 | -2.3% | 407,981 | -3.4% | 422,438 | -1.7% |
| 50 | Visual and Performing Arts | 392,083 | 5.7% | 370,954 | -4.4% | 387,897 | 1.4% |

Students majoring in non-performance-based programs such as economics, environmental studies, or nursing require less assistance in recruiting students. Figure 5 shows that enrollment for degrees such as business, management, and health professions has an average of 322% more enrollment than the visual performing arts. Non-music majors can still participate in performance ensembles within small school band programs but are less likely to do so as their degree progresses. Developing strategies toward the recruitment of non-music majors may constitute an increase in overall music program enrollment. In an interview on Small Colleges and New College Challenges, Scott N. Edgar found that music is “a department that takes recruitment into its own hands. People will come for business; they will come for pre-med. Fewer people want to be in music education, so the people who teach in music education are aware of that.”⁶⁴

⁶³ NSCRC, “National Student Clearinghouse Research Center.”

⁶⁴ Scott N Edgar, “Attracting the Next Generation of Music Educators,” *Contributions to Music Education* 43 (2018): 27.

The current generation of students focuses heavily on social media influence. A Study done by Brandon Waite and Darren Wheeler on “Using Facebook Analytics for Strategic Communication” in 2014 found that “Facebook indicated that 18-to-24-year-olds (i.e., 69%) represent the largest group of those interacting on the page, followed by 25-to-34-year-olds (i.e., 16%).”⁶⁵ Social media has become a communication, advertising, marketing, and scheduling tool. It has become an integral addition to the lives of our students. Extensive research has advocated that social media’s popularity among students and how often students use social media may develop that the many different platforms can affect an educational program. Cynthia Wilson, author of “Higher Education Meets Social Media,” states that Cuyahoga Community College in Cleveland, Ohio, utilizes Facebook for many aspects of communication.⁶⁶ The college urges students to use the online platform. Wilson shares that “by showcasing student music and art in competitions conceived by student assistants hired to promote the adoption and use of the app, the voting is done via Facebook to expand participation and connect students with similar interests.”⁶⁷ This research aims to discover the desired connectivity systems between college band programs and potential students.

Many students today may understand how to access their social media platforms more than their online learning platforms, such as Canvas or Blackboard. Since its establishment in 2004, Facebook has been a powerful tool for broadcasting information. In a 2012 case study on social media and advancement, Wilson states that researchers found that “Colleges and

⁶⁵ Brandon Waite and Darren Wheeler, “The ‘Liked’ Department: Using Facebook Analytics for Strategic Communication,” *P.S.: Political Science & Amp; Politics* 47, no. 03 (July 19, 2014): 670.

⁶⁶ Cynthia D. Wilson, “Making Connections: Higher Education Meets Social Media,” *Change: The Magazine of Higher Learning* 45, no. 4 (2013): 53.

⁶⁷ *Ibid.*, 54.

universities connect alumni, invite former students to participate in virtual and on-site events and activities, and link fans with sports teams through Twitter and Facebook.”⁶⁸ Additionally, Facebook has become a forum for students and professors to associate with their professional community. The platform allows for private groups. This availability will enable professors to create classroom groups directly on the students’ most desired social media platforms. Nicole Sheeran and Daniel Cummings, authors of “An Examination of the Relationship between Facebook Groups Attached to University and Students Engagement,” states that “Courses with an official Facebook group had significantly greater staff connectedness compared to courses without an official Facebook group. In addition, courses with either an official or unofficial Facebook group had a significantly higher peer relationship compared to courses without any Facebook group.”⁶⁹

Social media uses persuasion. Facebook, Instagram, TikTok, and Twitter, the four most prominent social media platforms, are riddled with products and political advertisements. These advertisements use an algorithm targeting consumers based on their interests. Richard Rogers, an expert on social media use as an influencer of political agenda, states, “Such campaigning tactics assemble keyword publics’ algorithmically by querying the Facebook advertising platform for words such as ‘second amendment’ or other pro-gun terminology and sending advertisements to the news feeds of the tens or hundreds of thousands of those users determined to have such an interest.”⁷⁰ The author’s book “The Politics of Social Media Manipulation” focuses on the

⁶⁸ Jin Sung-Hee, “Using Visualization to Motivate Student Participation in Collaborative Online Learning Environments,” 54.

⁶⁹ Nicola Sheeran and Daniel J. Cummings, “An Examination of the Relationship between Facebook Groups Attached to University Courses and Student Engagement,” *Higher Education* 76, no. 6 (December 3, 2018): 937.

⁷⁰ Gabriele Colombo et al., *The Politics of Social Media Manipulation* (Amsterdam: Amsterdam University Press, 2020): 25.

influences of social media and how social media is a productive tool and an inconvenient promoter of social strife. This research includes information on the use of social media in consumer aspiration. Utilizing social media to recruit and retain students falls within the category of marketing information that may manipulate decision-making.

Research Related to Building Small College Band Programs

Small college band programs struggle with many aspects of operation. Foremost is their inability to perform literature equivalent to more extensive university programs. Weston Noble, retired band director for Luther College and author of “Problems and Advantages of the Small College Band in a Church-Affiliated School,” states that “the typical incoming freshman is not interested in a marching band experience on the level in which a small college can provide, but he is interested in concert experiences of the highest level possible.”⁷¹ Noble’s student recruitment and retention philosophies weigh on the program’s strengths. If a tradition of excellence in music performance has become standardized, it may be beneficial to focus on that strength and add to it. In addition, Noble continues to review that small college band programs have challenges with budgetary, administration, and facility issues. These issues may hinder the program’s ability to grow and stabilize.

Administrative support is crucial to program success. In addition, administrative understanding is essential to program success. Often administrators need to understand the importance of program necessities. Administrators should communicate this information regularly so all involved can ask questions and comprehend outcomes. Noble states that “a cooperative faculty and administration is all placed within the philosophy of a Christian college.

⁷¹ Weston H. Noble, “Problems and Advantages of the Small College Band in a Church Affiliated School,” *Music Educators Journal* 47, no. 3 (January 1961): 46.

Because of this philosophy, a satisfying program can exist despite the obstacles confronting us.”⁷²

Don Bisdorf, former chairman of the fine arts division at Northwestern College, states that “college music studies are on a dual track.”⁷³ Music Education and performance majors base themselves on this path. Bisdorf’s viewpoint is that both of these tracks run parallel, and if one track meets or exceeds the department’s academic needs, the department needs adequate training for music majors. Bisdorf states that “small colleges have problems with broken lengths within the performance track.”⁷⁴ Bisdorf explains that broken performance tracks attribute to issues surrounding small college programs, such as needing more facilities, applied faculty, and equipment. In his article “The Small-College Music Department,” Bisdorf gives multiple examples of what may create a more desirable environment for first-year college students. Those attributes are “developing a program through scholarship, tailoring the ensemble based on size, seeking quality personnel for specific instruments, promoting a community ensemble, and collaborating with colleges and universities that may have faculty that can share their teaching abilities in multiple locations.”⁷⁵ Bisdorf’s article focuses on the student experience. Students recruited into a program lacking academic or performing standards will not receive satisfactory music education.

⁷² Weston H. Noble, “Problems and Advantages of the Small College Band in a Church Affiliated School,” 47.

⁷³ Don L. Bisdorf, “The Small-College Music Department,” *Music Educators Journal* 51, no. 4 (1965): 107.

⁷⁴ *Ibid.*

⁷⁵ *Ibid.*, 109.

The problems that challenge the small college band director include the same as a large university director, plus many additional opportunities that often need to be recognized. Much of the issue may accredit to the high school band student and their high school band experience. Paul Whear, author of “Problems of the Small College Band,” believes the issue with recruiting high school band students can come from the high school band system. High school band students have a large number of performance requirements. These requirements include marching band rehearsal, contests, and University Interscholastic League (UIL) performances. In addition, students have the constraints of concert band performances, UIL All-region competition, state solo and ensemble competition, and college auditions. This heavy schedule may affect whether high school students join a college band. Whear’s solution to the immense responsibility of high school students is to advertise a small college band program that does not include a marching band.

Whear believes a program can excel more by focusing the budget on concert band needs rather than marching band needs. Whear states, “Think of the money saved if uniforms did not have to be purchased or maintained. What if timpani could be bought instead of matched set of marching drums? Imagine two or three resonant tubas instead of blaring sousaphones; bassoons and bass clarinets instead of majorette outfits; a challenging presentation of worthwhile music instead of a weekly vaudeville show.”⁷⁶

There is a small amount of junior college band programs located throughout the state of Texas. Those programs, like large universities, must perform at athletic events and academic functions. Whear’s concern for program development and well-being focuses on student

⁷⁶ Paul W. Whear, “Problems of the Small College Band,” *Music Educators Journal* 46, no. 4 (1960): 76.

responsibility. In universities with large band programs, there is the ability to create multiple small pep bands to lessen the number of performance requirements. Small colleges require the same number of performances by all students. These performances hinder student success and foster excessive amounts of additional student requirements. High school students may have more requirements for the band, but college students have more standards for self-sustainability. When college band programs over-work incoming first-year students, the students report that the number of requirements stays the same for future recruits. Whear states, “If the current high school band program is to blame for so many of the college band problems, perhaps the college is to blame for the high school band programs. Break the vicious circle now. Start associating the word BAND with MUSIC instead of with marching shows.”⁷⁷ Whear’s article may have merit for developing a program focused on student success rather than the student population.

Kenneth A. Fite, former music department chairman at Northwestern State College in Alva, Oklahoma, believes that small college band programs can excel through student opportunity. In his article, “Building a Band in a Small College,” Fite explains how his personal experiences building a band at Northwestern State College have been successful. Fite states, “Band experiences in small colleges can be most enjoyable with a high percentage of the total enrollment participating if there are sufficient opportunities for expression and adequate financial support.”⁷⁸ Fite supplements this by discussing student travel opportunities within and out-of-state performance venues. Fite continues by stating that “the interest of fellow faculty members and cooperation with those who can assist in the development of the band is needed, as well as

⁷⁷ Paul W. Whear, “Problems of the Small College Band” 78.

⁷⁸ Kenneth A. Fite, “Building a Band in a Small College,” 66.

students who will help to the best of their ability when they see an opportunity.”⁷⁹ Faculty support is substantial to program success. If the faculty supports the department’s mission, student observation of program suitability will be protected. “It is the duty and responsibility of the director to unify these elements through his enthusiasm, energy, sincerity, and ability to produce an ever-improving organization.”⁸⁰

Research Related to Retention of Collegiate Students

John Gray and Omari H. Swinton, authors of “Non-Cognitive Ability, College Learning, and Student Retention,” found information on the Success Equals Effort, a policy enacted for student retention at Benedict College in Columbia, SC. Their results found that the policy did not assist in student success. This policy supports and increases student retention by improving student performance. His study aimed to provide a more incentivizing effort to increase student outcomes. The authors stated that “professors increased student effort returns and decreased the uncertainty of those returns. Theoretical, since this policy induces more effort, students learn more, their grades are higher, and they continue on to a degree.”⁸¹ The authors found that the implications of the Success Equal Effort resulted in adverse effects on student retention. The authors discovered that efforts to increase student outcomes only sometimes increase student retention. This article proved helpful in identifying methods of recruitment and retention that yield negative results.

⁷⁹ Kenneth A. Fite, “Building a Band in a Small College,” 66.

⁸⁰ Ibid.

⁸¹ John Gray and Moari H. Swinton, “Non-Cognitive Ability, College Learning, and Student Retention,” *The Journal of Negro Education* 86, no. 1 (2017): 65.

Guenther, Merrilee F., Jon L. Johnson, and Thomas P. Sawyer, authors of “The KEYSTONE Program: A Model for STEM Student Success and Retention at a Small Liberal Arts College,”⁸² Focusing on STEM program success and retention within small colleges, this study initiates improvements to the retention of first-year students and the overall number of students within the science, technology, engineering, and math (STEM) disciplines. This program created opportunities for first-year students to interact with college-based activities, building more trust and pride within the college culture. The authors believe that giving “summer experiences” will allow students to see themselves and the faculty differently. A mentorship relationship is quite different from an instructor-student relationship, and being seen as a colleague that can contribute is valuable for the students.”⁸³ The authors found that the strategies implemented significantly impacted student attrition positively. This article gives more insight into how fields outside of fine arts may recruit students. This article provides excellent insight into how valuable the interaction between student and teacher can be to student involvement.

Collegiate student retention is the main factor of any higher education institution. Julie Ann Brines and Wendy G. Troxel, in their study on “Students’ Expectations and Faculty Approaches to Instructional Activities: Are Faculty Meeting the Needs of This Generation,” explain that faculty teaching practices can strongly influence student retention. The authors state that “the retention of students is varied based on the institutional environment and the specific needs of students. What may work well at one institution may not work well at another

⁸² Merrilee Guenther, Jon Johnson, and Thomas Sawyer, “The Keystone Program: A Model for STEM Student Success and Retention at a Small Liberal Arts College,” *Journal of College Science Teaching* 048, no. 06 (2019): 1.

⁸³ *Ibid.*, 11.

depending on the type of institution and the students it enrolls.”⁸⁴ Brines and Troxel’s dissertation focuses on how student persistence may reflect on the interactions between students and faculty, focusing mainly on students and faculty members of different generational cohorts. The authors believe that “persistence is not a one-dimensional problem; it affects every aspect of an institution.”⁸⁵ The authors found that there are multiple strategies that faculty can implement to improve their teaching methods, and by applying those strategies, faculty can enhance student retention. The importance of persistence and regularity within pedagogy is crucial to student success. Brines and Troxel’s dissertation provided valuable information on the importance of routine, communication, determination, and clarity. Student successes relate to consistent transparency and communication, two examined facets of this study.

A significant issue within music education is the need for more qualified teachers. In addition, STEM programs are also declining qualified educators.⁸⁶ The turn-around of band directors within a single school can diminish the return of students to a program. Phillip Scott Harris, author of “Teacher Retention and Recruitment: Perceptions of Principals, Teachers, and University Students,” explains the effects of workplace conditions on the retention of teachers. Teacher contentment directly relates to student well-being. In addition, teacher satisfaction is vital to the retention of qualified educators. Harris found in his study that “there was significant disagreement between the stakeholder groups regarding (a) which workplace conditions are most

⁸⁴ Julie Ann Brines and Wendy G. Troxel, “Students’ Expectations and Faculty Approaches to Instructional Activities: Are Faculty Meeting the Needs of This Generation?” (dissertation, 2017): 14.

⁸⁵ *Ibid.*, 15.

⁸⁶ Scott Phillip Harris, “Teacher Retention and Recruitment: Perceptions of Principals, Teachers, and University Students” (dissertation, 2020): 31.

problematic for teachers, (b) the magnitude of the problems caused by these conditions, and (c) the role these problems play in teachers leaving their teaching position.”⁸⁷

Teacher satisfaction within the educational system is paramount to a classroom atmosphere. A teacher’s attitude toward an institution or a subject can harm student observation. This study lists many aspects of teacher workplace conditions and how teacher workplaces can substantially affect the overall retention of students and teachers. The author finds that stakeholders (such as board members and administration) disagree with teachers on the importance of certain workplace conditions. Accountability of workplace conditions is the responsibility of educational stakeholders. With a stable environment for all, retention will stay strong.

⁸⁷ Scott Phillip Harris, “Teacher Retention and Recruitment,” 10.

CHAPTER THREE: METHODOLOGY

The previous chapter provides evidence of a need for more research on recruiting for and retaining small college band programs. Due to insufficient data on student recruitment and retention methods, it is essential to analyze how directors and late high school and early college students view the opportunities associated with attending an institution of higher education. This project aims to understand student attitudes toward college band programs. Jason Cumberledge and Amy Aklin, band directors at the University of Louisville, state that “university band directors would be well served to understand the challenges freshmen face during the transition from high school to college marching band, starting with the decision-making process and continuing through the initial year of participation.”⁸⁸ This qualitative research study aims to assess the viewpoints of all those who conduct and participate in the study. Examining and evaluating entry-level college and graduating high school students may help determine program desirability factors. In addition, data collected on research about program director influence may also support specific techniques in recruitment.

Understanding student need is essential for assisting students in finding the correct institutional fit. Developing a clear understanding of student needs is especially true for students from low socio-economic families or families who have yet to gain prior experience with colleges. The current generation of students focuses on specific attributes of higher education before selecting an institution for attendance. These aspects include the impact of price, student-to-faculty ratio, location, facilities, accreditation, advising and mental health services, and

⁸⁸ Cumberledge, Jason P., and Amy I. Acklin. “From Competition to Exhibition: Student Perceptions of the Transition from High School to College Marching Band.” (*Journal of Band Research* 54, no. 2 Spring, 2019): 26.

student population. An example would be those institutions that mainly serve students from a specific cultural, ethnic, or spiritual background and degrees obtainable through particular focus areas.

This chapter provides a summary of the study's methodology. For an enhanced understanding of the study, this chapter will highlight the methods used and explain the research questions and hypotheses. In addition, this chapter will examine the study's setting, participants, instrumentation, and dispersal procedures. This chapter will conclude with a summary of a data evaluation and a diagram of the guidelines the researcher will follow in implementing the study.

Research Design

The focus of this study was to determine which factors of program opportunities influence evidence for generating positive responses from high school seniors and first-year college students. This research follows a qualitative research design. The level of inquiry for this study merited a qualitative methodology. John Creswell explains qualitative research as “assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning ascribed to a social or human problem.”⁸⁹ Creswell's qualitative data analysis focuses on collecting information within a “natural setting sensitive to the people and places under the study, data analysis that is both inductive and deductive, that establishes patterns or themes.”⁹⁰

This study followed a grounded theory design under the design of Anselm Strauss and Juliet Corbin.⁹¹ “Strauss and Corbin (1990) are clear that one collects and analyzes data before

⁸⁹ John W Creswell and Cheryl N Poth. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (Sage publications), 2016: 8.

⁹⁰ Ibid.

⁹¹ A. L. Strauss and J. Corbin, *Grounded Theory in Practice* (Thousand Oaks, CA: Sage Publications, 1997): 1.

using theory in a grounded theory study. This explains, for example, the women’s sexual abuse study by Morrow and Smith (1995) in which they generate the theory through data collection, pose it at the end, and eschew prescribing a theory at the beginning of the study.”⁹²

Creswell’s text merits that this study’s most effective research method falls within “Grounded Theory Research.”⁹³ He explains, “Grounded theory is a qualitative research design in which the inquirer generates a general explanation (a theory) of a process, an action, or an interaction shaped by the views of many participants.”⁹⁴ The researcher will utilize information from students within multiple institutions, analyze that information, and generate a grounded theory on best practices for student engagement. Creswell explains that when analyzing grounded theory, “The primary form of data collection is often interviewing. The grounded theory researcher constantly compares data gleaned from participants with ideas about the emerging theory. The process consists of going back and forth between the participants, gathering new interviews, and then returning to the evolving theory to fill in the gaps and to elaborate on how it works.”⁹⁵ Using Grounded theory will help design and explain this study’s process. The fundamental principle of grounded theory research, as it pertains to data analysis, is continuous comparison. As data points were collected and issues of interest arose, it was compared and altered based on similarities and differences. Measuring student or director opinions is difficult, if not impossible. Consequently, this survey focuses on students and

⁹² Barney G Glaser and Judith Holton, “Remodeling Grounded Theory,” *Historical Social Research/Historische Sozialforschung*, no. 19 (2007): 51.

⁹³ Creswell and Poth, *Qualitative Inquiry and Research Design*, 82.

⁹⁴ *Ibid.*

⁹⁵ *Ibid.*, 83.

directors who convey specific feelings toward differing opportunities afforded by common higher education institutions. The survey takes the views and feelings of potential college attendees or transfers, analyzes their responses, and applies that data to the overall population of current music students within the same genre. The data collection goals within this qualitative research were to recognize preliminary concepts related to student recruiting and analyze concepts to create and describe collegiate recruitment categories. This process would create categories and develop a descriptive survey model drawn directly from the preliminary data.

The literature found in chapter three has similar information established by information and populations dissimilar to the interest of this qualitative researcher. In addition, the theories found in previous research may be inconclusive to this research because they need to address significant variables of the designated subject. By focusing on direct questionnaires, the grounded theory will assist in explaining how students are experiencing college marketing strategies.

Within this research, the grounded theory presents challenging opportunities. The data collected may be sufficiently detailed and include many different institutions. This survey did not collect names or contact information. School location and grade level will be the only data collected. This procedure will be for comparing and contrasting geographic areas, as well as school classification levels. Creswell suggests that the researcher may benefit from discriminant sampling within this situation. Discriminant sampling is an extended research process in which the “researcher gathers additional information from individuals different from those initially interviewed to determine if the theory holds true for these additional participants.”⁹⁶ Discriminant sampling may determine the conclusion of this research.

⁹⁶ Creswell and Poth, *Qualitative Inquiry and Research Design*, 86.

Within Julie B. Smart and L. Brent Igo’s study on “Behavior Management Strategy Selection, Implementation, and Perceived Effectiveness Reported by First-Year Elementary Teachers,”⁹⁷ the authors implemented a grounded theory qualitative research model. Smart and Igo’s method included an interview of nineteen first-year teachers.⁹⁸ The authors state, “Interview data was analyzed using the constant comparative method. The data was analyzed as it was collected before subsequent data was collected, compared to the emergent themes, and used to refine the themes.” After analyzing the data, Smart and Igo used “Open Coding, Axial Coding, Selective Coding, Conditional Matrix, and Validity Check to ensure the alignment of participants.”⁹⁹ This method of evaluation aided in the organization of components needed to develop a grounded theory.

Todd Tucker, the author of *Grounded Theory Generation*, believes that “grounded theory methods from a sociological perspective provide useful techniques for theory generation and can help scholars break through theoretical muddles. These methods benefit from utilizing workflow management, providing more transparency than is common in much qualitative work.”¹⁰⁰

According to Lorelei Lingard, Mathieu Albert, and Wendy Levinson’s article “Qualitative Research: Grounded Theory, Mixed Methods, and Action Research,”¹⁰¹ this survey

⁹⁷ Julie B. Smart and L. Brent Igo, “A Grounded Theory of Behavior Management Strategy Selection, Implementation, and Perceived Effectiveness Reported by First-Year Elementary Teachers,” *The Elementary School Journal* 110, no. 4 (June 2010): 567.

⁹⁸ *Ibid.*, 572.

⁹⁹ *Ibid.*, 573.

¹⁰⁰ Todd Tucker, “Grounded Theory Generation: A Tool for Transparent Concept Development,” *International Studies Perspectives* 17, no. 4 (November 2016): 1.

¹⁰¹ Lorelei Lingard, Mathieu Albert, and Wendy Levinson, “Qualitative Research: Grounded Theory, Mixed Methods, and Action Research,” *BMJ: British Medical Journal* 337, no. 7667 (August 23, 2008): 459.

may also fall within a subsection of Qualitative research called Action Research.¹⁰² Action research is “research that is not done on or with participants, but the research designed, carried out and integrated by the participants in partnership with researchers. Action research is an integrated process in which researchers and practitioners act together in the context of an identified problem to discover and effect positive change within a mutually acceptable ethical framework.”¹⁰³

This survey is a collaborative effort designed to aid in delivering pertinent information to college-seeking individuals. Lorelei Lingard, Mathieu Albert, and Wendy Levinson give an example of action research being a “research project for preventing falls in a long-term care facility, researchers would collaboratively define the problem and research design, staff may conduct interviews with colleagues and patients, and the solutions that are decided and implemented will be based on the needs and priorities of the staff.”¹⁰⁴ The research within this project holds the same merit. This project aimed to identify recruiting and opportunities within higher education institutions, conduct a mass survey to collect possible solutions, and formulate a theory of best practices.

A survey of questions was the most effective method for data collection. D. Patrick Saxon, Nara M. Martirosyan, Rebecca A. Wentworth, and Hunter R. Boylan, within their study on *Developmental Education Research Agenda: Survey of Field Professionals*, utilized the survey method within their study.¹⁰⁵ Their study applied an online method survey tool with an

¹⁰² Lorelei Lingard, Mathieu Albert, and Wendy Levinson, *Qualitative Research*, 459.

¹⁰³ Ibid.

¹⁰⁴ Ibid., 461.

¹⁰⁵ Patrick D. Saxon et al., “NADE Members Respond: Developmental Education Research Agenda: Survey of Field Professionals, Part I,” *Journal of Developmental Education* 38, no. 2 (2015): 32.

open-ended questionnaire to produce topics of interest regarding the research setting for developmental education. The researchers shared their survey amongst national education associations and social media platforms. Their study is similar to the current study in that the “Proposed research questions and respondents’ explanation of the importance of the proposed topic was used to clarify research topics whenever the intent of the topic was unclear.”¹⁰⁶

Research on previous reports has found that there are quantitative studies on student recruitment and attrition of students within college band programs. Many of these studies recruit Division I (average student enrollment of 10,000) marching band members. For example, Miguel Antione-Julius Bonds conducted a study that focused on defining the motivation of marching band development as a recruitment and retention tool at Talladega College.¹⁰⁷ Bonds’ quantitative design provides data over a 10-year time frame. Bonds posed closed-ended questions to determine the effectiveness of the marching band recruitment model. Unfortunately, there are limitations to this form of research, as there are no participants or surveys of peers within the study’s findings. Therefore, this study is limited to providing data on one school’s influences and the researcher’s perceptions. This study does not fully capture the implications of high school students’ perceptions of college band programs. In summary of his study, Bonds suggests that future research within this field should follow a qualitative design to “investigate how marching band enriches people spiritually, intellectually, and physically.”¹⁰⁸

The surveys used in this study sought to evaluate multiple factors of student and director perception and high school members’ perception of college band programs. This qualitative

¹⁰⁶ Patrick D. Saxon et al., “NADE Members Respond,” 32.

¹⁰⁷ Miguel Bonds, “Strategies for Recruitment, Growth, and Retention through Marching Band Enrollment at Talladega College (2011-2021)” (thesis, 2021): 2.

¹⁰⁸ *Ibid.*, 81.

evaluation method may quantify the impact of specific collegiate opportunities. Data collected on director perception may help quantify the importance of program visibility. The main goal of the survey method was to evaluate what aspects of higher education institutions are most desirable. This survey may provide program directors with practical strategies for recruiting within their area. Data collected within this research study shows a correlation of information not present in prior research.

The collected surveys provided information on recruitment methods not predominant in student desirability. In addition, this research found that many recruitment methods desire to contradict the wishes and expectancies of the students. The goal of this research was to redefine how to reach students. In addition, the researcher aspired to assess the needs of entry-level collegiate band members and how those needs may best meet institutional opportunities. The main objective of this study sought to define what common strategies communicate program opportunities and if those experiences adhered to student expectations. Analysis of information acquired methods of recruitment and retention used by college band directors (and fine arts or student recruiting staff) and compared those methods to student desires. The information analysis found correlating evidence between high school and college student perceptions.

This study collected information on student expectations not previously contained in former studies. The questions developed for the survey attempted to benefit college band program directors with an enhanced approach to recruiting and retaining band students. The survey questions concentrated on the philosophies of high school and college band students and their directors. The survey included 'yes' and 'no,' and ranking responses. Data was collected online using Google Forms from a secure link. Google Forms utilizes a data collection process

that protects participant identities and information. All collected data helps to identify best practices within the field of student recruitment.

Research Questions

Research Question One: What recruitment and retention strategies are used within small college band programs to increase the enrollment of band students?

Hypothesis One: Recruitment and retention strategies within small college band programs may influence program goals, performance opportunities, development, and purpose. Research Question One was answered by developing systematic approaches to recruitment and applying those approaches within the practice. Increased enrollment is the desired outcome. The main goal of small college band programs is to incorporate all aspects of instrumental learning, including an adequate performance of standard repertoire.

Research Question Two: How can a small college band program establish heightened credibility within high school band programs or amongst high school band directors?

Hypothesis Two: Small college band programs may be able to establish heightened credibility within high school band programs or amongst high school band directors with regular visibility within the classroom. Steven Kelly states, "One-way music recruiters can identify the best students is to visit high schools, performances of all-state ensembles, and summer music camps. By interacting with the students and their teachers, recruiters will discover what attracts students."¹⁰⁹ By collecting numerical data on enrollment rates, we can determine the significance of director visitation exposure and student enrollment.

¹⁰⁹ Steven N. Kelly, "Marketing Your College Music Program to Students," *Music Educators Journal* 75, no. 3 (November 1988): 28.

Participants

The data collected in this study utilized students that are band members within their current institution. The researcher distributed director surveys to program directors for each institution involved. The study includes high schools ranging from 2A (105-229 students) to 5A (1230-2219 students). The study also includes a small number of colleges and universities below a 5,000-student population.

The goal was to collect data from 100 high school band students. Attaining this goal would ensure that the data collected could be associated with the mindset of what band students prefer rather than general population students. In addition, a similar survey will collect data from high school and college-level band directors within institutions under a 5,000-student population. The additional survey ensures that the data collected reflects what influencers of student enrollment prefer to see from institutions of higher education. The student participants must have served at least three years in a band program. The director participants must be program directors, assistant directors, associate directors, or any other director of band classification. Program directors are ineligible if they are part-time substitutes or full-time interim directors filling a semester-length position. If no program directors were available, fine arts directors sufficed as satisfactory. Marketing and student recruiting directors may classify themselves as individuals who could provide perspective on recruiting high school students.

Engaging participation in this survey required asking directors to participate through social media, email, and verbal correspondence (See Appendix B). Both surveys are concentrated in central Texas but include multiple schools outside Texas to show correlation results. In addition, the surveyor included national organizations such as the College Band Directors National Association (CBDNA), and National Association for Music Education

(NAfME), Texas Music Educators Association (TMEA), and Texas Community College Band Directors Association (TCCBDA). All documents administered to these organizations were examined and approved by the Liberty University Institutional Review Board (IRB).

Setting

A survey was available via an online survey form. Before administering the survey, the researcher would gain the surveyor's agreement to participate via online consent. In addition, the researcher would give each participant the researcher and school contact information. The researcher sent the survey to students during their scheduled class time, after which the researcher stored all data electronically.

Once students and directors accessed the online link, the project title and researcher information appeared. In addition, all surveys included the IRB approval number and institution information (see Appendix L). In addition to the online survey, the researcher included a consent form signifying the surveyor's participation agreement (see Appendix C). The consent form and questions included served as protection for the researcher, the institution, and the privacy of the participants involved. The survey also provided information on contacting the researcher and institution with study questions or concerns. This survey did not collect personal information; therefore, data points were collected via the online survey forms and inputted into the Google Sheets database. In addition, participants did not receive compensation or rewards for completing the survey. Guaranteeing anonymity was a safety measure to generate unbiased and authentic responses from all participants. The administered procedure for collected data is as follows:

- Distribute the survey to participants.
- Participants complete survey questions (5 minutes)
- Approximate Time of Survey: 10 minutes

Professor Emeritus of music and music education at New York University Roger P. Phelps believes that the survey method within educational research is a unique tool widely used in various educational settings.¹¹⁰ Researchers Judith P. Goetz and Margaret D. LeCompte, in their study “Ethnographic and Qualitative Research Design and Why It Doesn’t Work,” explain that three forms of surveys are used in qualitative studies: confirmation instruments, participant-construct instruments, and project devices.”¹¹¹ This study will be utilizing a participant-construct tool via online Google-based programs.

This study used Google Forms as the online instrument for collecting information. Google Forms is a no-cost online program for creating server-stored documents that allow multiple users to produce data collection collaboratively.¹¹² As a result of using Google Forms, a simple-to-use format created easy-to-understand data points. In addition, Google Forms transfers to Microsoft Excel, Google Sheets, or any other Google Doc format for additional editing.¹¹³ Hui-Yin Hsu, chair of the teacher education department at the New York Institute of Technology, states that “Google Forms allows us to compose questions, collect answers from respondents, and present data in spreadsheet format so that researchers can track and analyze the data using Google Sheets.”¹¹⁴ Google Forms also provides a professional survey format that is easily

¹¹⁰ Roger P. Phelps, *A Guide to Research in Music Education* (Lanham, MD: Scarecrow Press, 2005): 161.

¹¹¹ Kathryn M. Borman, Margaret D. Lecompte, and Judith Preissle Goetz, “Ethnographic and Qualitative Research Design and Why It Doesn’t Work,” *American Behavioral Scientist* 30, no. 1 (1986): 42.

¹¹² Google forms: Online form creator | google workspace (Google), <https://www.google.com/forms/about/>.

¹¹³ Ibid.

¹¹⁴ Hui-Yin Hsu and Shiang-Kwei Wang, “Integrating Technology: Using Google Forms to Collect and Analyze Data,” *Science Scope* 40, no. 08 (2017): 64-65.

understandable to various educational levels. All questions are easy to read, and the multiple-choice answers are comprehensible for all age groups.

Implementing online data collection in the high school classroom presents opportunities for additional instruction. For the students completing the survey online via Google Forms, the researcher recommended that teachers discuss internet safety and responsibility with students before completing the survey. Suppose the program participating in the research survey uses a classroom management tool like Google Classroom. In that case, teachers can upload information directly to student accounts and tutorials on completing the research survey.

Many high school students have a basic understanding of Google Docs and how to use Google Forms. If students lack knowledge of Google Forms, the researcher will administer additional instructions on completing the survey. Once students receive the online form, they can apply their information to provide data for collection and analysis. Ten high school and college band teachers throughout multiple states completed this survey. The projected goal was to collect data from a minimum of 100 high school and early college students.

The data collected within this research study will maintain for seven years, per Liberty University IRB requirements. After the seven-year timeframe, the researcher will destroy all data, and no copies will remain. The destruction of all data helps prevent the researcher's misuse of information. In addition, the researcher will utilize all security procedures to protect the validity of the research findings. The authentication of collected information will be vital to the credibility of this study. The survey safeguarded participant identity with specific wording, and a password-protected computer will safeguard participant identity.

This project used various rating scales for evaluation. The most effective scale for this project was a Likert-type scale. Using attitude scales, i.e., Likert scales, composed of multiple

questions, provides more significant insights than simply assessing responses from individual questions.”¹¹⁵ In his 1932 paper on measuring attitudes, Rensis Likert explained “a simple and powerful method to construct an attitude scale, built on the premise that groups of related questions measure a subject’s attitude about some issue addressed by those questions. He demonstrated that summing the responses from the related questions resulted in a useful and tractable measure of the underlying attitude (Likert 1932).”¹¹⁶ The Likert-type scale is most commonly a five-point scale that allows individuals to specify how much they agree or disagree with a particular statement or proclamation. Providing an equal number of positive and negative attitudes, the Likert-type scale used within this survey gives descriptive labels for each of the response options ranging from *not influential in decision making* to *strongly influential in decision making*, and numeric values assigned to each response option for analysis proposes (e.g., 1 = *not influential*; 5 = *strongly influential*).¹¹⁷

The data collection goal of this research was to identify perceptions related to college recruitment strategies. One hundred thirty-six students completed the survey with time limits ranging from ten to fifteen minutes. The researcher provided these surveys to program directors to administer. Thirty-six director surveys were disseminated, with time limits ranging from ten to fifteen minutes. The online survey relinquishes some control over the survey process but automatically dictates and organizes data. Online-based survey methods may help dictate which responses are legitimate or dishonest. In the case of this survey, there is no case for false data. Google Doc surveys are adaptable, like paper surveys, only more accessible to the current

¹¹⁵ Katherine A Batterton and Kimberly N Hale, “The Likert Scale, What It Is and How To Use It,” *Phalanx: Military Operations Research Society* 50, no. 2 (June 2017): 37.

¹¹⁶ *Ibid.*, 32.

¹¹⁷ Mike Allen, *The Sage Encyclopedia of Communication Research Methods* (Los Angeles, CA, Los Angeles: SAGE Reference, 2017): 1155.

generation of students. As themes began to develop from survey data, certain important concepts appeared to need further consideration.

Data Analysis

Suitable survey development is vital to successful analysis. Straightforward questions or proper data collection methods may save time and effort. Google Forms provides foundational analysis for survey responses. After completing the survey, an online server stored data via the “Responses” tab or Google Sheets. The results within the results tab give multiple methods of evaluation, as well as graphical data. Google Sheets stores all numerical data and sorts it by row and column. Each row responds to each participant, and the columns feature the questions used throughout the survey. Table 4 gives an example of the Google Sheets data collection process.

Table 4: Google Sheets Data Collection Example.

| B | C | D | E | F | G |
|-----------------------------|-------------------------------------|---------------------------|-----------------------------------------|------------------------------------|---------------------------------------|
| All participants understand | | | | | |
| Do you want to participate | [Cost of Institution (ex. Tuition)] | [Location of institution] | [Program Availability (ex. Internship)] | [Degree Availability (ex. Online)] | [Campus life (activities and events)] |
| Yes | 4 (Influential) | 2 (Neither Influential) | 5 (Strongly Influential) | 4 (Influential) | 2 (Neither Influential) |
| Yes | 5 (Strongly Influential) | 2 (Neither Influential) | 5 (Strongly Influential) | 5 (Strongly Influential) | 3 (Somewhat Influential) |
| Yes | 5 (Strongly Influential) | 5 (Strongly Influential) | 4 (Influential) | 5 (Strongly Influential) | 4 (Influential) |
| Yes | 1 (Not influential) | 2 (Neither Influential) | 1 (Not influential) | 1 (Not influential) | 1 (Not influential) |
| Yes | 5 (Strongly Influential) | 5 (Strongly Influential) | 2 (Neither Influential) | 5 (Strongly Influential) | 5 (Strongly Influential) |

Explanatory indicators, thematic analysis, and data evaluation postulated the results of the survey responses. The Likert-type scale used within this survey helped to develop percentage rates. These percentage rates aided in the formation and outcome of advanced hypotheses. In addition, Amanda Goldbeck, author of “Evaluating Statistical Validity of Research Reports,” states that “the Likert scale may be treated as an example of interval-data. Interval data have the property of the additivity.”¹¹⁸ Goldbeck is a “strong advocate of using the Likert Scale as interval

¹¹⁸ Amanda L. Golbeck, *Evaluating Statistical Validity of Research Reports: A Guide for Managers, Planners, and Researchers* (Berkeley, CA: U.S. Dept. of Agriculture, Forest Service, Pacific Southwest Forest and Range Experiment Station, 1986): 1.

data, arguing that almost any parametric test can be applied to these data.”¹¹⁹ The interval data collected focuses on positive and negative outcomes. The outcomes range from strongly influential (5), Influential (4), somewhat influential (3), neither influential or un-influential (2), not-influential (1). Once the data was collected, the researcher continued developing “a central tendency and variability statistic from the descriptive choices.”¹²⁰ This stage in the research involved discovering a “mean, standard deviation, minimum, maximum,” and variance as the statistic choices.¹²¹ The researcher could determine participant emotion towards the questions by examining the data.

Chapter Summary

All data was gathered and inputted into a Google Form. Through the Google form document, the researcher created a Google Sheets document. All information on the data analysis results presents in chapter four. All data analyzed in chapter four will associate and explain the most influential aspects of college band student recruitment concerning college desirability. Chapter four will have a corresponding graph accompanying the data analysis of each question within the survey. The charts will illustrate the percentages of collegiate opportunity desirability. After examining and analyzing each question, the researcher created a summary of each outcome. After a review of all questions, there will be a summative overview of all data collected, providing a comprehensive outlook on the best practices for recruiting college band members. The comprehensive outlook aims to answer best the questions presented within the hypothesis.

¹¹⁹ Amanda L. Golbeck, “*Evaluating Statistical Validity of Research Reports*,” 1.

¹²⁰ Hildegard Froehlich and Carol Frierson-Campbell, *Inquiry in Music Education: Concepts and Methods for the beginning Researcher* (New York: Routledge, 2013), 205.

¹²¹ *Ibid.*, 206.

John Creswell and Timothy Gutterman explain that a well-achieved analysis of grounded theory study “is developed from memos written by the researcher, the linking of concepts or categories, the presentation of the theory as a visual model, and the use of systematic, emerging, or constructivist approaches.”¹²² Through Creswell’s format, this study aimed to discover ways for collegiate band directors to best describe their programs in a way that motivates high school students to join after graduation. An illustration of the perceptions of soon-to-graduate band members and their directors may assist in equipping college music recruitment professionals to advise students to pursue specific institutions. The questions within the survey encompassed a wide variety of collegiate opportunities, aiding in the qualitative inquiry process. According to Creswell and Gutterman, this process falls within maximal variation. The researcher uses a maximal variation to “present multiple perspectives of individuals to represent the complexity of the perceived outcome.”¹²³ Well-defined assessment of the student and director perceptions reflected in the surveys may assist in answering the research questions. The pursuit of band student and director influence may positively influence the future of small college band recruitment efforts.

¹²² John W. Creswell and Timothy C. Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Upper Saddle River, NJ: Pearson, 2021): 456.

¹²³ *Ibid.*, 207.

CHAPTER FOUR: RESULTS

The results of this study are a combination of historical data and new information based on survey results. Previous research in recruiting and retention has disclosed that understanding meant methods has become dependent on the high school and college programs involved. Those references observed student perspectives from marching band involvement, music school involvement, and college enrollment. The scope of this study was to formulate recruitment methods based on what motivates student participation. This survey built the assumption that because students were involved in band in late high school and early college, students were more than likely to be associated with the band in college. The survey helped to discover what aspects of general college information students want to know, rather than the majority of band-specific information. Also, this study focused on how students in their first year of college view college opportunities and whether that influenced their retention. All data came from the recruitment and retention viewpoint of students and directors most impacted. The results strongly indicate the best information to develop a recruitment plan that will work for small and large college band programs. In addition, this research may assist with general non-music student recruitment.

Research Questions

The questions asked for this study focus on methods of building better relationships with students and directors. The data analyzed at the end of the study determined that differing perspectives based on institutional cost, degree offerings, and program quality adjusted student and director perception. Now that the survey is complete, the researcher discovered that perceptions of opportunity are most desirable.

The survey yielded a difference in director perceptions versus student perceptions. It was imperative to the study results to heighten the understanding of high school band director perceptions. With these results, college band directors can adjust recruitment efforts to best suit

the needs of directors rather than just students. Their director's influence has influenced band students' decisions, and this study may help performers create better relationships with their directors. The goal of the results of this study will be to benefit college or university band directors by enhancing recruitment and retention to suit the needs of directors and students.

Directors have influenced band students' decisions, and this study may help performers create better relationships with those directors. As approved by the IRB of Liberty University, the survey solicited responses from band directors and high school and college students. In previous studies, such as Daniel Albert's study on "Strategies for the Recruitment and Retention of Band Students in Low Socioeconomic School Districts,"¹²⁴ Results focused on classroom environment, student economic status, and middle school learning conditions. Albert's research related to this current research when the results yielded that if music directors actively engaged students to join, the result would reveal higher enrollment. Alpert states, "Positive personal contact and visibility at the elementary schools, including assemblies and teaching general music classes, can heighten awareness and anticipation of an instrumental music program."¹²⁵ This information related to the results of item 10 of the survey, "Are you more likely to attend a college that had a representative visit with you while still attending high school?"

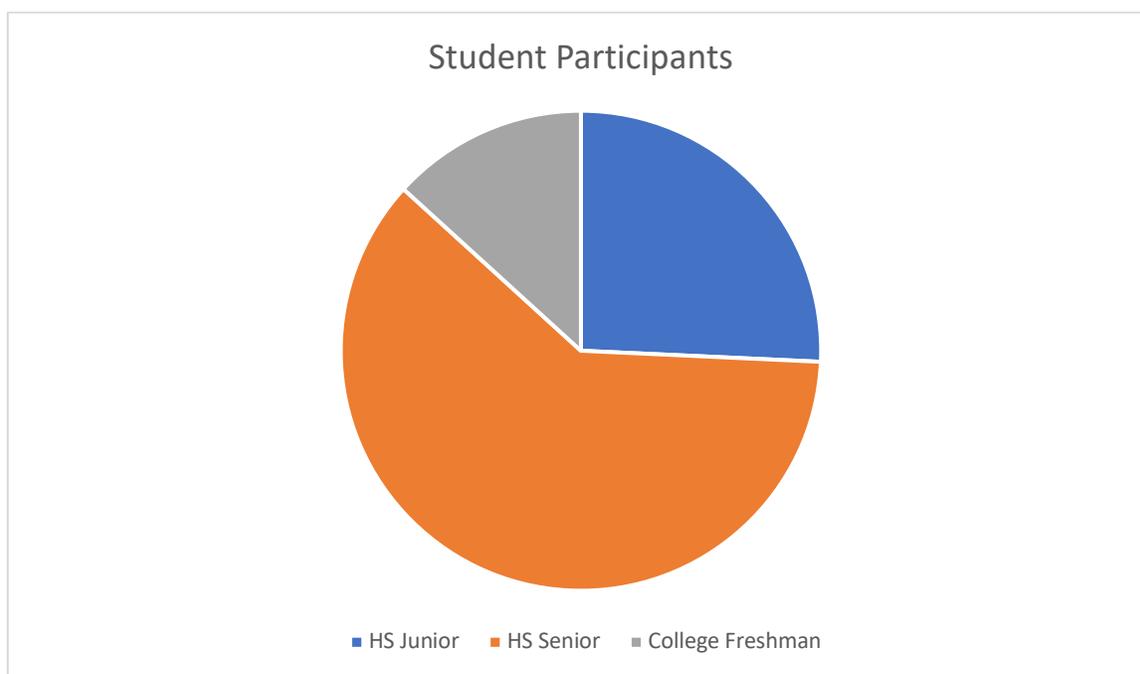
The results of this study culminated from anonymous surveyors from multiple institutions. Of the ten high schools that participated, all have active band programs. Of the 136 students who visited the online form, 100% agreed and completed the survey parameters. The researcher informed all those participants that there were no participation fees and no personal information would be collected. The goal was to ensure students' anonymity. The survey was

¹²⁴ Daniel J Albert, "Strategies for the Recruitment and Retention of Band Students in Low Socioeconomic School Districts," *Contributions to Music Education* 33, no. 2 (2006): 53.

¹²⁵ *Ibid.*, 65.

entirely voluntary, and each respondent must agree to participate before completing it. Student participants' grade level position at the study's time is as follows.

Figure 6: Student Participants in the Survey



Participants in the student survey were High School Juniors at 26%, High School Seniors at 61%, and College Freshmen at 13%. The mix of age and maturity level provides a noticeable difference in viewpoint on answers within the study. All institutions were within the state of Texas. The students represented in the study derived from 14 different institutions across Central Texas. This representation provided a broad viewpoint that supports the legitimacy of the study.

A majority of the participants were high school seniors. Geographically, the most significant participants were high school seniors in Texas. There are only 14 different institutions involved, 11 of which are public high schools; therefore, the number of high school participants that participated in the study is vital to the validity of the statistics.

The next part of the survey was the rankings of students' and directors' desirability of specific aspects related to college opportunities. These questions ranged on a Likert-type scale

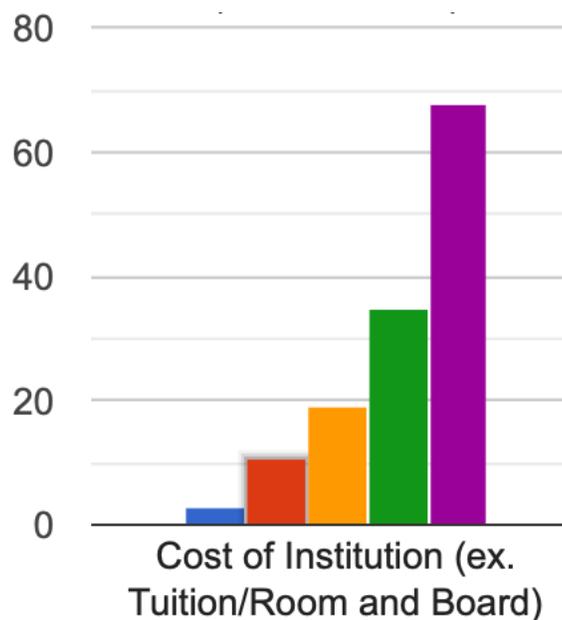
from “Very influential” to “Not Influential.” The data for each question came in the form of a percentage. This percentage aids the research in evaluating the most and least desirable aspects of college recognition according to young band members. The survey questions focused on finances, location, program availability and quality, faculty quality, campus size, degree availability, campus life opportunities, and type of institution. The director survey was similar but focused solely on the music department’s quality and availability recommendations. In addition, the director survey includes whether or not the director’s alma mater influenced their decision.

All forthcoming charts portraying data from this survey are directly from the data collection of Google Forms. Table six describes the key for identifying the bar graphs used.

Table 5: Key for Identifying Bar Graphs

 1 (Not influential) — 2 (Neither Influential or un-influential) — 3 (Somewhat Influential) — 4 (Influential) — 5 (Strongly Influential)

Figure 7: Chart of Influence on Question 1 Student Survey



Question one of the student survey asks whether or not the cost of an institution influences the student. According to James Koch’s book *The Impoverishment of the American College Student*, approximately “30% of those who earn a bachelor’s degree graduated with no debt. Those who did borrow had an obligation of more than \$31,000—not an overwhelming amount, but problematic if the individual graduated in a discipline such as education, where in 2016 the average salary earned by a graduate was only \$34,891.”¹²⁶ This issue is becoming more apparent to today’s high school graduates. Many students need to learn more about student loan debt and how it helps or hurts their financial future. Koch believes, “Among the adverse economic consequences that accrue to the 44.2 million Americans who have student debt are

¹²⁶ James V. Koch, *The Impoverishment of the American College Student / The Impoverishment of the American Student* (Washington, D.C.: Brookings Institution Press, 2019): 2.

reduced rates of home ownership, smaller or no contributions to retirement savings, poor credit ratings, and lower marriage rates.”¹²⁷

As the above chart illustrates, most students believe that an institution’s cost is very influential in their decision for attendance. Out of the 136 students who participated, approximately 50% (68) signified that they are strongly influenced by how much an institution will cost them. Many students verbally indicated that they do not want to go into debt for the college of their choice. According to the Educational Data Initiative, approximately 65% of students enrolled in higher education in 2022 will have student loan debt. The average debt for a student seeking a four-year bachelor’s degree from a private for-profit institution is \$58,600. The average debt for a student seeking a four-year degree from a public, non-profit institution is \$34,300.¹²⁸

Federal Pell grants can help those in need with financial assistance on educational costs. According to the U.S. Department of Education, “Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor’s, graduate, or professional degree.”¹²⁹ 34% of all college students receive Federal Pell Grants. The average Pell Grant awarded to students in 2022 was \$4,166 for the school year. By separating that into two semesters, that total would be \$2,083 per semester. According to the Educational Data Initiative, the average cost of a four-year institution in the United States is \$35,551 per student per year, including books, supplies, and daily living expenses.” This cost

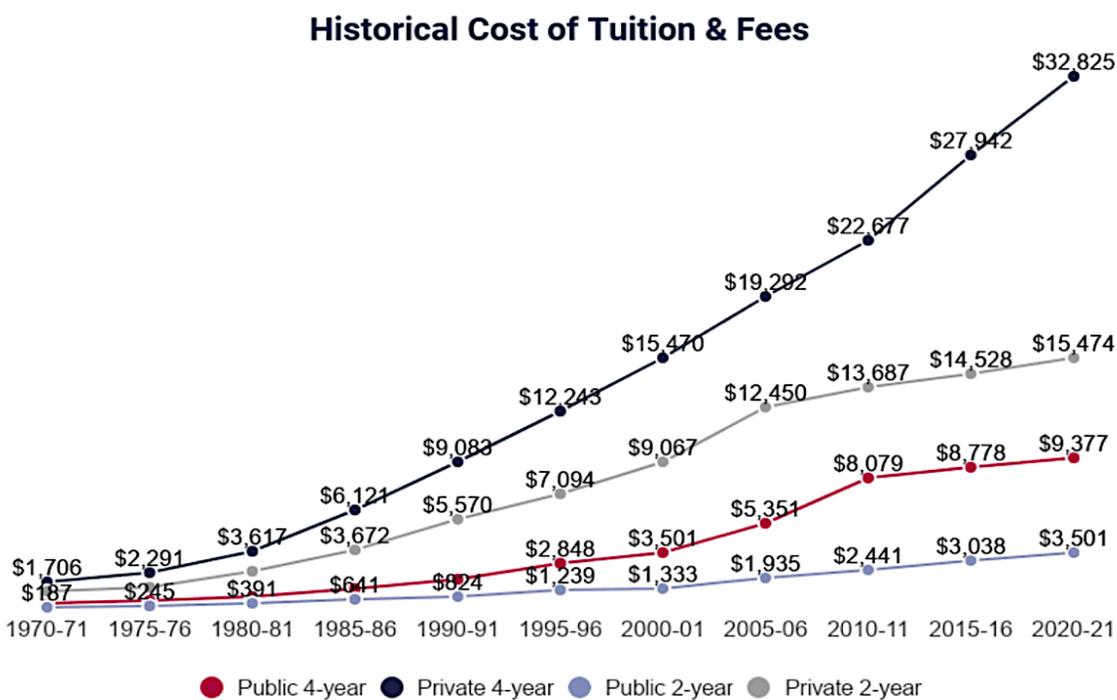
¹²⁷ James V. Koch, “*The Impoverishment of the American College Student*,” 2.

¹²⁸ Melanie Hanson, “Average Student Loan Debt for a Bachelor’s Degree: 2023 Analysis,” Education Data Initiative, October 26, 2022, <https://educationdata.org/average-debt-for-a-bachelors-degree>.

¹²⁹ “Federal Pell Grant Program,” Home (U.S. Department of Education (E.D.), August 30, 2022), <https://www2.ed.gov/programs/fpg/index.html>.

equates to a total need of \$17,776 per semester. According to the data, the average Pell Grant-receiving student still needs an average of \$15,693 per semester for tuition and living expenses. The current generation of high school students realizes their financial need and worries about having to attend school full-time and work to collect a wage that will sustain their financial need for education and living expenses. Table 6 shows that the steady increase in the cost of a college education has made it extremely difficult for students to receive any education without taking out student loans for assistance.

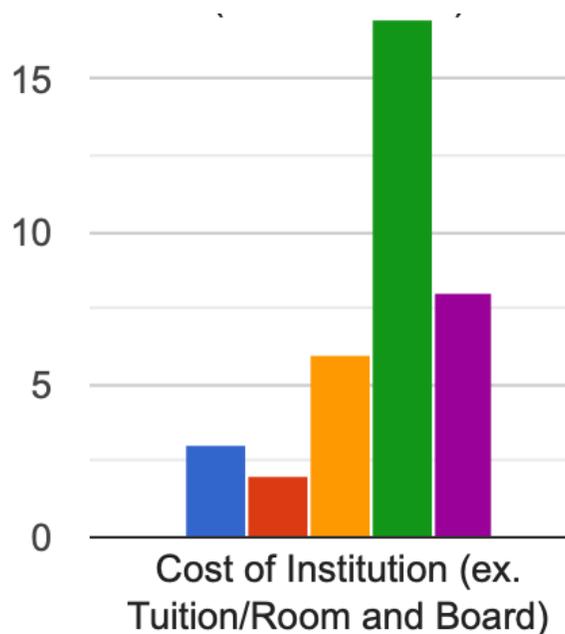
Table 6: Average Cost of College 2023: Yearly Tuition + Expenses. Education Data Initiative¹³⁰



Education Data Initiative sources: National Center for Education Statistics

¹³⁰ Melanie Hanson, “Average Cost of College (2023): Yearly Tuition + Expenses,” Education Data Initiative, January 1, 2023, <https://educationdata.org/average-cost-of-college>.

Figure 8: Chart of Influence, Question One, Director Survey



The director's survey is very similar to the student survey but has minor changes in the questioning. High school band directors are very influential in the decision-making process for their students, especially those who become music majors. This need for guidance may be due to their experience in music education. P. Dru Davidson, band director within the Memphis City school system, states, "Band directors recognize, at least intuitively, the value of having students with strong musical and social leadership qualities. These directors may be able to influence peer attitudes, model musical concepts, and affect the social climate of an organization."¹³¹ This band director's influence is the basis for the band director survey. Understanding this influence beyond the intuitive understanding may assist collegiate band recruiters with relationship development on the professional level.

¹³¹ Dru P. Davidson, "The Effects Of Band Director Leadership Style And Student Leadership Ability On Band Festival Ratings," *Research and Issues in Music Education* 5, no. 1 (September 2007): 5.

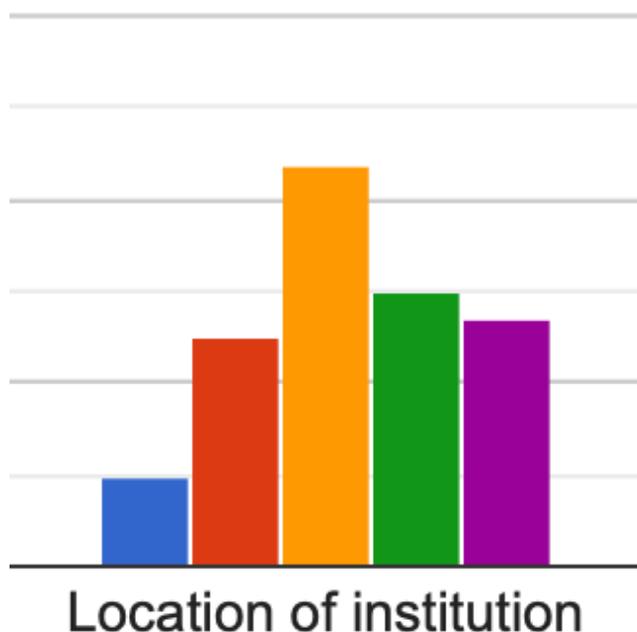
Similar to the student survey, question one of the director's survey asks whether or not an institution's cost influences the director. As most directors develop a nurturing relationship with their students, their view on institutional cost varies. Many of the band directors that completed the survey felt that the experience of an institution warrants the cost of that institution. As tuition rates rise, the expectation is that the student performance experience will also increase. Directors in rural areas, or smaller schools, tend to care more about an institution's cost than those from larger, well-funded school districts.

As the above chart illustrates, most directors believe that an institution's cost influences their recommendation of an institution of higher education. Of the 36 directors who participated, approximately 53% signified that they are influenced by how much an institution will cost their students. Educators throughout America are rife with student loan debt. According to July's report from the National Education Association, "Outstanding balances for teachers from pre-kindergarten to college education average \$58,700."¹³² This amount is close, if not more, than the standard salary for a public school teacher in Texas. The report says that "more than one in eight teachers owe more than \$105,000, jeopardizing their ability ever to build up."¹³³ The national average student debt is evident among today's music educators. A significant goal of music education influencers is to find an institution that warrants a good education without creating a financial burden on their soon-to-be former students.

¹³² Nic Querolo, Olivia Rockeman, and Madison Paglia, "Teachers Drowning in Debt Face U.S. Moratorium End With Dread," *Bloomberg*, September 9, 2021, <https://www.bloomberg.com/news/features/2021-09-09/teachers-are-drowning-in-student-debt-as-moratorium-end-nears>.

¹³³ Ibid.

Figure 9: Chart of Influence on Student Question Two



Question two of the student survey asks whether or not the location of an institution influences the student. As the above chart illustrates, institutional location somewhat influences their decision. As this survey administers to students in Texas, the data correlates appropriately. Out of the 136 students who participated, approximately 32% (44) signified they are somewhat influenced by how far away or close to an institution they live. As dorm costs have risen with the cost of tuition, many students verbally noted that staying closer to home may assist with financial dependency. Additionally, those who completed the survey from smaller schools favored locations closer to home. This preference from small school students suggests that those students prefer institutions that are less intimidating in size or stature.

According to data collected by Johanna Trovato, Edu-ventures Senior Analyst at Encoura, he states, “with 21% of college-bound students enrolling at out-of-state institutions,

Texas ranks at number 12 among states with the least out-of-state student migration.”¹³⁴ Several factors may assist in this ranking in the state of Texas. One reason may be the significant percentage of students who enroll in JUCOs. Trovato states, “According to the Community College Research Center (CCRC) at Teacher’s College, 75% of bachelor’s degree earners in Texas started out at a community college.”¹³⁵ Many JUCO students rely on the institution’s location so that they may work or raise a family in the exact location. This requirement hinders student ability to commit to full-time status, thus making it difficult to stay in college dorms away from home.

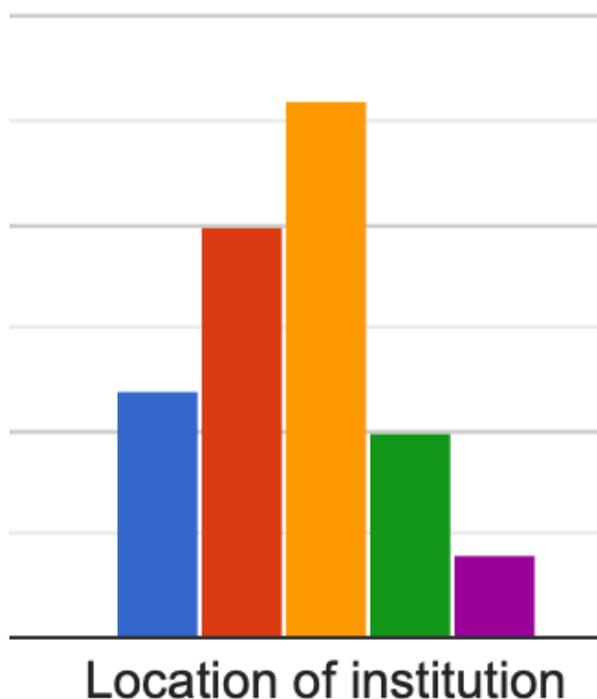
Another reason for Texas’s low migration rate may be the number of accredited institutions available statewide. Providing more institutions gives students more opportunities to attend within their home state and become applicable for in-state tuition. According to the Digest of Educational Statistics, Texas ranks number three in the nation, with 262 higher education institutions. New York ranks second with 298 institutions, and California ranks first with 436. Although Texas trails New York in the total number of institutions, it has more public institutions, exceeding New York’s 107 to 79.¹³⁶ Further research may conclude whether or not public or private institutions gather a more significant percentage of migrated students.

¹³⁴ Eduventures Senior Analyst at Encoura Johanna Trovato, “A Fact Check on out-of-State Recruitment: Don’t Mess with Texas,” Welcome to Encoura, July 27, 2021, <https://encoura.org/a-fact-check-on-out-of-state-recruitment-dont-mess-with-texas/>.

¹³⁵ Ibid.

¹³⁶ “Digest of Education Statistics, 2017,” National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education, 2017, https://nces.ed.gov/programs/digest/d17/tables/dt17_317.20.asp.

Figure 10: Chart of Influence, Question Two, Director Survey



Institutional location may have an impact on student success. Often, when students travel farther from home, their support systems of friends, family members, and former teachers are no longer at their disposal. Like the student survey, question two of the director survey asks whether or not an institution's location influences the director. As the above chart illustrates, most directors believe that an institution's location influences their recommendation of an institution. Still, a large percentage also felt that location is neither influential nor influential. Out of the 36 directors who participated, approximately 36% (13) signified that the location of a college or university influences them. Many directors verbally noted that they prefer their students to attend an institution away from their hometown. This emphasis may be partly due to the director encouraging their students to develop a sense of self-responsibility and understanding of the world outside their hometown. Often, a young adult's first time away from home happens when they move away for college. This opportunity allows students to experience life with no parental

or mentor guidance. Self-responsibility and freedom may enable students to discover who they are or want to become.

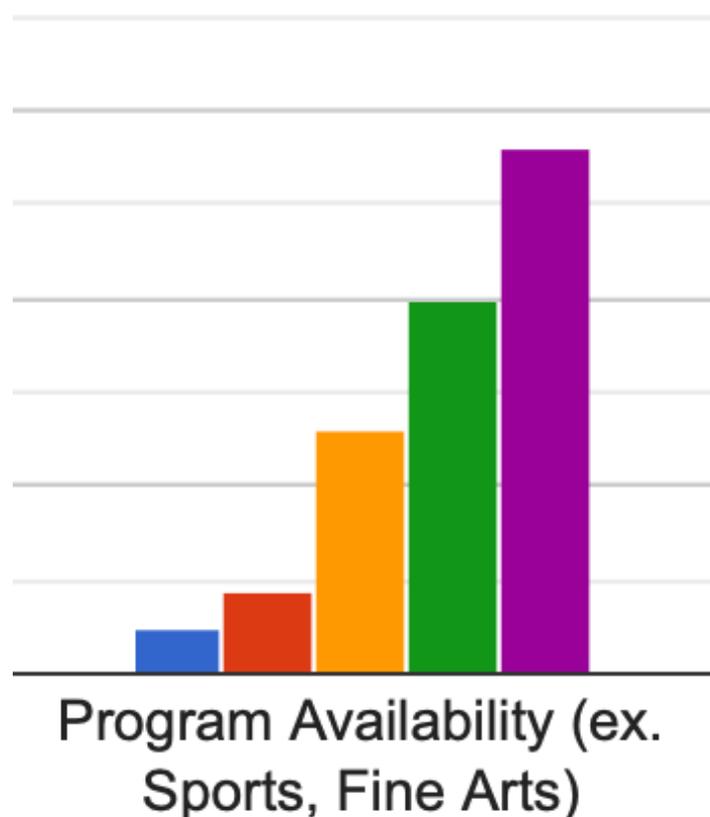
Many high school graduates' directors and influencers deal with families with no college background. A parent's lack of experience and guidance can overwhelm first-generation students. The fostering of the transition from high school to college concerns high school band directors. Howard London, retired Bridgewater University provost, states, "While some first-generation students no doubt experience smooth transitions, others find the going rough. As educators, we do these latter students no great favor should they become out of our unawareness-confused, frightened, and alienated, only to drift away and drop out."¹³⁷ According to Imed Bouchrika, Chief Data Scientist & Head of Content at research.com, "First-generation students or students whose parents have not obtained a college degree tend to leave college more, as they comprise 40% of college dropouts."¹³⁸ Additionally, Bouchrika states, "The United States experiences a daunting 40% college dropout rate yearly. With only 41% of students graduating after four years without delay."¹³⁹ College location, cost, program, or support system issues may influence this significant retention loss.

¹³⁷ Howard B. London, "Breaking Away: A Study of First-Generation College Students and Their Families," *American Journal of Education* 97, no. 2 (February 1989): 168.

¹³⁸ Imed Bouchrika, "College Dropout Rates: 2023 Statistics by Race, Gender & Income," Research.com, September 26, 2022, <https://research.com/universities-colleges/college-dropout-rates#2>.

¹³⁹ Ibid.

Figure 11: Chart of Influence on Question Three Student Survey



Question three of the student survey asks whether or not the student is influenced by whether or not their program of choice is available. As the above chart illustrates, program availability strongly influences students. Of the 136 students who participated, approximately 41% (56) signified that program availability strongly influences them (highest degree of influence). Furthermore, 29% indicated that program availability influences them (second highest degree of influence). Only 4% of all participants indicated they were not influenced by whether or not their program of choice was available.

Fine arts programs, such as band and choir, give students outlets for social interaction. Collegiate band programs often offer marching, concert, and chamber ensembles like jazz bands. Joining a college marching band may provide students with a richer aesthetic education. Jason

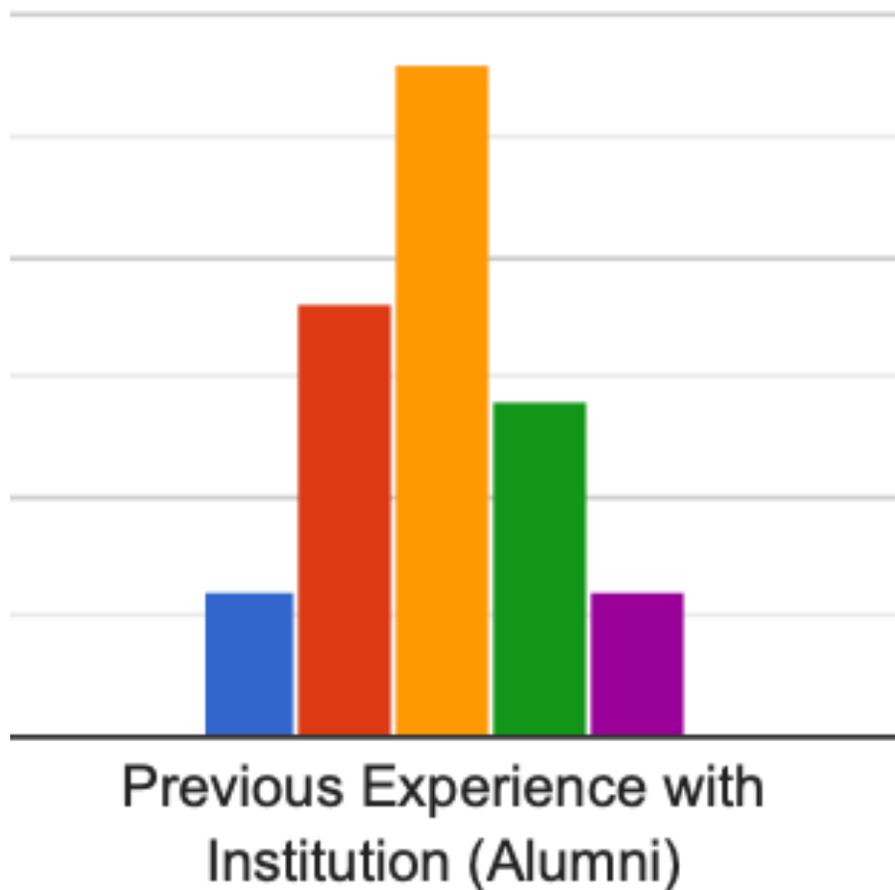
Cumberledge, assistant director of bands at the University of Louisville, believes that aesthetic education can develop sensitivity to the “area of human growth and development that assists in achieving the perception of and insight into human feeling and human emotion.”¹⁴⁰ Furthermore, program involvement provides more investigated optimal aesthetic experience or flow. Susan Jackson and Mihaly Csikszentmihalyi, in their book “Flow in Sports: The keys to optimal experiences and performances,”¹⁴¹ define flow as an “intrinsically motivating experience for an individual where total absorption in an activity occurs to the point that all other distractions disappear. Flow occurs at the point where the challenge of the task is matched by the ability of the person performing the task, which allows activities to be more enjoyable and builds self-confidence in the participants.”¹⁴² Through wholesome attitudes and sufficient preparation, students who join a band in college will have heightened abilities, more self-confidence, friendships, and performance satisfaction. Student satisfaction is hardly attained by adult lectures, feeling isolated, or lacking connection to those around oneself. Educator awareness of facilitators of student flow within any program is a significant component enabling the student’s attitude and desire.

¹⁴⁰ Jason P. Cumberledge, “The Benefits of College Marching Bands for Students and Universities: A Review of the Literature,” *Update: Applications of Research in Music Education* 36, no. 1 (December 8, 2016): 49–50.

¹⁴¹ Susan A. Jackson and Mihaly Csikszentmihalyi, “Flow in Sports: The Keys to Optimal Experiences and Performances” (Champaign, IL: Human Kinetics, 1999): 1.

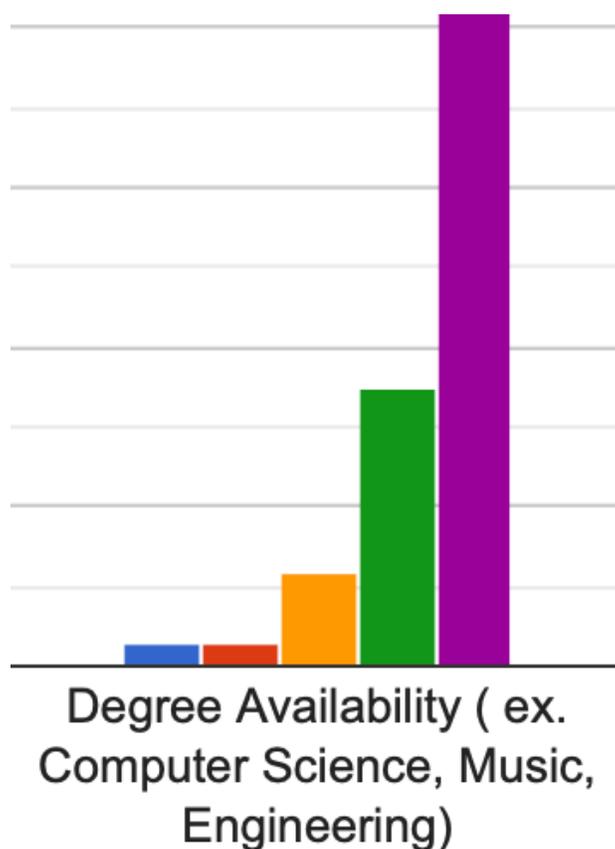
¹⁴² Ibid.

Figure 12: Chart of Influence on Question Three Director Survey



Question three of the director survey asks whether or not the director is influenced by whether or not they have previous experience with the institution of choice. As the above chart illustrates, program availability strongly influenced program directors. Out of the 36 participants, approximately 38% (14) signified that previous experience with the institution of choice influences them. Like question two, question three weighs heavily within neither the influential nor non-influential category, with 25% of the participants choosing that option.

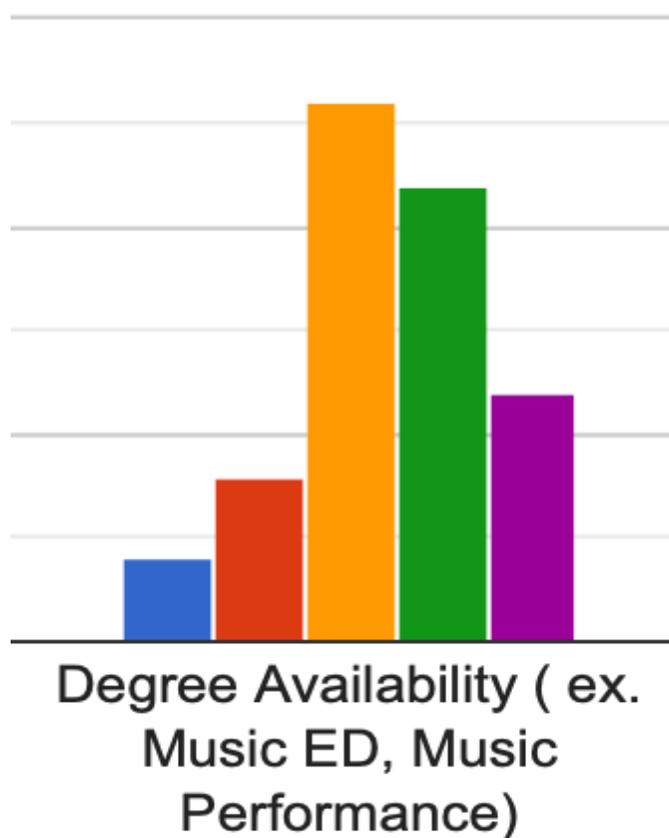
Figure 13: Chart of Influence on Student Question Four



Question four of the student survey asks whether the availability of a specific degree program is desirable. As Figure 14 illustrates, this question was the most influential in student decisions for institution selection. Navarro College, a JUCO found within Central Texas, currently offers 47 undergraduate degrees focused on 38 majors within 22 comprehensive fields of study. The enrollment for Navarro College in the 2022 Academic year was 7,139 students. Baylor University (B.U.), approximately 54 miles from Navarro College, offers undergraduates with 161 major degree programs. Many of these fields are available for minors as well. B.U. also provides 117 graduate-level degrees. The enrollment for B.U. in the 2022 academic year was 20,626 students. Both institutions offer opportunities for online learning. According to the data collected and the observation of the two locations, results indicate that more students will be

attracted to an institution that offers their desired academic program, resulting in higher enrollment. Other variables, such as city population, land and building availability, and institutional budget, may add to institutional enrollment.

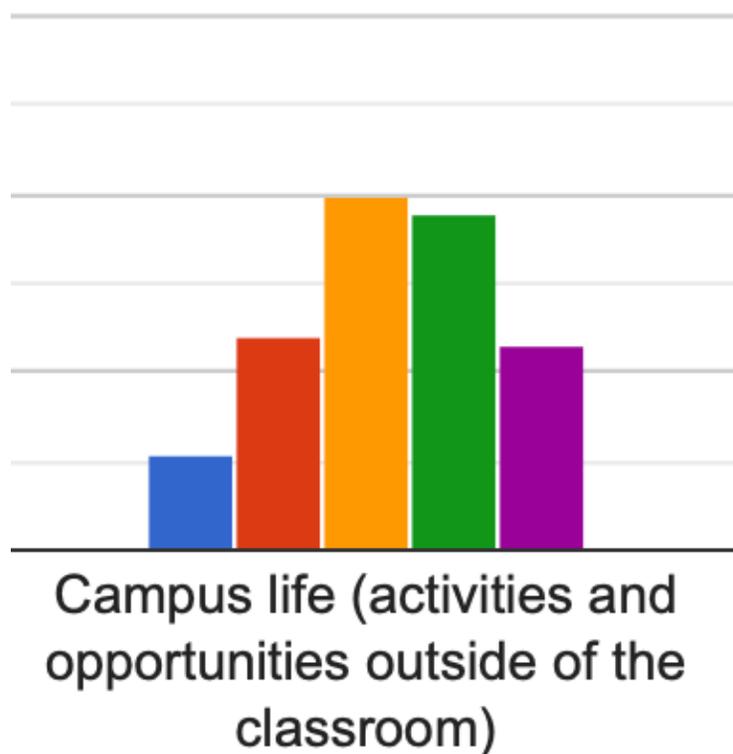
Figure 14. Chart of Influence on Director Question 4



Question four of the survey asks whether an institution's degrees influence directors. The question gives example degrees such as Music Education or Music Performance. In addition to JUCO music departments being smaller than large universities, their degree opportunity could be better. The average JUCO offers an associate degree in music. This degree covers the freshman and sophomore level courses of the Bachelor of Music degree. Most often, students who attend a JUCO do not have the option to declare an emphasis, such as education or performance. In

addition to focusing on education and performance, major universities can emphasize jazz, acoustical or audio engineering, music therapy, composition, and many others. Many high school directors have shown that the need for degree accreditation or completion could be more desirable. As Figure 15 shows above, out of the 36 participating directors, 13 indicated that the degree availability of an institution somewhat influences them, with 47% of the directors weighing towards influential and highly influential.

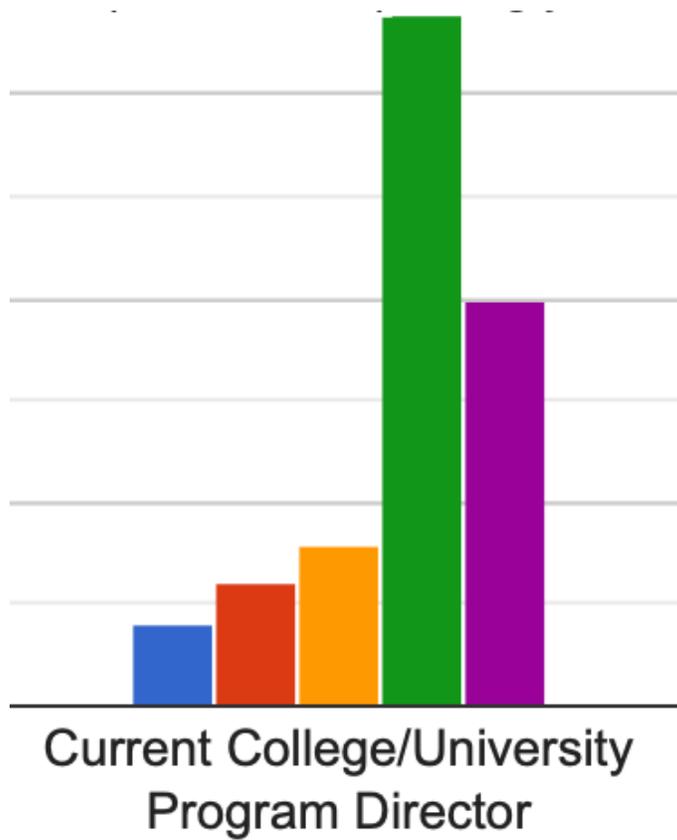
Figure 15: Chart of Influence on Student Question Five



Question five of the student survey asks whether or not campus life, such as student activities and opportunities for outside-of-the-classroom events, were influential. As the above chart illustrates, most students felt this attribute of college was somewhat influential to influential. Out of the 136 students who participated, approximately 29% signified that campus life availability somewhat influences them. Campus life activities range from clubs and Greek

life to community service and social events. Campus life opportunities create student entertainment and socialization. The authors of “College Enhancement Strategies and Socioeconomic Inequality” state that extra-curricular activities “include various activities involving students’ engagement beyond the classroom. While the type of activity and intensity of involvement may vary, studies have indicated that some specific extra-curricular involvements are related to positive educational outcomes.”¹⁴³ The authors’ positive outcomes are enhanced grades, social and emotional skills, and increased school comradery.

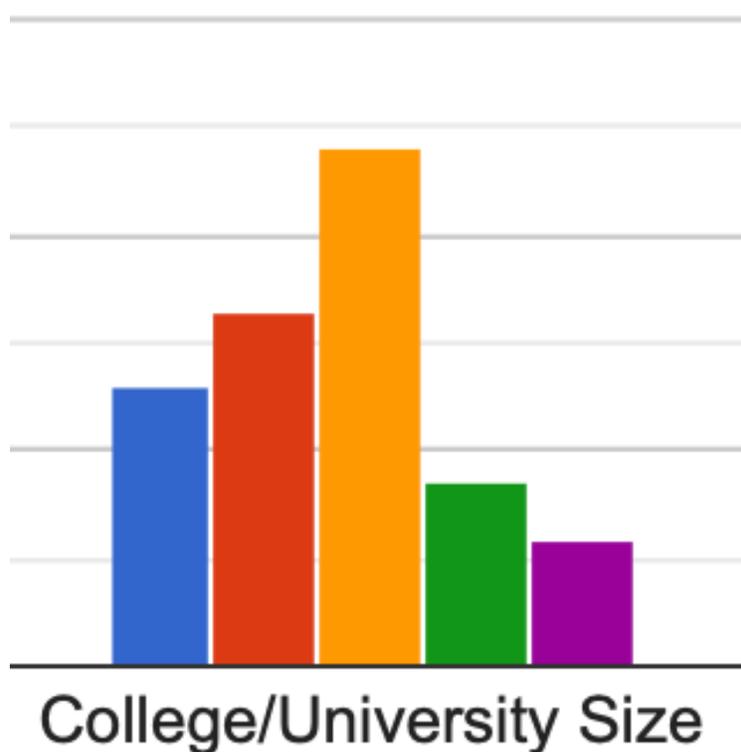
Figure 16: Chart of Influence on Director Question Five



¹⁴³ Gregory C. Wolniak et al., “College Enhancement Strategies and Socioeconomic Inequality,” *Research in Higher Education* 57, no. 3 (May 5, 2015): 315.

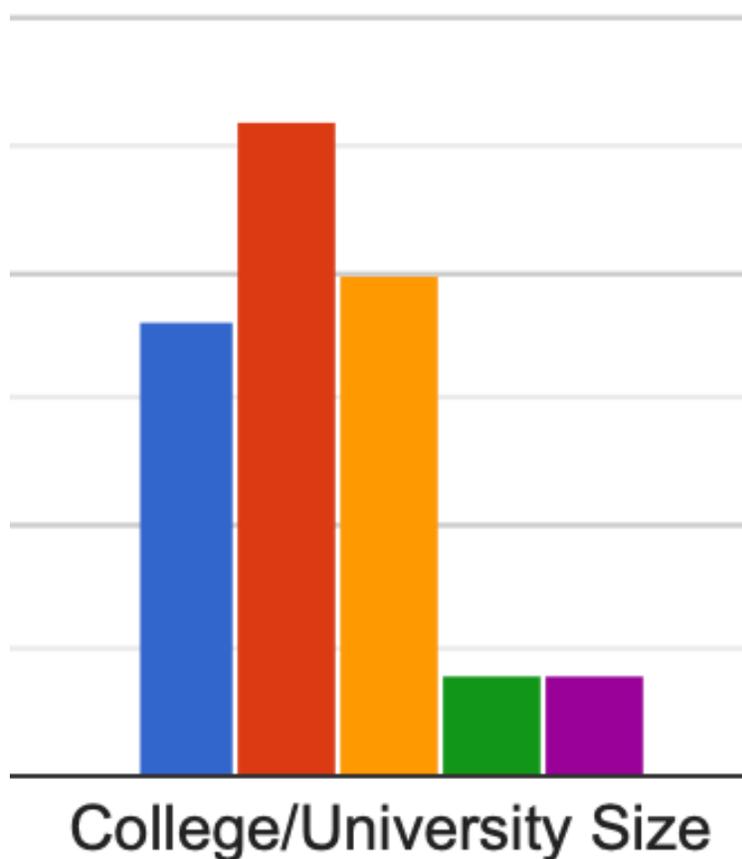
Question five of the director survey differs from the student survey. Question five focuses on the personal opinion of high school band directors toward collegiate program directors. The question does not state specific directors or schools but does ask whether or not that institution's program leadership influences the participant's recommendation of an institution. The result of this question is essential for collegiate directors. Of the 36 band directors that participated in the survey, 75% indicated that a college band program's leadership is influential to highly influential in garnishing their recommendation. Through verbal contact, the researcher discovered that likeability, expertise, availability, and regular communication were attributes of a collegiate director that many high school directors desire.

Figure 17: Chart of Influence on Student Question Six



Question six of the student survey asks whether or not the size of an institution influences the student. Figure 18 above shows that most participants viewed this question as “somewhat influential.” This question yielded the smallest percentage of highly influential choices at only 9%. Many students indicated that their comfort level with attending those institutions increased after being educated more on collegiate opportunities within smaller institutions.

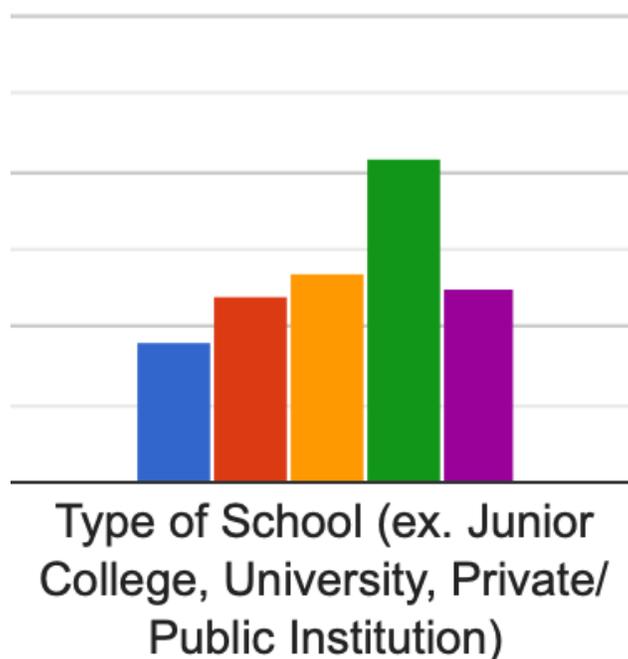
Figure 18: Chart of Influence on Director Question Six



Question six of the director survey asks whether or not the size of an institution influences the director. Many of the survey’s participants were university graduates with a student enrollment of 20,000 or more. Only two directors within the survey indicated that they had prior experience or prior enrollment in a JUCO or small college band program. Figure 19

above shows that directors find the size of an institution much less influential. Of the 36 directors that participated, 61% (22) indicated that the institution's size was neither influential nor not influential in their recommendation.

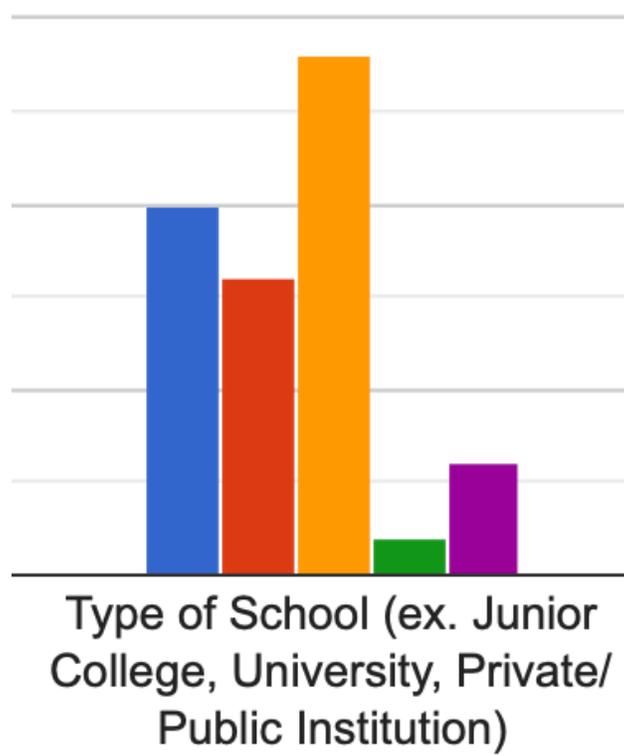
Figure 19: Chart of Influence on Student Question Seven



Question seven of the student survey asks whether or not the type of institution influences the student. Out of the 136 students who participated, approximately 31% signified that the type of school influences them. This question sought to gain a perspective on the student stigma of small colleges vs. large colleges. Many students verbally stated that they wanted to go to a larger university because of the prestige of that institution. Many other students said they would be embarrassed to attend a JUCO or small university. JUCO stigma is a significant factor in the enrollment of small school programs. Many students feel pressured by friends and family members to get accepted to and attend major universities. This pressure causes students to enroll in programs that may be too advanced, instigating a larger percentage of dropouts. JUCO and

small school programs should take advantage of enrollment opportunities because they need to educate high schools on the many options JUCOs present. Scholar, Bradley Griffith, states in his 2021 dissertation that “Community College Stigma and its Effect on Illinois High School Senior’s College Choice,” Griffith completed a survey of over 300 high school seniors from 27 high schools. Griffith’s main goal was to investigate high school students’ perceptions of community colleges. Griffith states, “The primary finding was that community college stigma significantly impacts college choice. Some main reasons someone is considering a college are cost, distance from home, and the programs they offer. I found that community college stigma can impact the college choice decision just as much as a lot of these primary factors.”¹⁴⁴

Figure 20: Chart of Influence on Director Question Seven

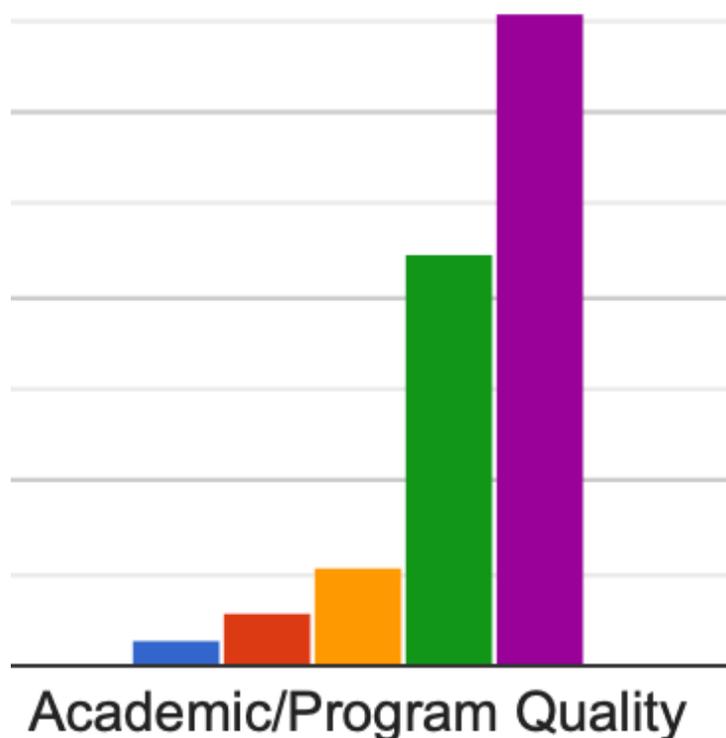


¹⁴⁴ Bradley Griffith, “Community College Stigma and Its Effect on Illinois High School Senior’s College Choice” (dissertation, Social Science Premium Collection, 2021): 6.

Like the student survey, question seven on the director survey asks if the type of institution influences their recommendation of an institution. As seen from the graph above, most high school directors felt this question to be somewhat influential, to not influential. Many directors signified that the main goal for students graduating from their program is academic and program quality. The student-director relationship builds on trust and rapport. The participants within the director portion of the survey have worked for years to build a rapport with their students and have unofficially become advisors of their future. Steven A. Meyers, author of “Do Your Students Care Whether You Care About Them,” states that “good teachers possess a capacity for connectedness. They can weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.”¹⁴⁵ Loyalty between teacher and student encourages students to become devoted to learning. Additionally, a bond between director and student empowers students to extend beyond their current capabilities and form a connection for mentorship.

¹⁴⁵ Steven A. Meyers, “Do Your Students Care Whether You Care about Them?,” *College Teaching* 57, no. 4 (2009): 209.

Figure 21: Chart of Influence on Student Question Eight

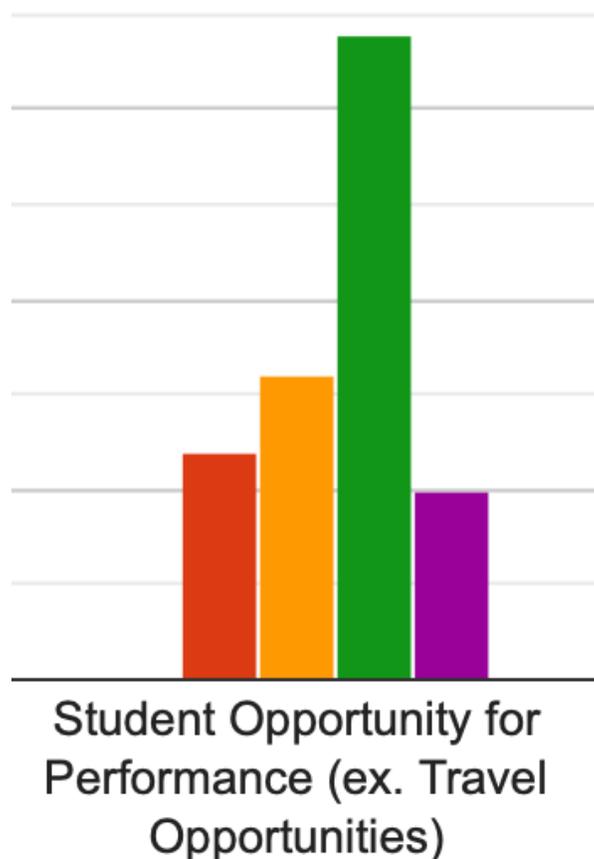


Question eight of the student survey asks whether or not the program or academic quality influenced their decision-making. As the above chart illustrates, most students felt this attribute of college was very influential in their decision for selection. Out of the 136 students who participated, approximately 52% (71) signified that an institution’s program and academic quality strongly influenced them, with an additional 33% (45) indicating that program quality influenced them. Program quality is a result of leadership. William Bauer, the author of “Classroom Management for Ensembles, believes that “progress achieved as a result of good sequencing leads to a sense of satisfaction, making students feel that their efforts were worthwhile.”¹⁴⁶ Student time and effort are valuable when considering the strenuous academic

¹⁴⁶ William I. Bauer, “Classroom Management for Ensembles,” *Music Educators Journal* 87, no. 6 (May 2001): 30.

workload of today's higher education standards. Students who participate in an organization want to feel a sense of accomplishment and reward. Through the results of this question, college recruiters can further evaluate their program standards and adjust those standards to meet high student school desires.

Figure 22: Chart of Influence on Director Question Eight

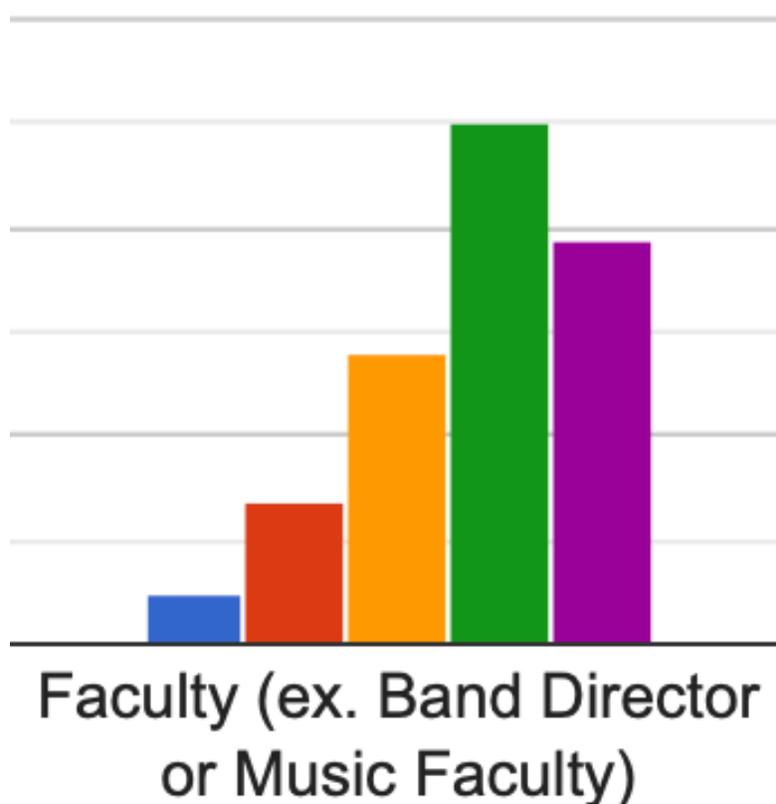


Question eight of the director survey differs from the student survey. Student performance and travel opportunities are essential for many high school band directors. As Figure 23 above illustrates, 61% (22) of directors felt that question eight influenced their recommendation of a program too strongly. Ensemble evaluations in high school differ from collegiate evaluations. In the state of Texas, there are University Interscholastic League (UIL) competitions. Grade school districts often require these competitions to evaluate program and teacher quality. These competitions also present opportunities for students to travel and perform.

UIL does not exist within higher education. The method of evaluation for performances happens from on-campus performances only. When given the opportunity, collegiate ensembles can travel to national festivals for music or perform at statewide conferences.

Many small college band programs face financial and performance hurdles. Additionally, many national performance festivals and parades open to high school and collegiate performing ensembles, such as the Percy Grainger Wind Band Festival in Chicago, Illinois, or the Rose Bowl Parade in Pasadena, California, hold performance requirements for their participants. Small college band programs may not meet these performance requirements due to low enrollment or inability to perform the required repertoire. Larger universities often have fewer restrictions when applying for these opportunities, as their enrollments and performance levels present more established. The opportunity for travel and performance comes from program support from the administration, invitations from major performance festivals, and organized program direction. Negating these principles within a program hinders ensemble member opportunity for performance exposure and travel.

Figure 23: Chart of Influence on Student Question Nine



Question nine is the final question through the Likert-type scale evaluation. Question nine of the student survey asks whether or not the collegiate faculty hold a desirability amongst participants. The program’s band director or music faculty prefaces the question with examples. As the above chart illustrates, this question was very influential in student decisions for institution selection. As the chart above illustrates, out of 136 participants, 37% (50) indicated that faculty influenced them, and an additional 29% (39) indicated that the faculty strongly influenced them.

Faculty-to-student relationships are essential for academic and emotional student success. William Spady, author of “Dropouts from Higher Education,” explains that the “explanatory model of the college ‘dropout’ process has hypothesized that students’ patterns of interpersonal relationships and interactions with faculty will have an independent and direct influence, not

only on their intellectual development but also on more objectively assessed indicators of their academic achievement, e.g., grade performance.”¹⁴⁷ Interpersonal skills, emotional availability for counseling, and acceptance of student expectations are qualities the current generation of students expects of collegiate faculty.

Figure 24: Chart of Influence on Director Question Nine



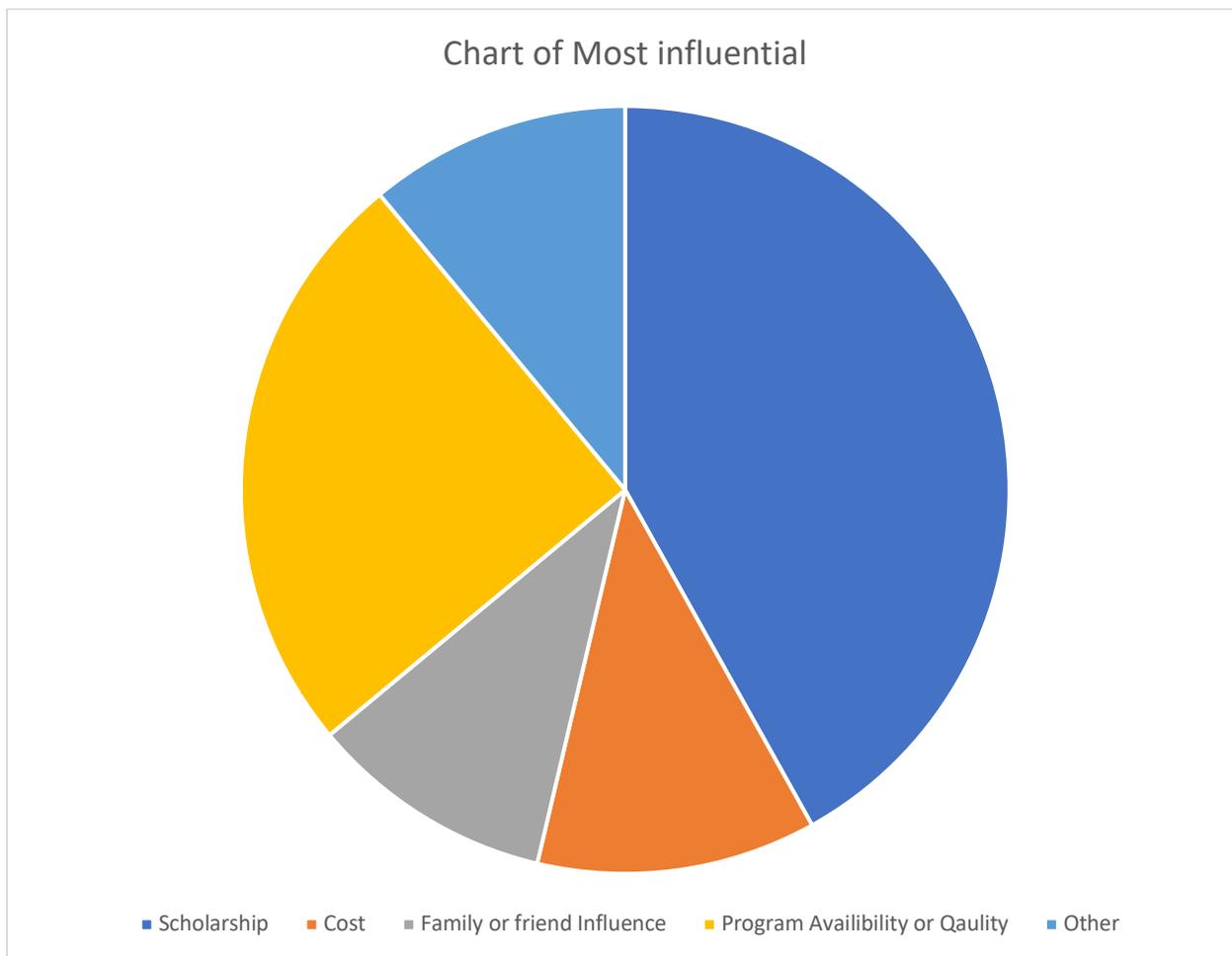
Program accomplishment is one of the most influential attributes of program desirability. Often, program accomplishment is the only form of program marketing and justification for those who consider representing or joining a program. Similar to student survey question eight, director survey question nine asks whether or not an institution’s program accomplishments hold

¹⁴⁷ William G. Spady, “Dropouts from Higher Education: An Interdisciplinary Review and Synthesis,” *Interchange* 1, no. 1 (1970): 64.

merit for a recommendation. As Figure 25 illustrates, most directors believe that an institution's accomplishments, such as awards or performance invitations, are very influential in their recommendation of an institution. Out of the 36 directors who participated, approximately 89% (32) signified that the accolades of a college or university band program influenced to highly influenced their recommendation of that program. In addition, many directors verbally noted that they view program accomplishment as a reflection of leadership, organization, and administrative support. Often, the first impression of a college band program is by its advertised accomplishments. Accolades achieved by a program suggest that it has students who work hard, care about the product they are working towards, and are proud of their organization. These attributes are desirable in any artistic, athletic, or corporate development field. Program accolades and accomplishments allow directors to feel a sense of comfort with recommending an intuition because that institution's program has already undergone rigorous evaluation to achieve those accolades. For example, the Berklee Conservatory of Music website immediately advertises its accolades on its front page, stating that the "Boston Conservatory at Berklee has also earned dozens of accolades in recent years, including Best College Dance Programs in the U.S. (*DanceUS*, 2022, 2021, 2020, and 2019), Five of the Best Music Education Schools in the U.S. (*Careers in Music*, 2019), and the Top 10 Most-Represented Colleges on Broadway (*Playbill*, 2022, 2019, 2018, and 2017)."¹⁴⁸ This kind of advertisement proves that the program is established and has the direction to provide students with positive opportunities and outcomes.

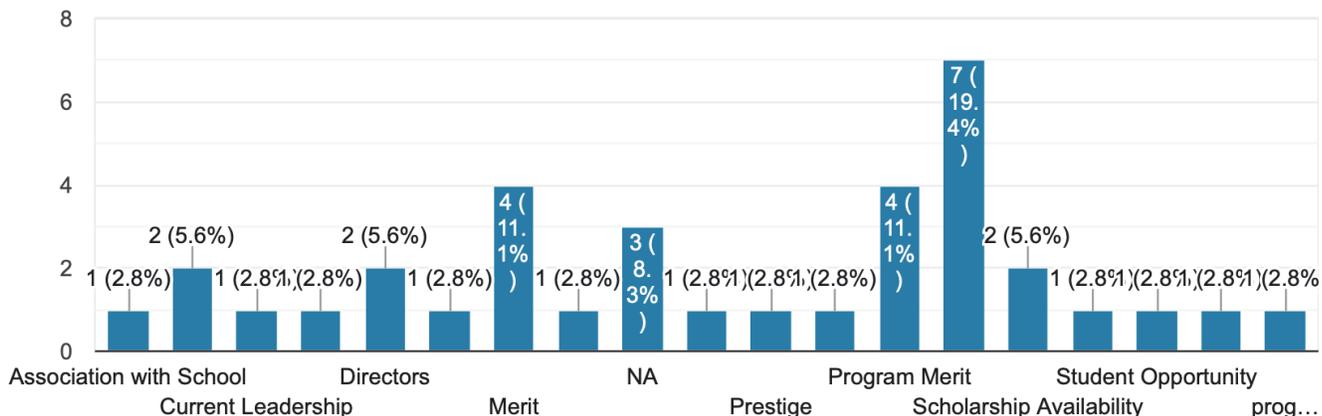
¹⁴⁸ "About Berklee," Berklee, March 2023, <https://www.berklee.edu/about>.

Figure 25: Chart of Influence on Student Question Ten



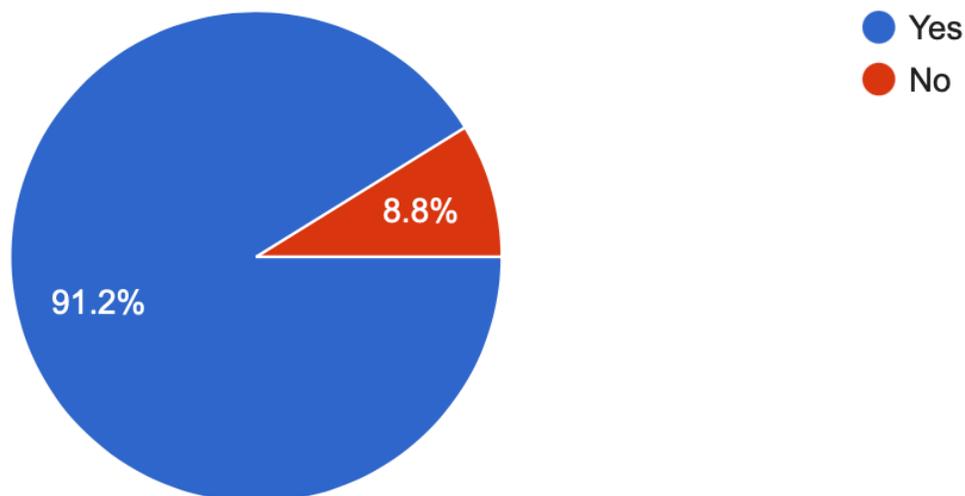
Question ten is a short answer asking what students would consider the most influential in their decision to attend a specific institution of higher education. The highest percentage of students answered that scholarship, tuition and housing costs, program availability or quality, and a friend or family influence were the most influential in their decision. Of the 136 students who participated, 41% (57) signified that scholarship or financial assistance was the most influential. 12% (16) indicated that the cost of tuition and housing was the most influential. 10% (14) of students indicated that family or friend influence was the most significant. 25% (34) of students signified that program and degree availability was the most influential in their decision.

Figure 26: Chart of Influence on Director Question Ten



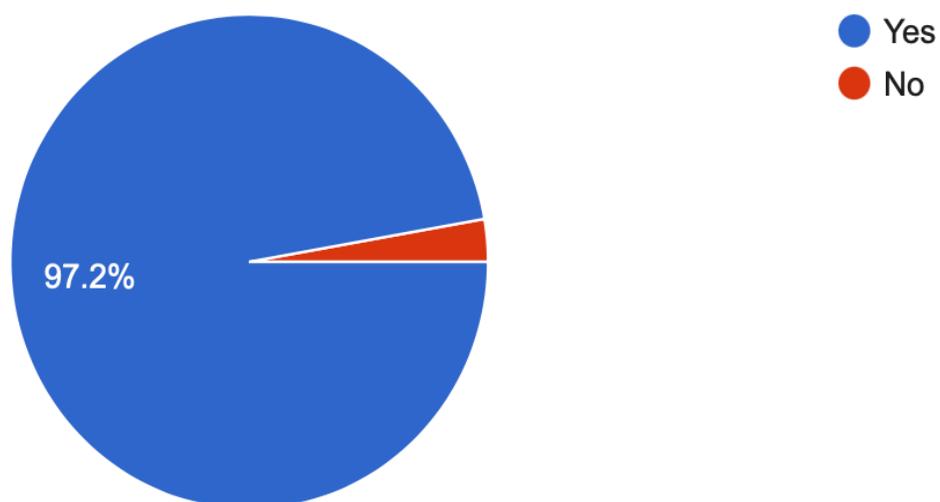
Similar to question ten of the student survey, question ten of the director survey asks that participants comment briefly on what they find most influential in recommending a student to a specific institution of higher education. The highest number of answers came as scholarship and financial assistance, program merit, and current program leadership. Out of the 36 participating directors, 25% (9) indicated that they would recommend their students to the institution offering the most significant financial assistance, 36% (13) indicated they would recommend their students to the institution offering a higher quality program, and 22% (8) indicated that the programs current leadership would most influence their recommendation.

Figure 27: Student Influence by University/College Representative



The student survey's final question asks students if they are more likely to attend a college with a representative (such as the college band director) visiting them while they are still attending high school. This question shows how crucial collegiate director visits are within high school band programs. Out of 136 student participants, 124 (91.2%) indicated that they were more likely to attend a college or university after being visited by a representative of that institution.

Figure 28: Director Influence by University/College Representative



The director survey's final question asks students if they are more likely to influence a student to enroll in a college band program if a representative visits their program. Like the student survey, this question shows the significance of collegiate director visits for high school band directors. Out of 36 director participants, 35 (97.2%) indicated that they were more likely to recommend a college or university after being visited by a representative of that institution.

Summary of Findings

In summary, the data collected through this project may be helpful for directors, both high school and college levels, to better understand student and director desirability. This information may assist with implementing advanced strategies in recruitment and retention within college band programs. The data has illustrated that more attention on recruitment and retention help to create more complex models. The results from these surveys necessitate more attention to student expectations. The research questions within this project attempted to review critical factors in student and director influence, and the survey's conclusion supported the hypotheses. The survey responses identify student and director desirability, allowing collegiate recruiters to adjust their recruitment methods to best inform potential students and directors of positive aspects of their program. Acquiring this information will benefit both small and large college music program directors.

CHAPTER FIVE: CONCLUSION

Summary of Study

This chapter reviews the study's results, summarizes its implications for recruitment and retention, and applies contextual data toward equipping collegiate band directors for success in student recruiting. The expectations of students, their directors, and the community of influencers are ever-changing and evolving. Each high school or college involved in this study holds a unique attitude toward each question. The culture of each program develops that attitude. Culture is created by the leadership students receive. Suppose the directors within this study are passionate about what their students achieve and where they go after graduation. In that case, collegiate directors should be passionate about caring for those students similarly. This passion builds a culture of acceptance. Daniel Morrison, Director of Bands at Ronald Regan High School in San Antonio, Texas, states, "If we want our students to feel a sense of purpose within our programs, we must build a cultural foundation that prioritizes our focus on the process. This can be achieved through a purposeful daily approach that prioritizes positivity, growth, productivity, and mindfulness."¹⁴⁹

Through the data collected within this study, collegiate directors can adjust their process to best adhere to student and director expectations. In addition, The data found within this study may provide evidence for the advocacy of recruitment efforts within collegiate band programs. Furthermore, this chapter emphasizes the specific effects of recruitment and how those strategies may benefit all collegiate recruiters. This chapter will include a summary of the survey findings, the significance of the results, possible research limitations, recommendations for pertinent studies, and a conclusion abridging the entire study.

¹⁴⁹ Daniel Morrison, "Happy, Not Satisfied: Creating and Maintaining a Positive Culture," *Southwestern Musician* (November, 2020): 38.

Summary of Findings and Prior Research

Student, director, and institution perspective is essential to understanding the findings of this study. Influences have different meanings to the older generation than to the newer generation. Students are impacted more so by communication, such as social media, technology, and advertising. Directors are influenced more by program needs, expectations, personnel, and opportunities to fulfill student needs and expectations. The institutional perspective depends on the needs of the music program, enrollment of students, and success rates of the department.

Summary of Findings - Student

If joining a college band program is realistic for the current generation of young people, institutions must change how they connect students. According to this study's findings, students are worried about more than how big a school is or how much it costs. Student concern lies more on whether they will enjoy their experience and succeed through their academic program. There is an abundant number of students who join college bands who are not planning to continue music after college. This factor alone proves that many students join bands for their love and enjoyment. In a survey administered to 467 non-music majors participating in a band at a large public university by Chelcy Bowles, Professor of Music and Director of Continuing Education in Music at the University of Wisconsin-Madison, the researchers found that 82% of all respondents concurred with this statement: "I thought it was important and wanted to do it for myself."¹⁵⁰ Additionally, within his dissertation on College instrumental ensemble participation rates, scholar Jeffrey Tedford discovered, amongst the seventy participating students, that the majority of respondents "had a favorable view of their high school music experience (92.86%),

¹⁵⁰ Chelcy Bowles, Teryl Dobbs, and Janet Jensen, "Self-Perceived Influences on Musically Active Non-music Majors Related to Continued Engagement," *Update: Applications of Research in Music Education* 33, no. 1 (January 27, 2014): 15.

agreed that music was important in their lives (87.57%), enjoyed being part of a performing ensemble (94.28%), and felt confident in their musical abilities upon entering college (67.14%).”¹⁵¹ The alarming data from Tedford’s study shows the significant difference between the percentage of students who feel that music is enjoyable and essential in their lives and those who think they can successfully pursue music in college. This percentage gap may be due to how colleges and universities portray their expectations.

Survey data provides evidence that students’ perspective on the financial implications concerning college is also significant. Financial independence is a factor of life that many of these students do not possess. Lack of financial independence creates frustration, fear, and distress among students’ perspectives when contemplating what institutions to consider. According to the data collected by the 2021 U.S. Census Bureau and College Board, shown in Table six below, over 40% of families within the U.S. made less than \$55,000 per year. With the avg cost of living equaling \$61,334 in 2020, most family incomes within the United States cannot afford the costs of sending a single family member to college.¹⁵² This financial expectancy can cause hesitation, anxiety, and apprehension about attending a college or university. Many students need help understanding federal PELL grants or tax breaks like the American Opportunity Tax Credit. Providing more counseling on financial opportunities for students may benefit colleges and universities with more effective enrollment rates. Additionally, students will better understand their economic expectancy before they attend an institution.

¹⁵¹ Jeffrey Tedford, “College Instrumental Ensemble Participation Rates: A Study of Participants and Non-Participants at a Liberal Arts College” (dissertation, UMI, 2014): 57.

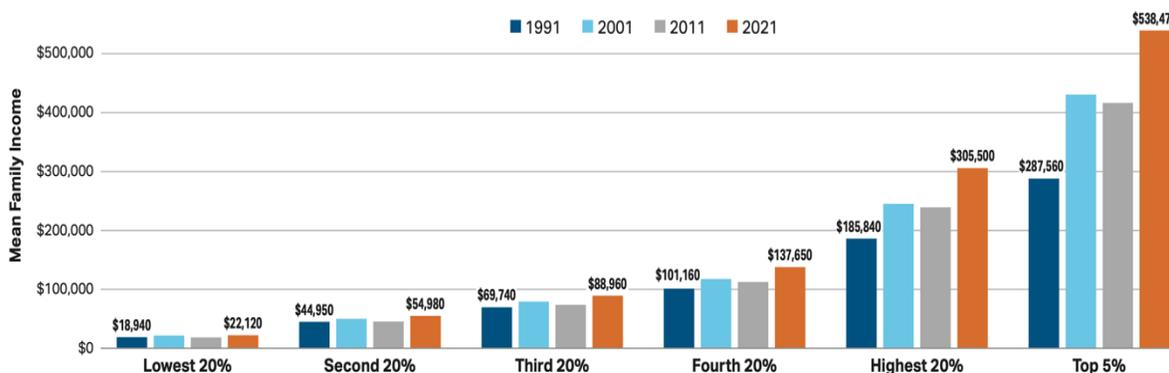
¹⁵² Freya Thomson, “The Frightening Cost of Living in the U.S: A Price Index Review,” Open Access Government, September 2, 2022, <https://www.openaccessgovernment.org/the-frightening-cost-of-living-in-the-u-s-a-price-index-review/142843/>.

Table 7: Average Family Income in Dollars by Quintile, 1991, 2001, 2011, 2021¹⁵³

Family Income

Between 1991 and 2021, the average income increased by 64% for the top quintile of families and by 17% for the lowest quintile of families, after adjusting for inflation.

FIGURE CP-15A Mean Family Income in 2021 Dollars by Quintile, 1991, 2001, 2011, and 2021



The benefit of a university's social media may be an essential factor in conveying information to students. Communication and advertising are paramount in the influence of students. As research data illustrates, students want to know more about program availability, campus life, and academic/program quality. Data also demonstrates that regular visitation by a college representative, such as a band director, is essential to a student's decision to participate and continue in collegiate band programs. Often, regular visits to high school band rooms are not a reality. Without a formal invite, director communication, and exposure will be hindered. Social media advertising such as Facebook, Twitter, and Instagram ads may supplement growth in program exposure. Additionally, the current generation of students uses YouTube for influence. Additional YouTube channels or podcast/vlog marketing may enhance program exposure and enrollment.

¹⁵³ U.S. Census Bureau, "Trends in College Pricing and Student Aid 2021," College Board, 2022, <https://research.collegeboard.org/media/pdf/trends-college-pricing-student-aid-2021.pdf>.

Summary of Findings - Director

High school directors' influence is essential in recruitment and retention. Collegiate directors must build relationships with high school directors so that they and their program may build a positive rapport. In addition, high school directors can extend their attitude to other music educators, which may also assist in student recruitment. There currently needs to be more research on the organization of band director influence. Additionally, there is a need for more grade schoolteacher perceptions of collegiate programs.

Within observation of high school band directors throughout this project, it was clear that the director's concerned more about recruiting middle school students, UIL performance ratings, and daily band logistics. While providing a music education that will enhance the possibility of getting accepted into a collegiate music program is apparent in the thoughts of the high school director, it is not the primary concern. This study's survey questions help bridge a gap within the lack of research. Director survey questions three, five, and nine are asked in the hope of answering research question two: How can a small college band program establish heightened credibility within high school band programs or amongst high school band directors? Building a heightened credibility with program directors will take more than an email and an occasional visit. Credibility is created by establishing a connection, building a rapport, and extending assistance. This connection will assist in how directors will perceive an institution, its band program, and, most importantly, its band program director.

Currently, due to the constraints put on collegiate program directors, there is a lack of development in credibility building. Key factors in this failure to build rapport can be lack of communication, lack of time committed to visiting schools, lack of communication, and lack of assistance to their program. All colligate directors have personal objectives when it comes to

their profession. Many believe their main objective is the next concert or performance. Many directors have a teaching load on top of their band directing load. The large workload of college professors may also hinder their ability to commit time to recruit future students. Additionally, this lack of time may hinder their ability to establish relationships with high school directors. This research aims to aid directors who need more time and communication skills with tools that will guide them to establish better relations with directors, community members, and students.

As the data has illustrated, high school directors have strong emotions toward survey questions five and nine. 100% of high school directors that participated in the survey believed that the current collegiate program was strongly influential in promoting that program to their students. This data proves that direct relations with a high school program director will facilitate more influence. Within his dissertation on recruiting and retention of collegiate marching band members, scholar Michael Yopp discovered that from 78 survey high school director participants, “75% of directors responded that the respect they have for the university band director has an impact on advising students to join that program. Additionally, 87% of these directors believe they directly impact school choice by high school students.”¹⁵⁴ As Yopp’s data illuminates, the relationships made with high school directors and the institution’s opportunities may be significant in recruiting high school students. High school directors are fully aware of their influence. With that in mind, collegiate directors must focus many of their recruiting efforts on directors and not entirely on the students in their classrooms. High school directors will influence their students to continue with the band in college, but they will not promote a program.

¹⁵⁴ Michael G. Yopp, “Systematic Approach to Recruiting and Retention of Instrumental Students in Division One University Marching Band” (dissertation, 2021): 78.

Limitations

Despite the benefits of this research, there are significant limitations. The vehicle for communication between the researcher and participant was one main limitation. The study included synchronous and asynchronous communication efforts when developing communication protocols within this research. Social media, email, and listservs were all used to link the survey with potential participants. By creating this survey as an online based survey, all synchronous communication, other than word of mouth or direct messaging, became impossible. In qualitative research, the researcher must observe participants' emotions to questions. Emotional gestures towards questions can be frowning, alluding to eye contact, or giving hand gestures. These gestures are unobtainable via nonsynchronous study design. The loss of this feedback may result in not recognizing if a participant does not understand a question or is distressed by how to answer a question. Asynchronous research methods focus more on a sporadic interaction between the researcher and participants. Because this survey distributed online communication methods and listservs, it may have led to participant attrition. Joshua Atkinson, author of "Journey into Social Activism," states, "The loss of participants can be problematic for interviews, forcing the researcher to frequently recruit new participants to substitute those who dropped out or did not complete interviews." Because of the nature of this research, asynchronous communication methods were unavoidable.

The researcher also considered the limitations concerning data collection. The limits within data management, assembly, and organization are as follows.

1. Even though the surveys requested that students and directors be a specific age and hold a position within their school band program, there was no way to electronically track the honesty of their responses.

2. Students and Directors who do not have access to listservs or focused social media may have yet to complete the survey due to time and resource constraints.
3. Those who have already built a rapport with the researcher may be more likely to respond and adjust their answering due to greater familiarity with or support for the researcher.
4. As the researcher captured no personal data, anyone possessing the link could complete the survey; therefore, some students or directors could have received multiple responses.
5. As the pool of applicants is abundant, most participants represent a small geographic demographic.
6. Because the researcher gave the survey online, the researcher needed help to account for misunderstandings to questions. The lack of understanding may have resulted in insufficient data collection.
7. The researcher did not account for threats to statistical regression validity. If the researcher had administered a pre-survey or questionnaire before the research, this might have established social or cultural norms within the survey data.
8. The research design created an additional problem: how participants perceived the surveyor. Because the surveyor is an established JUCO band director in the area, many students may have tended to favor questions that promote JUCO enrollment efforts.

Despite these limitations, the results from this survey are still beneficial and applicable for promoting successful recruitment practices. Although many of the results may not statistically represent all high school and early college level students and directors, the considerable quantity of survey responses stipulates a healthy qualitative and quantitative insight. This information will enable multiple avenues of collegiate enrollment to enhance their recruitment and marketing methods.

Recommendations for Future Study

Although this study is limited to the viewpoints of band directors, and high school and early college students, future researchers could use this format to study how different musical genres perceive major influences of collegiate programs. For example, much of the research done in this study is on recruitment efforts concerning bands. It would be interesting to see how this ideology of recruitment efforts is against that of collegiate orchestras or choirs. Additionally, the format of this study can be for non-program-based students. Research within the field of general student recruitment needs to be improved. Analysis comparing the influences of music students vs. athletes would also enhance the overall knowledge of what students want from an institution.

A larger format may benefit future research. There are currently 20,469 high schools in the U.S.¹⁵⁵ This study only gets the viewpoint of twelve high schools. Also, researchers could replicate this study over a more extended period. Student and director mindsets can change according to year-to-year. More research on the progression of student influence, possibly on a survey over a 4-year time frame, would collect data on how the effect of change happens to students and directors. Additionally, different age groups can complete this study. It would be interesting to gather data on the influence of graduate programs or on the impacts of beginning sixth-grade band.

The study could use more questions for more data points. There are abundant positive and negative influences on higher education institutions. This study only asks for a reflection on nine influences. Future research may include the influences of student housing, sports team

¹⁵⁵ WeAreTeachers.com Staff, "How Many Schools Are in the U.S.? (and More Interesting School Statistics)," We Are Teachers, January 6, 2023, <https://www.weareteachers.com/how-many-schools-are-in-the-us/>.

quality, national recognition, study abroad opportunities, instrument availability, commitment requirements, specific scholarship amounts, and many more. A contradiction from this study is that students and directors desire information about higher-ed institutions.

Additionally, this study helps to establish an emphasis on communicating specific collegiate opportunities while recruiting. The most significant conclusion from this study is that if collegiate directors want to build their program in both numbers and quality, they must schedule regular visits with directors and students and work to create a positive rapport. Building a small college band program will be challenging, but it is highly possible through active engagement with local schools, their directors, and their students.

Implications for Practice

Implementing strategies based on this research's findings may have a more significant implication on recruiting students to any collegiate band program. Focusing on the subjects covered in this study may improve the recruitment and retention of students. There is a responsibility of not only the collegiate program director but the institution they represent as well. Student recruiting is much like sales; the product we sell is the experience students will receive. If that experience does not live up to the expectation of the students, the retention of students will not be successful.

Additionally, college band directors must comprehend the culture of their visiting students, directors, and staff members. This cultural comprehension will alter the way communication takes place. Author Aeron Davis believes that "every place has its clothing styles, cultural codes, new phrases, and jargon to learn, but going with the flow, whether that be adopting questionable practices, or moving with the bizarre fashions of the day, is far simpler,

and deferring to the general ideology is the norm. All this brings some form of stability amid the chaos of pressure.”¹⁵⁶

As much of this study has proven, effective communication is essential to building relationships that eventually develop program support. Using the data collected, college band directors should create a format of how and when to talk about subjects during their visits. Making a focused decision to determine that format from the expectations of both students and directors. In some locations, that decision may be based more on student expectations and, in others, directors’ expectations. While communicating with students and directors, college band directors should continue to assess their surroundings and control the flow of information by paying careful attention to what these students and directors communicate. The implications of this practice may develop more efficient recruitment strategies and enhance the retention of existing band members.

According to the data collected, students and directors are influenced differently based on their personal opinions. Most of these students are growing through an age of financial, social, and emotional dependency that their directors do not understand. Researchers must consider directors’ attitudes toward collegiate opportunities because of the devoted relationship most hold with their students. With that in mind, strategies for successful recruiting and retention are gathered from this study’s results.

1. Organization of information is crucial to gathering information on directors and students. Visit local Music Education Association (MEA) websites to collect contact information for regional and state-wide band directors.

¹⁵⁶ Aeron Davis, *Reckless Opportunists: Elites at the End of the Establishment* (Manchester: Manchester University Press, 2018): 97.

2. Constant communication with area band directors and students is crucial to building relationships and rapport. Email is becoming less effective as a form of communication. The focus should be on social media connection or communication through the most popular platform. College band directors must develop working relationships with local high school directors. By aiding these high school programs, the college director may inspire high school directors to guide their students to participate in the collegiate band program.

3. Work with administration to build a schedule that works with your need to teach your classes as needed and be available to travel and visit schools regularly. The goal would be to try and reach two different schools a week. Repetitive visits are also crucial to the building of relationships.

4. Do research before you visit a location. Did that band program just have UIL competition? What did they perform? Does the band director have social media? Are you following them? Building rapport with someone may be less about showing interest in someone's business and more about their personal life. Collegiate directors should build a format of questions they want to ask before visiting; this helps eliminate awkward encounters, making it more challenging to build rapport.

5. Build relationships with school administration, staff, and faculty outside the band programs. The first step is with school counselors. If they know you are willing to work with their students, they will give more recommendations for your program.

6. When communicating, do so confidently. Students want to hear about college band programs. Focus on subjects they want to hear about the most. Those subjects include but are not limited to; ensemble opportunities, travel opportunities, dorm life, current student success, majors offered, cost of tuition and fees, cost of housing, and scholarship opportunities. Additionally, directors

should talk through the process of auditioning. As we collected from research, over 67% of students feel unprepared for collegiate music ensembles. Unpreparedness may be due to a need for more communication on how to audition.

7. Gather student information online or by information cards. Information cards are more personal and can include a small incentive, such as a free pencil or pen.

8. Encourage campus visits. When students and directors visit your campus, they develop a sense of personal connection that was not there before. This connection will also create more questions and develop a level of comfort for students before joining.

9. Once students decide to join, work with them on all paperwork aspects. Develop “to-do” lists and reminders to help them with their college applications, FAFSA applications, dorm deposit, bacterial meningitis forms, transcript requests, and test requirements. Being an advisor to students will build trust and, eventually, assist with student retention.

10. College band directors must develop standards for their program. Clear standards ensure that students understand and maintain an environment that exemplifies reliability, communication, commitment, and a family atmosphere.

11. Retention of band students is not wholistically on the band director and their program. It is the Institutions responsibility to develop a culture that adheres to the expectations of the students. If that culture is non-existent, student resentment will be plentiful. University directors can assist with institutional and department standards by communicating expectations professionally with collegiate administration.

12. While focusing on student retention, priority must be given to student expectations.

According to the data gathered, students are worried about financial dependency, performance opportunities, and program success.

13. Programs should create environments of acceptance. The students should feel that their environment is supportive and helps them grow through their collegiate process.
14. Student academic success is essential. It is effortless for music students to fall into an “I am only here to play my instrument” attitude, so regular checks on academic standings are essential to their overall success.
15. Program directors must create performance opportunities. Opportunities help to motivate students to continue in the ensembles. These opportunities will build memories amongst current students that they will want to share with future students, building rapport for the program and eventually aiding in recruiting future students. It is the responsibility of the collegiate director to find performance opportunities. Attending local MEA conferences and discussing program needs with performance travel companies is recommended.
16. Student time commitment cannot exceed an allotted amount. Collegiate directors should create a schedule that benefits the program and focuses on student time for work, family, and personal life.
17. Collegiate directors should be open-minded about gathering current attitudes from students. If there is an issue, work collaboratively to address the issue. Ignoring the problem will stagger the program atmosphere, and students will develop resentment.
18. Collegiate directors give a clear understanding of office expectations to their students. Being readily available for student communication is vital to building relationships with students.
19. Focus on marketing the band program is very important to student recruitment and retention. Students want to advertise their hard work. There is little more disappointing to a music student than performing a concert to a small audience. Directors should do everything they can to promote their program.

20. Lastly, as the data from this project has proved, the environment that a college or university creates gives band directors the ability to implement an educational process. Recruitment and retention are vital to that process and must support an institution's vision.

Conclusion

The objective of this study was to create an understanding of the needs of student recruitment and retention as it pertains to the collegiate band director. Colleges and universities nationwide have discontinued their band programs due to low enrollment. This study hopes that directors may find more ways to motivate enrollment and cultivate retention. Band programs enhance college and university exposure, culture, and entertainment. Being part of a collegiate band program builds connections. This connection is not only amongst the students within the program but the community, the institution, and the vast majority of other band programs worldwide. Band students are ambassadors of an institution that regularly score higher in math, science, and English classes than non-band students.¹⁵⁷

Institutions are responsible for creating and maintaining influences that meet and exceed student expectations. Collegiate band directors are accountable for creating and cultivating a tradition of program quality that will be passed from generation to generation. Denying this responsibility damages a program's reputation, enrollment, and future success. Building a band program depends on the leadership of that program. The collegiate director must accept that a positive, energetic, and enthusiastic approach to communication is essential to influence interaction. Student recruiting and retention genres intertwine into a facet of music education currently crucial in collegiate band programs across the United States. For this reason, collegiate

¹⁵⁷ Jim Silwa, "Music Students Score Better in Math, Science, English than Nonmusical Peers," (American Psychological Association, 2019), <https://www.apa.org/news/press/releases/2019/06/music-students-score-better>.

administrations should equip band directors with the tools needed to actively build an engaging environment that students enjoy.

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APPENDICES

Appendix A: Questions and Hypotheses: College/University Traits Survey (Students)

This survey aims to determine which aspects of college are most desirable among high school and early college students.

Rate the following items on a scale of 1 to 5, with 1 being “not influential in my decision for attendance” and 5 being “strongly influential in my decision for attendance.”

| | | | | | |
|-----------------------------------------------------------------------------|---|---|---|---|---|
| Cost of Institution (ex., Tuition/Room and Board) | 1 | 2 | 3 | 4 | 5 |
| Location of institution | 1 | 2 | 3 | 4 | 5 |
| Program Availability (ex., Sports, Fine Arts) | 1 | 2 | 3 | 4 | 5 |
| Degree Availability (ex. Computer Science, Music, Engineering) | 1 | 2 | 3 | 4 | 5 |
| Campus life (activities and opportunities outside of the classroom) | 1 | 2 | 3 | 4 | 5 |
| College/University Size | 1 | 2 | 3 | 4 | 5 |
| Type of School (ex. Junior College, University, Private/Public Institution) | 1 | 2 | 3 | 4 | 5 |
| Academic/Program Quality | 1 | 2 | 3 | 4 | 5 |
| Faculty | 1 | 2 | 3 | 4 | 5 |

In a short comment, what would you consider to be the most influential in your decision to attend a specific institution of higher education? (ex. Scholarship; Accreditation; Friend or Family influence).

Are/Were you more likely to attend a college that has/had a representative visit with you while still attending high school?

- Yes
- No

Grade Level:

- High School Junior
- High School Senior
- College Freshman

Appendix B: Questions and Hypotheses: College/University Traits Survey
(Program Directors)

This survey aims to determine which aspects of college are most desirable among high school program directors

Rate the following items on a scale of 1 to 5, with 1 being “not influential in my support of program” and 5 being “strongly influential in my support of program.”

| | | | | | |
|-----------------------------------------------------------------------------|---|---|---|---|---|
| Cost of Institution (ex., Tuition/Room and Board) | 1 | 2 | 3 | 4 | 5 |
| Location of institution | 1 | 2 | 3 | 4 | 5 |
| Previous Experience with Institution (Alumni) | 1 | 2 | 3 | 4 | 5 |
| Degree Availability (ex. Music ED, Music Performance) | 1 | 2 | 3 | 4 | 5 |
| Current College/University Program Director | 1 | 2 | 3 | 4 | 5 |
| College/University Size | 1 | 2 | 3 | 4 | 5 |
| Type of School (ex. Junior College, University, Private/Public Institution) | 1 | 2 | 3 | 4 | 5 |
| Student Opportunity for Performance (ex. Travel Opportunities) | 1 | 2 | 3 | 4 | 5 |
| Program Accomplishment (Ex. Awards, Performance invitations) | 1 | 2 | 3 | 4 | 5 |

In a short comment, what would do you find most influential in recommending a student to a specific institution of higher education? (ex. Scholarship; Accreditation; Program Merit; Current Direction.

Are you more likely to influence a student to enroll in a college band program if a representative visits your program regularly?

- Yes
- No

Appendix C: Informed Consent Student Survey Consent

Title of the Project: Strategies for Creating and Building College Band Programs within Institutions Under a 5000-Student Population

Principal Investigator: Joshua Buckrucker, Music Department Chair, Navarro College; Doctor of Music Education Candidate, Liberty University.

Invitation to be Part of a Research Study

Your student is invited to participate in a research study. To participate, he or she must be a high school or college band member that is classified as a high school junior or senior or a college freshman. The student must have a minimum of three years of band experience. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to allow your student to take part in this research.

What is the study about and why are we doing it?

The purpose of the study is to evaluate student perception of college and university programs. In addition, this study will help determine key factors in influential aspects of student choice.

What will participants be asked to do in this study?

If you agree to allow your student to be in this study, I will ask her or him to do the following things:

1. Complete an anonymous survey of questions determining what aspects of College or University are most desirable. The survey will take 2-5 minutes.

How could participants or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study. Benefits to society include increase public knowledge on the topic and enhanced awareness on what is most important to the current generation of students for enrollment in college band programs.

What risks might participants experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks your student would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous.

- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision on whether or not to allow your student to participate will not affect your or his or her current or future relations with Liberty University. If you decide to allow your student to participate, he or she is free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should be done if a participant wishes to withdraw from the study?

If parents choose to withdraw their student from the study or students choose to withdraw themselves, have him or her exit the survey and close his or her internet browser. Students may inform the researcher that they wish to discontinue participation, and your student should not submit the study materials. All responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Joshua Buckrucker. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at [REDACTED]. You may also contact the researcher's faculty sponsor, Thomas Goddard, at [REDACTED].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

All participants understand this is a blind research survey; no personal questions or questions that can identify individual participants will be asked. This is a completely voluntary survey, and participants agree to answer to the best of their ability.

Do you want to participate?

- YES

- NO

Appendix D: Informed Consent Director Survey Consent

Title of the Project: Strategies for Creating and Building College Band Programs within Institutions Under a 5000-Student Population

Principal Investigator: Joshua Buckrucker, Doctoral Candidate, School of Music, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be a full-time, non-interim band director at the high school or college level. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

My research aims to discover best practices for recruiting and retaining high school students to small colleges. Through your participation, I hope to discover adaptations to director relations and student recruitment methods.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Complete an anonymous online survey that will take approximately 2-5 minutes to complete.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include a further understanding of the band director's desirability of collegiate band programs.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses to the online survey will be anonymous.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Joshua Buckrucker. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at [REDACTED] or by email at [REDACTED]. You may also contact the researcher's faculty sponsor, Thomas Goddard at [REDACTED]

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

All participants understand this is a blind research survey; no personal questions or questions that can identify individual participants will be asked. This is a completely voluntary survey, and participants agree to answer to the best of their ability.

Do you want to participate?

- YES

- NO

Appendix E: Recruitment Letter for students (online)

Dear High School Band Participants

As a graduate student in the School of Music at Liberty University, I am conducting research as part of the requirements for a Doctor of Music Education degree. My research aims to discover best practices for recruiting and retaining high school students to small colleges. I am writing to invite eligible participants to join my study.

Participants must be high school juniors, seniors, or college freshmen participating in their institution's band program with at least three years of experience in band. Participants, if willing, will be asked to complete a short survey. It should take approximately 2-5 minutes to complete the survey. Participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, please click on the following link: <https://forms.gle/P4DmFcU6Effe7hfH6>

Feel free to contact me at [REDACTED] if you have any questions or need more information.

A parental consent document is attached to this email and is provided on the first page of the survey. The consent document contains additional information about my research. After all parties have read the consent form, please click the button to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey. If parental consent is granted, students fitting the participant criteria may proceed with the survey.

Sincerely,

Joshua Buckrucker
Director of Bands
Liberty University Doctoral Student

[REDACTED]

Appendix F: Recruitment Letter Verbal (students)

Hello High School Band Member,

As a graduate student in the School of Music at Liberty University, I am conducting research as part of the requirements for a Doctor of Music Education degree. The title of my research project is “Strategies for Creating and Building College Band Programs within Institutions Under a 5000-Student Population,” My research aims to discover best practices for recruiting and retaining high school students to small colleges.

My research aims to discover best practices for recruiting and retaining high school students in small colleges.

Participants must be high school juniors, seniors, or college freshmen with a minimum of 3 years of experience. Participants, if willing, will be asked to complete an online survey. It should take approximately 2-5 minutes to complete the survey questions. Participation will be completely anonymous, and no personal, identifying information will be collected.

Would you like to participate?

IF YES: Great, can I get your email address to send you the survey link?

IF NO: I understand. Thank you for your time.

A consent document will be attached to the survey. You will need to consent to your participation before answering any survey questions. The consent document contains additional information about my research. After you have read the consent form, please click the “Yes” button to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

Thank you for your time. Do you have any questions?

Appendix G: Recruitment Letter for social media (Student)

ATTENTION Band Directors! I am conducting research as part of the requirements for a Doctor of Music Education Degree at Liberty University. My research aims to discover what aspects of college band programs are most desirable to you as an influencer of your students. To participate, you must be a full-time, non-interim band director at the high school or college level. Participants will be asked to complete a short online anonymous survey which should take about 2-5 minutes to complete. If you would like to participate and meet the study criteria, please click here: <https://forms.gle/GGK81j5XxNTuqqZy5> or direct message me for more information.

A consent document will be provided as the first page of the survey. Please review this page, and if you agree to participate, click the “Yes” button at the end. Thank you!

Appendix H: Recruitment Letter for Director Participants (Director Survey)

Dear High School Band Director,

As a graduate student in the School of Music at Liberty University, I am conducting research as part of the requirements for a Doctor of Music Education degree. My research aims to discover best practices for recruiting and retaining high school students to small colleges. I am writing to invite eligible participants to join my study.

Participants must be full-time, non-interim band program directors at the high school or college level. Participants, if willing, will be asked to complete a short survey. It should take approximately 2-5 minutes to complete the survey. Participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, please click on the following link: <https://forms.gle/GGK81j5XxNTuqqZy5>

Feel free to contact me at [REDACTED] if you have any questions or need more information.

A consent document is provided as the first page of the survey. The consent document contains additional information about my research. After you have read the consent form, please click the button to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

Sincerely,

Joshua Buckrucker
Director of Bands
Liberty University Doctoral Student

[REDACTED]

Appendix I: Recruitment Letter for social media (Director Survey)

ATTENTION Band Directors! I am conducting research as part of the requirements for a Doctor of Music Education Degree at Liberty University. My research aims to discover what aspects of college band programs are most desirable to you as an influencer of your students. To participate, you must be a full-time, non-interim band director. Participants will be asked to complete a short online survey which should take about 2-5 minutes to complete. If you would like to participate and meet the study criteria, please click here: <https://forms.gle/GGK81j5XxNTuqqZy5> or direct message me for more information.

A consent document will be provided as the first page of the survey. Please review this page, and if you agree to participate, click the “Yes” button at the end. Thank you!

Appendix J: Email Correspondence to School Administrators

Email Correspondence to School Administrators

12/01/2022

Dear Program Administrator,

As a graduate student in the School of Music at Liberty University, I am conducting research as part of the requirements for a Doctor of Music Education degree. The title of my research project is “Strategies for Creating and Building College Band Programs within Institutions Under a 5000-Student Population.” My research aims to discover best practices for recruiting and retaining high school students to small colleges.

I am writing to request your permission to conduct my research at Corsicana High School.

Participant's personal information will not be collected. Participants will be presented with informed consent information prior to participating. Participation in this study is voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please respond by email to

[REDACTED]

Sincerely,

Joshua Buckrucker
DME Candidate – Liberty University

Appendix K: Email Correspondence to Program Director

Email Correspondence to Program Director

12/01/2022

Dear Program Director,

As a graduate student in the School of Music at Liberty University, I am conducting research as part of the requirements for a Doctor of Music Education degree. The title of my research project is “Strategies for Creating and Building College Band Programs within Institutions Under a 5000-Student Population.” My research aims to discover best practices for recruiting and retaining high school students to small colleges.

I am writing to request your permission to conduct my research within your band program.

Participants’ personal information will not be collected. Participants will be presented with informed consent information prior to participating. The survey will only be given to students with three or more years of high school or college band participation. In addition, I am also asking for your participation in an additional survey that will supplement my research with the director's perspective on college band programs.

Thank you for considering my request. If you choose to grant permission, please respond by email to

[REDACTED]

Sincerely,

Joshua Buckrucker
DME Candidate – Liberty University

Appendix L: Participating Institutions

Corsicana High School
3701 E State Hwy 22
Corsicana TX, 75110

Blooming Grove High School
212 W Grady St
Blooming Grove, TX 76626

Rice High School
1400 McKinney St
Rice, TX 75155

Ferris High School
1025 E 8th St
Ferris, TX 75125

Madisonville High School
718 Bacon St
Madisonville, TX 77864

Italy High School
300 College St
Italy, TX 76651

Teague High School
420 Loop 255
Teague, TX 75860

University High School
3201 S New Rd
Waco, TX 76706

Heritage High School
4000 FM 1387
Midlothian, TX 76065

McGregor High School
903 Bluebonnet Pkwy
McGregor, TX 76657

Navarro College
3200 W. 7th Ave
Corsicana, TX 75110

Trinity Valley Community College
100 Cardinal Dr
Athens, TX 75751

Appendix M: Institutional Review Board Approval



March 29, 2023

Joshua Buckrucker
Tommy Goddard

Re: IRB Approval - IRB-FY22-23-763 Strategies for Creating and Building College Band Programs within Institutions Under a 5000-Student Population

Dear Joshua Buckrucker, Tommy Goddard,

We are pleased to inform you that your study has been approved by the Liberty University Institutional Review Board (IRB). This approval is extended to you for one year from the following date: March 29, 2023. If you need to make changes to the methodology as it pertains to human subjects, you must submit a modification to the IRB. Modifications can be completed through your Cayuse IRB account.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

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 stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix N: Doctoral Thesis Defense Approval

Doctor of Worship Studies or Doctor of Music Education

Doctoral Thesis Defense Decision

The thesis Advisor and Reader have rendered the following decision concerning the defense for

Joshua Buckrucker

on the Thesis

Strategies for Creating and Building College Band Programs within Institutions Under a 5000-

Student Population

as submitted on April 14, 2023

_____ **Full approval to proceed with no proposal revisions.**

The document should be prepared for submission to the Jerry Falwell Library.

_____ **Provisional approval pending cited revisions.**

The student must resubmit the project with cited revisions according to the established timeline.

_____ **Redirection of project.**

The student is being redirected to take MUSC/WRSP 889 again, as minor revisions will not meet the expectations for the research project.

| | | |
|------------------------------|------------------|-------------|
| | | 4/14/23 |
| Print Name of Advisor | Signature | Date |
| | | 4/14/23 |
| Print Name of Reader | Signature | Date |