

**Keeping the Beat: A Comprehensive Analysis of Retention Strategies and their Impact on
Historically Black Colleges and University Band Student and Alumni Success**

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Abstract

Music programs at Historically Black Colleges and Universities have a rich cultural legacy, but there is still little understanding of how these programs impact students in particular ways. HBCUs provide Black individuals a chance to achieve equality, gain respect as a collective in the United States, and secure employment in professional fields. The purpose of this study aims to explore the factors concerning retention that contribute to participation in Historically Black Colleges and University band participation and analyze the effectiveness of its current retention initiatives.

The main research tool created to investigate the dynamics of recruitment and retention in HBCU band programs was a questionnaire. Because retention and graduation rates can significantly impact an institution's validity and financial feasibility, the questionnaire focused on the techniques, ideologies, and administrative frameworks used by band directors to influence the abilities, social connection, and improve the recruitment and retention of band students. The study group was composed of current and past members of HBCU band programs. The total number of participants was 103 (N=103) which volunteered to complete the survey. To be eligible, individuals had to hold membership in a program or have prior experience participating in an HBCU band program.

Positive correlations were present between band program participation and personal development, professional development, and academic success. Unfortunately, students were not as aware of the retention initiatives in place for their success during their undergraduate tenure and there was an overall poor rating for the initiatives in place for active band students.

A particular interest was placed on social identity theory, social capital theory, self-determination theory, sociometer theory, attachment theory, Maslow's Hierarchy of Needs,

Herzberg's Two Factor theory, McClelland's theory of needs, and Vroom's Expectancy theory and its relation to recruitment and retention. Other factors that were included were the influence of interactive technology and social media as it relates to recruitment and retention.

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Chapter One: Introduction

Historically Black Colleges and Universities (HBCUs) are institutions of higher education in the United States that were founded before 1964 with the primary mission of serving the African American community.¹ HBCUs were established during a time of segregation and discrimination when black students were often denied admission to predominantly white institutions.² Today, HBCUs continue to offer higher education to a wide range of students, and their benefits to American society and culture are recognized.

HBCU marching bands are an important part of the culture and tradition of these institutions.³ These marching bands are renowned for their exciting presentations and upbeat music that mixes conventional and modern genres. HBCU bands often showcase precision marching, intricate choreography, and impressive musical arrangements that include brass, woodwinds, percussion, and dance teams.⁴ Many of their former students have gone on to have prosperous careers as musicians, songwriters, and producers, which has led to the recognition of HBCU bands for their contributions to the larger music business.

¹ Pearl Stewart, "Who's Playin' Whom? Overwhelming Influence of Hip-Hop Culture, Rap Music on Historically Black College and University (HBCU) Campuses Concerns Students; Faculty." *Black Issues in Higher Education* 21, no. 5 (2004)

² *Ibid.*, 5

³ Claire Milburn. "The Development of Marching Band Traditions at Historically Black Colleges and Universities: The Human Jukebox Versus the Sonic Boom of the South." *Journal of Historical Research in Music Education* 43, no. 2 (2022): 205.

⁴ *Ibid.*, 205.

Statement of Primary Research Question

Historically Black Colleges and Universities' music programs have a long history of cultural relevance, but there remains a significant gap in knowledge on the specific ways in which these programs affect students. Retention and graduation rates are major factors contributing to an institution's credibility and financial stability.⁵ For Black people, HBCUs represent an opportunity and vehicle to obtain equality, group recognition in America, and access to white collar occupations.⁶

Research question One: How does participation in band programs at Historically Black Colleges and Universities (HBCUs) Impact the development of students?

Research Question Two: How does participation in band programs at Historically Black Colleges and Universities (HBCUs) impact the musical aptitude, social stability, and influence retention initiatives with the program?

These research queries seek to comprehend the connection between participation in band programs at Historically Black Colleges and Universities (HBCUs) and the instrumental skills, personal growth, academic success, and career prospects of students. Researchers investigating extracurricular activities have long been interested in the relationships between participation in these activities and the social outcomes, academic achievement, and educational attainment of adolescents.⁷

⁵ Errick D. Farmer, and Warren C. Hope. "Factors that Influence African American Male Retention and Graduation: The Case of Gateway University, a Historically Black College and University." *Journal of College Student Retention: Research, Theory & Practice* 17, no. 1 (2015): 3

⁶ Bruce Allen Carter. "'Nothing Better or Worse than being Black, Gay, and in the Band': A Qualitative Examination of Gay Undergraduates Participating in Historically Black College or University Marching Bands." *Journal of Research in Music Education* 61, no. 1 (2013): 26.

⁷ Feldman, Amy F. and Jennifer L. Matjasko. "The Role of School-Based Extracurricular Activities in

Background of Topic

HBCUs have a long and rich history of marching bands. HBCU marching bands, also known as "Show Bands," have roots that date back to the late 19th and early 20th centuries.⁸ These bands were initially formed as military-style marching bands for the purpose of providing music for military drills and ceremonies.⁹ Over time, HBCU marching bands have evolved into musical performance ensembles, incorporating elements of jazz, blues, gospel, and other African American musical styles.¹⁰ The marching bands of HBCUs have become an integral part of HBCU culture, playing a crucial role in promoting the cultural identity and heritage of African Americans. They also provided opportunities for students to develop their musical skills and express themselves creatively through performance.¹¹

HBCU marching bands have become known for their dynamic, high-energy performances that often incorporate elaborate choreography, intricate marching patterns, and intricate musical arrangements.¹² They have been the source of inspiration for many musicians and have had a significant impact on the development of musical styles and traditions in the African American community.¹³ Today, HBCU marching bands continue to play a significant

Adolescent Development: A Comprehensive Review and Future Directions." *Review of Educational Research* 75,

⁸ Walter M. Kimbrough, "No Band, no Sound: Is this the HBCU Story? (Last Word)." *Black Issues in Higher Education* 20, no. 10 (2003). 1.

⁹ Marty Steiner, "tradition on the Move, Hbcu Bands Tell the Story." *School Band and Orchestra* 24, no. 2 (2021): 10.

¹⁰ *Ibid.*, 10.

¹¹ Walter M. Kimbrough, "No Band, no Sound: Is this the HBCU Story? (Last Word)." *Black Issues in Higher Education* 20, no. 10 (2003). 1.

¹² *Ibid.*, 1.

¹³ Walter M. Kimbrough, "No Band, no Sound: Is this the HBCU Story? (Last Word)." *Black Issues in Higher Education* 20, no. 10 (2003) 1.

role in HBCU culture and are an important part of the African American musical heritage.¹⁴ They provide opportunities for students to develop their musical skills and express themselves creatively, while also serving as ambassadors for their universities and for the African American community.¹⁵

HBCUs strive to nurture and affirm Black students on numerous levels, including building welcoming communities (instead of marginalization communities), emphasizing Black history and culture in curricula, involvement and integration into campus life and student activities, and closer relationships with faculty and staff.¹⁶ The background of the problem and significance of this research question stem from the historical significance of HBCUs and their role in providing education and cultural experiences to African American communities. Despite their important role, HBCUs have faced numerous challenges, including limited funding and resources, which can affect the quality of their music programs.

Students' musical, personal, and professional growth can be greatly affected by taking part in band activities. The college band experience at an HBCU football game is heated, electrifying, and spectacular.¹⁷ Music education is capable of enhancing cognitive and social skills, as well as to provide opportunities for personal expression and creative growth.¹⁸ In addition, participating in band programs can provide students with a sense of community,

¹⁴ Ibid., 1.

¹⁵ Bruce Allen Carter. "'Nothing Better or Worse than being Black, Gay, and in the Band": 28.

¹⁶ Ibid., 28.

¹⁷ Claire Milburn. "The Development of Marching Band Traditions at Historically Black Colleges and Universities: The Human Jukebox Versus the Sonic Boom of the South." *Journal of Historical Research in Music Education* 43, no. 2 (2022): 205

¹⁸ Claire Milburn. "The Development of Marching Band Traditions at Historically Black Colleges and Universities: The Human Jukebox Versus the Sonic Boom of the South." *Journal of Historical Research in Music Education* 43, no. 2 (2022): 206

cultural identity, and exposure to diverse musical styles and traditions.¹⁹

However, it is not clear what effect band programs at HBCUs have on students' musical, personal, and professional growth. HBCUs have historically provided a space for (re)imagining manhood and womanhood, particularly at times when Black manhood and womanhood have been marked as deviant or inadequate by white power structures.²⁰ The marching band, especially at an HBCU, is the focal point of entertainment and recruitment during the fall football season. Marching band and band size measure the quantity of the entertainment provided, while music programs especially, historically black college focus to capture quality.²¹ School administrators encourage marching and pep band participation at athletic events, hoping to attract members of the general public who would have no reason to attend other than to support a friend or family member in the band.²² The size and popularity of the marching band can have a significant impact on the population of a football game, student enrollment, and the overall students' academic experience.

Many studies have found modest but positive relations between socioeconomic level and school success in general and between socioeconomic level and musical achievement and retention in particular.²³ Understanding how the dynamics of this scenario works can help the

¹⁹ Barbeau, Audrey-Kristel and Isabelle Cossette. "The Effects of Participating in a Community Concert Band on Senior Citizens' Quality of Life, Mental and Physical Health." *International Journal of Community Music* 12, no. 2 (2019): 269

²⁰ Antron D. Mahoney. "Reclaiming the Beat: The Sweet Subversive Sounds of HBCU Marching Bands." *Southern Cultures* 27, no. 4 (2021): 80

²¹ Paul A. Natke and Elizabeth A. Thomas. "Does a Marching Band Impact College Football Game Attendance? A Panel Study of Division II." *Applied Economics Letters* 26, no. 16 (2019): 1354

²² 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 (2017): 44

²³ Barry Corenblum and Eric Marshall. "The Band Played on: Predicting Students' Intentions to Continue Studying Music." *Journal of Research in Music Education* 46, no. 1 (1998): 129

music programs at HBCUs grow and improve, which can help the communities they serve in the long run.

Theoretical Framework

Social identity theory posits that individuals form their identities through social categorization and identification with specific groups, such as a marching band.²⁴ Individuals' motivation to maintain their group membership can influence their behavior, including academic engagement and retention in college.²⁵ Therefore, it can be suggested that studying how HBCU marching bands can contribute to students' social identities and motivation to remain in college can provide insights into how to improve retention rates.

Social capital theory emphasizes the importance of social networks and resources in individuals' success.²⁶ HBCU marching bands can serve as a source of social capital for students, providing opportunities to form connections with peers, alumni, and professionals in the music industry.²⁷ Studying the social capital generated by HBCU bands can help administration and stakeholders understand how these networks can contribute to students' academic success and retention in college.

²⁴ Awuor, Diana Carole. "Understanding Black-African International Students' Experiences in United States Colleges and Universities through Social Identity Theory." *Journal of International Students* 11, no. 2 (2020;2021):

²⁵ Jack Mara, Lewis Davis, and Stephen Schmidt. "social Animal House: The Economic and Academic Consequences of Fraternity Membership." *Contemporary Economic Policy* 36, no. 2 (2018): 263

²⁶ Okpych, Nathanael J. and Lori A. Gray. "Ties that Bond and Bridge: Exploring Social Capital among College Students with Foster Care Histories using a Novel Social Network Instrument (FC-Connects)." *Innovative Higher Education* 46, no. 6 (2021): 683

²⁷ Faheem Gilal, Gul, Jian Zhang, Justin Paul, and Naeem Gul Gilal. "The Role of Self-Determination Theory in Marketing Science: An integrative Review and Agenda for Research." *European Management Journal* 37, no. 1 (2019): 29

Self-determination theory posits that individuals' motivation and behavior are influenced by their innate psychological needs for autonomy, competence, and relatedness.²⁸ HBCU marching bands can provide opportunities for students to satisfy these needs, such as through opportunities for leadership, skill development, and social interaction.²⁹ Therefore, studying how HBCU marching bands can contribute to students' satisfaction of these psychological needs can provide insights into how to improve retention rates.

Problem Statement

There is evidence to suggest that the student enrollment and retention rates at several Historically Black Colleges and Universities (HBCUs) are declining significantly on a nationwide level.³⁰ Despite numerous initiatives and programs aimed at improving student retention rates, many students still leave college before completing their degree programs.³¹ This problem is not only bad for each student, but also for the school as a whole because it can lead to fewer students and less money. Numerous factors, including financial constraints, lack of academic preparation, inadequate support systems, and personal or familial issues, may contribute to the low retention rate. It is a critical need to identify the root causes of poor retention rates and develop effective strategies to address these challenges. This can include

²⁸ Faheem Gilal, Gul, Jian Zhang, Justin Paul, and Naeem Gul Gilal. "The Role of Self-Determination Theory in Marketing Science: An integrative Review and Agenda for Research." *European Management Journal* 37, no. 1 (2019): 29

²⁹ Kimbrough, Walter M. "No Band, no Sound: Is this the HBCU Story? (Last Word)." *Black Issues in Higher Education* 20, no. 10 (2003).

³⁰ Immaculata N Igbo. and Ejim N. Sule. "Peer Mentoring as a Successful Retention Strategy for a Baccalaureate Nursing Program in a Historically Black College and University." *Nursing Education Perspectives* 40, no. 3 (2019): 192.

³¹ Brody Heritage, Christopher Ladeira, and Andrea R. Steele. "The Development and Pilot of the University Student Embeddedness (USE) Scale for Student Retention within Universities: Validation with an Australian Student Sample." *Higher Education* 85, no. 1 (2023): 27

the use of the largest student organization on campus usually the marching band and studying their actions that contribute to their personal retention and degree completion.

Purpose Statement

The purpose of this study aims to explore the factors concerning retention that contribute to participation in Historically Black Colleges and University band participation and analyze the effectiveness of its current retention initiatives. The findings of this research will inform the development of more targeted and effective retention initiatives to increase student success and improve institutional outcomes.

Significance of Study

This study offers HBCU's a model for using their band programs as their main source of student attraction and retention. HBCUs have played a crucial role in providing access to higher education for African American students, who have historically faced systemic barriers to educational opportunities.³² However, despite their unique mission and purpose, HBCUs have faced challenges in retaining students, particularly in comparison to predominantly white institutions (PWIs).³³ Therefore, studying retention rates and factors influencing them in HBCUs can shed light on how to better support and retain African American students in higher education.³⁴

³² Michael W. Hudson and John Okley Egger. "the Lesbian and Gay Band Association; an Exploratory Study of Factors Influencing Participation." *Journal of Band Research* 56, no. 2 (2021): 13

³³ Pearl Stewart. "Who's Playin' Whom? Overwhelming Influence of Hip-Hop Culture, Rap Music on Historically Black College and University (HBCU) Campuses Concerns Students; Faculty." *Black Issues in Higher Education* 21, no. 5 (2004)

³⁴ Thuy-Linh Kathleen Nguyen, Alexandria Williams, and Wyndolyn M. A. Ludwikowski. "Predicting Student Success and Retention at an HBCU Via Interest-Major Congruence and Academic Achievement." *Journal of Career Assessment* 25, no. 3 (2017): 552-566.

Secondly, HBCUs play a vital role in producing graduates who contribute significantly to the workforce, particularly in fields such as STEM (science, technology, engineering, and mathematics) and education.³⁵ Improving retention rates in HBCUs can help ensure a larger pool of African American graduates in these critical fields, addressing the persistent underrepresentation of Black professionals in many industries. HBCUs have also faced financial challenges, including limited resources and funding, which can affect their ability to provide robust support systems and programs for students.³⁶ Identifying factors that contribute to poor retention rates and developing effective retention strategies can help HBCUs utilize their resources more efficiently and effectively to support student success and increase enrollment and revenue. In conclusion, a study on HBCU retention as it relates to participation in a band program is significant because it can provide insights into how to better support and retain African American students in higher education, improve the representation of Black professionals in critical fields, and support the financial sustainability of these important institutions.

Research Question

Despite the long-standing tradition and culture significance of HBCUs and their music programs, there remains a significant gap in knowledge and of the specific ways in which HBCU Band programs affect students as it relates to retention. Retention and graduation rates are major factors contributing to an

³⁵ McClintock, Charles, Orlando L. Taylor, Goldie Smith Byrd, Kelly Mack, Camille A. McKayle, and Kate Winter. "Culturally Responsive Leadership Development for HBCU STEM Faculty." *The Journal of Negro Education* 90, no. 3 (2021): 270.

³⁶ Toldson, Ivory A. "The Funding Gap between Historically Black Colleges and Universities and Traditionally White Institutions Needs to be Addressed (Editor's Commentary)." *The Journal of Negro Education* 85, no. 2 (2016): 97

institution's credibility and financial stability.³⁷ For Black individuals, Historically Black Colleges and Universities (HBCUs) serve as a means to achieve equality, get respect as a collective in American society, and attain professional careers often associated with white-collar jobs..³⁸

The goal of these study questions is to better understand the connection between involvement in band programs at historically black colleges and universities (HBCUs) and students' progress in terms of their musical abilities, personal development, academic success, and professional possibilities. Researchers investigating extracurricular activities have long been interested in the relationships between participation in these activities and the social outcomes, academic achievement, and educational attainment of adolescents.³⁹

Research question One: How does participation in band programs at Historically Black Colleges and Universities (HBCUs) impact the development of students?

Research Question Two: How does participation in band programs at Historically Black Colleges and Universities (HBCUs) impact students' musical aptitude while influencing retention initiatives with the program?

Hypotheses

RQ1: How can participation in band programs at Historically Black Colleges and

³⁷ Errick D. Farmer, and Warren C. Hope. "Factors that Influence African American Male Retention and Graduation: The Case of Gateway University, a Historically Black College and University." *Journal of College Student Retention: Research, Theory & Practice* 17, no. 1 (2015): 3.

³⁸ Bruce Allen Carter. "'Nothing Better or Worse than being Black, Gay, and in the Band": A Qualitative Examination of Gay Undergraduates Participating in Historically Black College or University Marching Bands." *Journal of Research in Music Education* 61, no. 1 (2013): 26.

³⁹ Feldman, Amy F. and Jennifer L. Matjasko. "The Role of School-Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions." *Review of Educational Research* 75, no. 2 (2005): 159

Universities (HBCUs) impact the musical, personal, and professional development of students?

H1: Participation in band programs at Historically Black Colleges and Universities (HBCUs) impact the development of students musical skills, interpersonal skills, career growth, and academic performance.

The programs give students the chance to learn and hone their musical abilities, offering a venue for artistic expression and personal development. Experiences in these ensembles are designed to develop and demonstrate musical skills and concepts, researchers have suggested that students perceive the value and benefit of these ensembles differently.⁴⁰ Band programs build a feeling of community by bringing students together to share a common experience, enhancing cultural identification and ties to the African American community.⁴¹ Additionally, taking part in band programs can expose university students to a variety of musical traditions and genres, which may help them succeed academically and open up career options in the music business.⁴² Researchers have suggested students perceive that marching band enhances the learning process, motivates students to coventrate more, provides a unique and positive social experience, generates enthusiasm to attend classes, helps students to become more respectful, motivates students to practice, teachers a variety of musical styles, improves instrument techniques, and improves overall musicianship.⁴³ However, the precise

⁴⁰ Victoria. Warnet, "predictive Relationships between Concert Band Size and Ratings at Adjudicated Music Performance Assessments." *Journal of Band Research* 57, no. 1 (2021): 27

⁴¹ Ibid., 27

⁴² Ibid., 28

⁴³ Steven N. Kelly, "STUDENTS' PERCEPTIONS OF DIFFERENCES BETWEEN HIGH SCHOOL MARCHING BAND AND CONCERT BAND." *Journal of Band Research* 55, no. 1 (Fall, 2019): 64

effect of HBCU band programs on students' growth is unclear and needs more research.

RQ2: How does participation in band programs at Historically Black Colleges and Universities (HBCUs) influence retention initiatives with the program?

H2: The participation in band programs at HBCU's influence retention initiatives that provide students with a sense of belonging, security, and academic success.

The social connections and shared experiences formed through participating in a band can help create a positive and supportive environment for students, reducing the likelihood of students leaving the university due to feeling isolated or disconnected.⁴⁴ Additionally, participation in a band program can enhance students' personal and professional development, leading to increased engagement and motivation to continue their education.⁴⁵ The positive impact of band programs on student retention can be leveraged by universities to design retention strategies that prioritize student involvement in extracurricular activities and programs.⁴⁶ A goal of music education is to provide opportunities for music students to master music making in such a way that will allow them to independently pursue lifelong learning and fulfillment.⁴⁷

Core Concepts

Education involves not only attending academic classes but also participating in the

⁴⁴ Steven N. Kelly, "STUDENTS' PERCEPTIONS OF DIFFERENCES BETWEEN HIGH SCHOOL MARCHING BAND AND CONCERT BAND." *Journal of Band Research* 55, no. 1 (Fall, 2019): 64

⁴⁵ *Ibid.*, 65

⁴⁶ *Ibid.*, 65

⁴⁷ Cavitt, Mary Ellen. "factors Influencing Participation in Community Bands." *Journal of Band Research* 41, no. 1 (2005): 42.

school environment through social and extracurricular activities.⁴⁸ Participation in a band program at an HBCU offers students the opportunity to connect with their cultural heritage and form a sense of identity within the African American community. Studies investigating band students have documented that the smaller group context associated with the musical experience may impact the social outcome.⁴⁹ Through their involvement in the music program, students are exposed to diverse musical styles and traditions that reflect their community's rich cultural heritage.⁵⁰ This experience can foster a strong sense of belonging and connection to their cultural roots, helping to shape their personal and professional development. Band programs provide students a platform to cultivate their musical abilities through hands-on learning and performance experiences.⁵¹ The programs offer structured lessons and performance opportunities to hone their skills and grow as musicians. Participating in a band program provides students with a platform to express themselves creatively and develop their own musical voice.⁵² Participation in school-based, extracurricular activities such as sports and band are forms of school engagement associated with higher academic motivation and attainment.⁵³

⁴⁸ Mari C. Dagaz, "Learning from the Band: Trust, Acceptance, and Self-Confidence." *Journal of Contemporary Ethnography* 41, no. 4 (2012): 432

⁴⁹ Debbie Rohwer, "the Social Nature of Band Participation: Perceptions and Program Development." *Journal of Band Research* 53, no. 1 (2017): 17

⁵⁰ Karri Shea, "Why Bring the World into Your Music Room? Culturally Diverse Music as a Pathway to Empathy." *Canadian Music Educator* 61, no. 3 (2020): 13

⁵¹ Debbie Rohwer, "the Social Nature of Band Participation: Perceptions and Program Development." *Journal of Band Research* 53, no. 1 (2017): 17

⁵² Nancy A. Uriegas, Dawn M. Emerson, Allison B. Smith, Melani R. Kelly, and Toni M. Torres-McGehee. "Examination of Eating Disorder Risk among University Marching Band Artists." *Journal of Eating Disorders* 9, no. 1 (2021): 35

⁵³ Hughes, Jan N., Qian Cao, and Oi-man Kwok. "Indirect Effects of Extracurricular Participation on Academic Adjustment Via Perceived Friends' Prosocial Norms." *Journal of Youth and Adolescence* 45, no. 11

Students also have the opportunity to experiment with various styles, techniques, and sounds through instruction and performance. This creative outlet not only allows students to express themselves artistically but also provides an important outlet for self-expression and emotional expression. While musical outcomes may be the most commonly documented goal related to music participation, researchers have also documented student perceptions of a general social benefit from engagement specifically in school music programs.⁵⁴ As students develop their musical voice, they can also develop a sense of self-identity and confidence in their abilities, which can have a positive impact on their personal development.⁵⁵ In addition, participating in a band program can lead to opportunities for collaboration, networking, and mentorship, which can have a lasting impact on their professional development and career aspirations.⁵⁶ Being a part of a team and working for a common objective can also develop leadership, teamwork, and communication abilities that can be applied to other facets of life.

HBCU bands have a long history of incorporating various African American musical styles into their performances.⁵⁷ The rich musical traditions of HBCUs have been shaped by the cultural and historical experiences of African Americans. Jazz, blues, gospel, and other musical traditions have been incorporated into the music performed by HBCU bands,

(2016):

⁵⁴ Rohwer, Debbie. "the Social Nature of Band Participation: Perceptions and Program Development." *Journal of Band Research* 53, no. 1 (2017): 19

⁵⁵ Karen Burland, Dawn Bennett, and Guadalupe López-Íñiguez. "Validation of the Musical Identity Measure: Exploring Musical Identity as a Variable Across Multiple Types of Musicians." *Musicae Scientiae* 26, no. 4 (2022): 710

⁵⁶ Haskett, Brandon L. "A Case Study of Early Professional Development Opportunities for Steel Band Directors in the United States: The Haystack Steelpan Program." *Visions of Research in Music Education* 25, (2014): 3.

⁵⁷ Stewart, Pearl. "Who's Playin' Whom? Overwhelming Influence of Hip-Hop Culture, Rap Music on Historically Black College and University (HBCU) Campuses Concerns Students; Faculty." *Black Issues in Higher Education* 21, no. 5 (2004)

resulting in a unique and distinct sound steeped in African American cultural heritage. The benefits of participation in community music making contributes to many cultural values such as lifelong learning, enhancement of one's quality of life, positive socialization, creativity, and having aesthetic experiences.⁵⁸

This aesthetic experience has its roots in the African cultural traditions that were brought over by enslaved Africans to the Americas.⁵⁹ Despite the harsh realities of slavery and segregation, African Americans were able to create and preserve their own unique artistic traditions, including music, dance, visual arts, and literature.⁶⁰ These traditions drew heavily from the rhythms, melodies, and spirituals of African music and were shaped by the experiences of oppression and resilience.⁶¹

This fusion of musical genres enhances the band's artistic expression and can be used to honor and maintain African American musical traditions. Additionally, the incorporation of these musical styles allows HBCU bands to reflect the experiences and perspectives of African Americans, making the music performed by these bands a powerful tool for promoting cultural understanding and appreciation.⁶² HBCU bands can play an important role in preserving the cultural heritage of African Americans and providing students with a sense of connection to

⁵⁸ Michael W. Hudson, and John Okley Egger. "the Lesbian and Gay Band Association; an Exploratory Study of Factors Influencing Participation." *Journal of Band Research* 56, no. 2 (2021): 13.

⁵⁹ Tanya Y. Price, "rhythms of Culture: Djembe and African Memory in African-American Cultural Traditions." *Black Music Research Journal* 33, no. 2 (2013): 227.

⁶⁰ *Ibid.*, 227.

⁶¹ *Ibid.*, 228.

⁶² Claire Milburn. "The Development of Marching Band Traditions at Historically Black Colleges and Universities: The Human Jukebox Versus the Sonic Boom of the South." *Journal of Historical Research in Music Education* 43, no. 2 (2022): 206.

their cultural roots.⁶³

Students' personal development and growth can be significantly impacted by involvement in a band program. This is because the experience of playing music in a group setting offers a unique opportunity for students to express themselves creatively and to develop their own musical voice.⁶⁴ This creative outlet provides students with a sense of accomplishment and a positive outlet for their emotions, enhancing their self-confidence, self-esteem, and overall well-being.⁶⁴ Furthermore, participating in a band program helps students to develop important life skills such as teamwork, communication, leadership, and time management, which can serve as valuable tools in their personal and professional lives.⁶⁵ Band programs also provide a supportive community of like-minded individuals who share a common interest in music, helping to foster a sense of belonging and a positive social environment.⁶⁶ In general, taking part in a successful band program can have a positive and long-lasting effect on students' personal development.

Definition of Terms

Band director: the person who oversees the marching band, selects the music and choreography, and leads rehearsals and performances.⁶⁷

⁶³ Ibid., 206

⁶⁴ Hughes, Jan N., Qian Cao, and Oi-man Kwok. "Indirect Effects of Extracurricular Participation on Academic Adjustment Via Perceived Friends' Prosocial Norms." *Journal of Youth and Adolescence* 45, no. 11 (2016): 2262

⁶⁵ Ibid., 2262

⁶⁶ Ibid., 2262

⁶⁷ Ibid., 45

Band scholarships: financial aid packages specifically designed for students who participate in the marching band.⁶⁸

Battle of the Bands: a highly anticipated event where two or more marching bands compete against each other in a musical showdown.⁶⁹

Color guard: a group of performers who use flags, rifles, and other props to add visual interest to the marching band's performance.⁷⁰

Drumline: a group of percussionists who play snare drums, bass drums, cymbals, and other percussion instruments in the marching band.⁷¹

Marching band music: the repertoire of songs played by the marching band, which often includes popular music, jazz, and traditional university tunes.⁷²

Majorettes: dancers who perform routines and twirl batons in front of the marching band.⁷³

Show-style marching: a style of marching that emphasizes dance-like movement, intricate

⁶⁸ Wayne Bailey, Cormac Cannon, and Brandt Payne. *The Complete Marching Band Resource Manual: Techniques and Materials for Teaching, Drill Design, and Music Arranging*. Third;3; ed. Philadelphia, Pennsylvania: University of Pennsylvania Press, 2015. 82.

⁶⁹ 8 HBCU Marching Bands to Take Part in the 12th Annual Honda Battle of the Bands Invitational Showcase." *Entertainment Close-Up* (2013). 1

⁷⁰ G. A. Brumbach, (2021). SATURDAY NIGHT LIGHTS: THE ORIGIN AND EVOLUTION OK A MARCHING BAND ADJUDICATION CONTEST AND CIRCUIT. *Journal of Band Research*, 56(2), 45.

⁷¹ Wayne Bailey, Cormac Cannon, and Brandt Payne. *The Complete Marching Band Resource Manual: Techniques and Materials for Teaching, Drill Design, and Music Arranging*. Third;3; ed. Philadelphia, Pennsylvania: University of Pennsylvania Press, 2015. 80.

⁷² *Ibid.*, 80

⁷³ Wayne Bailey, Cormac Cannon, and Brandt Payne. *The Complete Marching Band Resource Manual: Techniques and Materials for Teaching, Drill Design, and Music Arranging*. Third;3; ed. Philadelphia, Pennsylvania: University of Pennsylvania Press, 2015. 80.

formations, and high-energy performances.⁷⁴

Chapter Summary

HBCU band programs can provide students with a sense of community and belonging on campus.⁷⁵ When students feel connected to a group and have a shared interest, they can possibly feel invested in their university experience and remain enrolled. HBCU band programs can provide students with a fun and engaging extracurricular activity that can help balance out the stresses of academic life.⁷⁶ This can encourage students to stay involved on campus and make them feel more a part of their institution.

An HBCU band program can also help students develop important professional skills, such as teamwork, communication, and leadership.⁷⁷ These skills can help students succeed both in and out of the classroom and make them more likely to remain enrolled in their university.

HBCU Band programs can also provide students with the opportunity to perform and showcase their skills in front of others.⁷⁸ This can be a rewarding and fulfilling experience that can help students feel more connected to their university and motivated to continue their studies.

⁷⁴ Michael W. Hudson, and John Okley Egger. "the Lesbian and Gay Band Association; an Exploratory Study of Factors Influencing Participation." *Journal of Band Research* 56, no. 2 (2021): 14

⁷⁵ Ibid.,82.

⁷⁶ Bucknavage, Leah B. and Frank C. Worrell. "A Study of Academically Talented Students' Participation in Extracurricular Activities." *Journal of Advanced Academics* 16, no. 2-3 (2005): 74.

⁷⁷ 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 (2019): 27

⁷⁸ Ibid., 26

Chapter 2: Literature Review

Investigation of Historically Black Colleges and Universities (HBCUs) with an Emphasis on their Relevance.

Johnny Jones' *Leadership of Historically Black Colleges and Universities: A What Not to Do Guide for HBCU Leaders* is a comprehensive guide targeted at HBCU leaders, providing them with valuable insights and practical advice on how to avoid common pitfalls and errors in their leadership roles. The book focuses on the unique challenges and opportunities that leaders of HBCUs confront and provides guidance for effectively navigating these obstacles. It is intended to assist HBCU leaders in maximizing their leadership positions and impact, while avoiding missteps and other errors that can impede success. All must take responsibility for holding accountable society's structures, systems, and socio-political leadership for anchoring, cementing, and grounding the future of HBCUs.⁷⁹

The article *Historically Black Colleges and Universities Can Promote Leadership and Excellence in STEM* by Ivory Toldson summarizes data from the Minority Male STEM (Science, Technology, Engineering, Mathematics) Initiative (MMSI), which was collected by The Association of Public and Land-grant Universities (APLU), in order to elucidate the factors that are crucial to the long-term success of HBCUs in preparing STEM students.⁸⁰ Even though the article's primary focus is on male students in STEM, the initiatives and procedures implemented can be reimagined and adapted for other programs, such as band. The objective of the MMSI surveys used in this study was to determine how university administrators, STEM faculty, and

⁷⁹ Johnny D. Jones, *Leadership of Historically Black Colleges and Universities: A what Not to do Guide for HBCU Leaders*. Bingley, England: Emerald Publishing, 2020.

⁸⁰ Ivory A. Toldson, "Historically Black Colleges and Universities can Promote Leadership and Excellence in STEM (Editor's Commentary)." *The Journal of Negro Education* 82, no. 4 (2013): 359-367.

students of color in STEM disciplines navigate the path to recruiting, retaining, and graduating underrepresented students in STEM fields.

Access and Importance of Pell Awards at Public Regional Historically Black Colleges and Universities by Alice Daugherty provides a detailed account to the historical and financial relevance of HBCU's. The role of Historically Black Colleges and Universities (HBCUs) in providing pathways to access and success for low-income African American students is well-known.⁸¹ This journal article contributes significantly to the ongoing discussion regarding Pell Grants and HBCUs. It investigates in depth the ability of HBCUs to fulfill their mission and emphasizes their vital role in providing education and fostering the forthcoming achievements of low-income, underprepared, and underserved students.⁸² In addition, the paper sheds light on the persistent challenges HBCUs have faced since their inception, highlighting their exceptional capacity to accomplish more with fewer resources.

In the article *Feeling like an "Alien" or "Family"? Comparing students and faculty experiences of diversity in STEM Disciplines at a PWI and an HBCU* by Rachelle Winkle-Wagner and Dorian L. McCoy, the notion of inclusion and support was investigated between two separate institutions. This qualitative study of diversity experiences among undergraduate and graduate students and faculty in STEM disciplines at a Predominantly White Institution (PWI) and a historically Black college or university (HBCU) in a Mid-Atlantic state reveals that the degree of diversity and inclusiveness may impact how students of color experience inclusion in their academic programs.⁸³ In contrast, participants at the HBCU viewed STEM fields as diverse

⁸¹ Alice L. Daugherty, Stephen G. Katsinas, and Noel Keeney. "Access and Importance of Pell Awards at Public Regional Historically Black Colleges and Universities: What do the Data Say?" *Journal of Education Finance* 48, no. 2 (2022): 113-137.

⁸² *Ibid.*, 135

⁸³ Winkle-Wagner, Rachelle and Dorian L. McCoy. "Feeling Like an "Alien" Or "Family"? Comparing

and their institution and programs as accommodating to their needs.

The purpose the multiple case study, *Considering both HBCU and PWI options: Exploring the college Choice process of First-Year Black Students* by Ashly B. Clayton, Langley P. McClay, Raeshan D. Davis, and Tenisha L. Tevis was to investigate the determinants of Black students' decisions to enroll in either a historically black college/university (HBCU) or a predominantly white institution (PWI) when applying to both institutional systems. 12 first-year students from an HBCU and 12 first-year students from a PWI comprised the total sample size of 24. The primary method of data acquisition was approximately one-hour-long, semi-structured interviews with each participant. During the college selection process, it was discovered that Black students used a number of variables that determined the type of institution that they would attend. Affordability, the culture of the campus, and the institution's location were the determining factors that led to their decision.

The study *Black Female College Athletes' Sense of Belonging at a Historically Black College and University (HBCU)* by Joseph Cooper and Ajhanai Newton, investigated the academic, athletic, and social college experience of two groups of black female college athletes at a Division I HBCU. Black female athletes have several hurdles due to their intertwining identities in society and sports.⁸⁴ These restricted chances were due to inequitable resources across racial lines and stereotypical perceptions that Black girls were only interested in and good enough to play track and field, but not other sports.⁸⁵ This research examines how Black female

Students and Faculty Experiences of Diversity in STEM Disciplines at a PWI and an HBCU." *Race, Ethnicity and Education* 21, no. 5 (2018): 593

⁸⁴ Ibid., 71

⁸⁵ Ibid., 72

collegiate athletes handle their experiences while balancing their various identities (race, gender, athletic status, etc.) at a Division I HBCU. Major results highlighted the wide range of participants' college experiences. Implications for policy and practice are discussed.

Exploration of Marching Bands in Higher Education, Developing into Research Findings in this Domain

College marching bands are a large and visible component of music education in the United States.⁸⁶ *The Benefits of College Marching Bands for Students and Universities: A Review of the Literature* by Jason P. Cumberledge investigates the substantial benefits marching bands have provided to institutions of higher education. He emphasizes the crucial role that these ensembles play as dynamic recruitment catalysts, attracting prospective students and promoting music departments and universities effectively. Additionally, Cumberledge emphasizes their indispensable role as a powerful public relations tool, thereby enhancing the reputation and visibility of these institutions in their communities and beyond.

Deirdre McRoy's "An Exploratory Study of the Retention, Progression and Grade Point Averages of Marching Band Students Classified as Profile Assessors at a Southern University" is a study that concentrates on students at Historically Black colleges and universities (HBCUs) who may be unprepared for academic work, particularly marching band members. The aforementioned marching band struggled to retain students, resulting in declining grades and a high attrition rate. This article presents a comprehensive array of strategies aimed at preventing students from failing in their studies.⁸⁷

⁸⁶ 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 (2017): 44-50

⁸⁷ Deirdre. McRoy, "An Exploratory Study of the Retention, Progression and Grade Point Averages of Marching Band Students Classified as Profile Assessors at a Southern University." Ph.D. diss., Florida Agricultural

In *Factors Influencing Non-Music Majors' Decisions to Participate in Collegiate Bands*, the author, Jennifer Moder analysis of enrollment data demonstrates that a number of significant factors influence students' decisions to participate in their school band program. This includes parental influence, peer influence, band director guidance, and the individual's musical circumstances. Notably, extensive research has been conducted on band enrollment and retention from the earliest phases of band membership to secondary education. Concerning the factors that contribute to sustained interest at the university level, particularly in relation to the collaborative experiences of non-music majors, there is a significant research lacuna. Few studies have examined the factors that influence a student's decision to continue or discontinue participation in university ensembles. The body of research in this area of recruitment has shown that four principal factors - the influence of parents, the social influence of a student's peer group, the influence of the school band director, and the student's self-interest in music are the primary reasons students initially decide to become a member of their school band program.⁸⁸

In *Turning Out the Band*, Selena Roberts discusses the significance of the marching band at a football game. The athletic department at Florida International University was willing to enhance its budget and assist the marching band in its efforts to support the football team. Overall, funds are necessary to sustain the same level of participation as the football team's popularity and success increase. It's not noise made by a collection of science and art majors getting their geek on; it's the mood music of college football pageantry, every bit as essential to selling a program as whirlpools in the locker room.⁸⁹

and Mechanical University, 2019.

⁸⁸ Jennifer Moder,. "FACTORS INFLUENCING NON-MUSIC MAJORS' DECISIONS TO PARTICIPATE IN COLLEGIATE BANDS." *Journal of Band Research* 54, no. 1. 2

⁸⁹ Roberts, Selena. 2009. "Tuning Out The Band." *Sports Illustrated* 111 (7): 68.

The article *Does a Marching Band Impact College Football Game Attendance, a Panel Study of Division II* by Paul A. Natke brings up the notion that during college football games, marching bands play a crucial role in enhancing the overall entertainment experience. They can contribute to the quantity (attendance) and the quality of entertainment. Academic music programs can further improve the entertainment value of the band by enhancing the band members' training and by recruiting highly skilled musicians.⁹⁰ This study examines the impact of these variables on game-day attendance using data from nine years of Division II regular season games. The regression model considers economic variables, local team performance, demographic stimuli, and in-game cultural characteristics and traditions. It also employs bootstrap clustering methods to calculate coefficient standard errors. Even after accounting for other variables, the findings indicate that having a marching band, having an academic music program, and being a historically black college, all contribute positively to enrollment.

Intense physical and mental demands, altered and possibly increased biomechanical demands related to playing musical instruments while marching, routine exposure to loud noises and occasionally hazardous weather conditions, and time commitments for practice and travel are all part of being in a marching band.⁹¹ In *Epidemiology of Health Concerns among Collegiate Student Musicians Participating in Marching Band* by Melissa Hatheway and Kris Chesky, the two explain the unfortunate case that there are no epidemiologic studies that systematically assess how college students who participate in a collegiate marching band perceive health-related implications. There are no studies that have been done to determine if students majoring in music

⁹⁰ Natke, Paul A. and Elizabeth A. Thomas. "Does a Marching Band Impact College Football Game Attendance? A Panel Study of Division II." *Applied Economics Letters* 26, no. 16 (2019): 1354

⁹¹ Hatheway, Melissa and Kris Chesky. "Epidemiology of Health Concerns among Collegiate Student Musicians Participating in Marching Band." *Medical Problems of Performing Artists* 28, no. 4 (2013): 242-251.

see marching band's effects differently from those who do not. This research gathered and analyzed occupational health trends and concerns linked to involvement in a college marching band in order to address this gap. Results show patterns of health issues and how they vary when compared across instrument groups and music majors vs. non-music majors. Studies like these can help with student safety. Proper playing and understanding the body as it relates to the physical activity of a marching band can have positive effects on rehearsals and eventually retention.

Examination of the Impact of Band Participation on Student Learning Outcomes Through Comprehensive Research

In the study by Timothy Heath, *Factors that Influence Second-Year Participation in a University Marching Band*, The author examines the correlation between participation in the university marching band and retention of students in to their second year of participation. Retention initiatives like FYE, First Year Experience and other programs are designed to get first year college students comfortable and prepared for their college experience. Marching band members may be considered different because of their heavy involvement with the university as compared to first year students that are not an immediate member of a student-based organization that meets and rehearses daily. This study examined the retention rate of a university band, its unfortunate decline in retention by classification, and, and what programs, if any, could assist in positive results. As with other college marching bands, members of this organization may have chosen to join for reasons such as program popularity, reputation, and overall success of the marching band. Even with this ensemble's success, significant decline in membership between the first and second years of membership is a concern.⁹²

⁹² Timothy Heath, *Factors that Influence Second Year Participation in a University Marching Band*

In Daniel Shepherd and Nicola Sigg's article, *Music Preference, Social Identity, and Self Esteem*, they propose that Social Identity Theory posits that membership to social groups serves to enhance and maintain self-esteem.⁹³ Music plays an important role in the lives of young people, actively influencing their social identity. Consequently, a connection between musical preference and self-esteem is speculated, though it has not yet been conclusively demonstrated in the literature. This study has revealed that caution must be exercised when utilizing self-esteem measurements. However, when used properly, these measures can reveal a significant correlation between musical preference and self-esteem. In addition, they can function as effective instruments for testing theories regarding social processes.

Social capital theory contends that social relationships are resources that can lead to the development and accumulation of human capital.⁹⁴ Anita Prest stated in her article *Social Capital as a Framework in Music Education Research* that social capital is a framework that can provide the vocabulary and create a space for music education researchers and others to discuss the personal and collective benefits derived from specific kinds of relationships. The concept of social capital establishes a framework that not only provides a common language but also facilitates meaningful conversations among researchers and other stakeholders in the field of music education. It facilitates the investigation and comprehension of the individual and collective benefits that result from various types of relationships. Building relationships can influence retention and spark other initiatives for students and their success.

Individuals' motivation and behavior are influenced by their inherent psychological

⁹³ Daniel Shepherd, and Nicola Sigg. "Music Preference, Social Identity, and Self-Esteem." *Music Perception* 32, no. 5 (2015): 507-514.

⁹⁴ Dubos, Rene. *Social capital: Theory and research*. Routledge, 2017.

requirements for autonomy, competence, and relatedness, according to the self-determination theory.⁹⁵ Musicians are driven by a complex web of internal and external forces that work together to fuel and guide their actions.⁹⁶ Getting the skills you need to be a good performer takes a lot of time, effort, and commitment. It's a long-term goal that requires constant drive. By mixing internal and external factors, the reasons why people make songs become more complicated. The goal of Peter MacIntyre, Ben Schnare, and Jessica Ross' study, from the article *Self-Determination Theory and Motivation for Music* was to find out what motivates artists by looking at how different motivating factors interact with each other. Their results show that extrinsic drive has a much smaller effect on keeping the motivational system going.

In the article *Hazing in the College Marching Band* by Jason M. Silveira and Michael W. Hudson, their research was designed to investigate harassment in college marching bands. The researchers were specifically interested in marching band students' experiences with hazing, to whom they were reported, their attitudes toward hazing, and their level of understanding of the institution's hazing policies and regulations. An online questionnaire was distributed to college marching members attending National Collegiate Athletic Association Division I institutions. Over 1,200 participants included college undergraduates, sophomores, juniors, seniors, and graduate students from 30 different states. Nearly all respondents reported witnessing harassment in their marching unit. The most common form of hazing consisted of verbal humiliation or degradation in public, which was rarely reported. The reluctance to report hazing was primarily due to fear of social retaliation or the belief that the hazing behaviors were

⁹⁵Faheem Gilal, Gul, Jian Zhang, Justin Paul, and Naeem Gul Gilal. "The Role of Self-Determination Theory in Marketing Science: An integrative Review and Agenda for Research." *European Management Journal* 37, no. 1 (2019): 29

⁹⁶Peter D. MacIntyre, Ben Schnare, and Jessica Ross. "Self-Determination Theory and Motivation for Music." *Psychology of Music* 46, no. 5 (2018): 699-715.

harmless. Many participants viewed hazing negatively and discovered about their institution's hazing policy through a marching band orientation. The study also discusses the contextualization of the results, and possible future paths for a safer experience. Understanding what hazing is and how to prevent it in the band program may have a positive effect on retention.⁹⁷

The article *Perceived Influence of Social Media on High School Band Students' Decision to Participate in a College Marching Band* by Jason P. Cumberledge aimed to investigate the perceived influence of social media on high school band students' decision to join a collegiate marching band. Over 150 of the participants were secondary school band students. As high social media usage rates were reported, the results suggested that social media could influence the decision of high school band students to join a college marching band. Personal communication, such as face-to-face conversations with family and friends and direct email contact from band directors, significantly influenced their decision to join a college marching band, according to the findings. The findings suggest that college-bound candidates respond positively to recruitment strategies that incorporate direct modalities of communication.⁹⁸ Given the rapid evolution of social media technology and the need for investigations to guide and inform the recruitment practices of college marching band programs, suggestions were made for future research. This article is very helpful since social media is a tool for recruitment and retention.

College marching band members are subjected to heavy physical and mental demands, yet little is known about this issue. The goals of this research in *A Field Study on College*

⁹⁷ Silveira, Jason M. and Michael W. Hudson. "Hazing in the College Marching Band." *Journal of Research in Music Education* 63, no. 1 (2015): 5

⁹⁸ Cumberledge, Jason P. "The Perceived Influence of Social Media on High School Band Students' Decision to Participate in a College Marching Band." *Update: Applications of Research in Music Education* 38, no. 3 (2020): 38-47.

Marching Band Players' Workload by Robyn Wells and Xinhui Zhu was to examine the workloads related to marching band performance and to assess how much effort was put on musicians depending on whether they were leaders or not. From the Oregon State University Marching Band (OSUMB), forty performers were chosen. Before and after their performance on game day, they were asked to complete a series of questionnaires. Workload and physical pain was measured and results collected. The results showed that leaders substantially rated their neck and upper back as more uncomfortable than non-leaders and scales showed a similar pattern that leaders reported heavier workloads than non-leaders. These results suggest that college marching band members who are exposed to heavy workloads while maintaining a leadership obligation may experience an increase in responsibility and positive reinforcement physically and in some cases financially from a superior. This article has potential to assist with retention since it breaks down the workload of the students and student leaders.

Through the rivalry between Southern University (SU) and Jackson State University (JSU), research by Claire Milburn in *The Development of Marching Band Traditions at Historically Black Colleges and Universities: The Human Jukebox versus The Sonic Boom of the South* explored the evolution of marching band traditions at historically black colleges and universities (HBCUs). It was discovered that customs created by the bitter rivalry between SU, JSU and other HBCUs led to the upstanding showmanship that some programs are known for today. Interviewees concur that one key element is the drive to outplay and exceed the competition. This research draws comparisons between the brass bands from traditionally competitive HBCUs and "second line" brass bands in New Orleans. The stories showed a mix of luck and deliberate preparation that gave rise to customs like the famous "zero quarter" and "fifth quarter" routines that are now standard at HBCU football games. Directors spoke on how better

video sharing affected these customs. Fans now desire more music, shock value, and perfection. The distinctive traditions created by this competitive atmosphere may teach contemporary music instructors about the significant and nuanced role that competition plays in performance.⁹⁹ Exploring the traditions of music programs and marching bands can improve recruitment and retention by selling those traditions to hopeful incoming freshmen.

Every year, college marching bands confront difficulties recruiting new members.¹⁰⁰ A concern that may arise by an incoming high school graduate band student may decide against joining a college marching band because of the rigor their academic endeavors may impose on their new journey in graduate school.

The goal of the research by Jacob Levy, Christopher Castille and Justina Farley was to find out how often marching artists experience musical performance anxiety (MPA). Marching bands from high schools and colleges, drum and bugle corps, indoor color guards, and percussion groups are all examples of the marching arts. It was investigated that the incidence of somatic and cognitive symptoms of MPA using a sample of 780 elite drum and bugle corps members. By performance section (i.e., brass players, percussionists, and dancers/color guard) and gender, they also looked at variations in the endorsement of symptoms. Compared to earlier studies of teenage and young adult performers, the findings showed a comparatively low incidence of MPA symptoms. Additionally, color guard performers reported somatic MPA symptoms that were much more severe than those experienced by brass players, and female performers reported cognitive MPA symptoms that were significantly more severe than those

⁹⁹ Milburn, Claire. "The Development of Marching Band Traditions at Historically Black Colleges and Universities: The Human Jukebox Versus the Sonic Boom of the South." *Journal of Historical Research in Music Education* 43, no. 2 (2022): 205

experienced by male performers. There is discussion of useful suggestions to aid in MPA prevention. This article can be helpful with retaining student's that may begin to show symptoms of MPA.

Evaluation of Retention Strategies in Higher Education, Incorporating Research Insights to shed Light on this Area.

The article *From Competition to Exhibition: Students' Perceptions of the Transition from High School to College* by Jason Cumberledge and Amy Acklin describes some of the obstacles first-year band students face as they transition from high school to college band. Participation in social activities and organizations that cultivate interpersonal relationships, such as college marching bands, would benefit college students.¹⁰¹ The college marching band is frequently the most important social organization in the lives of student participants. Data from this study can prove helpful by determining what factors brought students to the university and can lead to figuring out how to keep students in the band program.

The objective of Narelle Eather's article *Programmes targeting student retention/success and satisfaction/experience in higher education: A systematic review* was to report the success of interventions or programs delivered in universities specifically targeting improved student outcomes based on published quantitative data.¹⁰² Despite the current increase in higher education enrollment rates, persistent disparities exist among specific demographic groups when it comes to admission, retention, and successful completion.¹⁰³ Understanding the demographic

¹⁰¹ Jason P. Cumberledge 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, 2

¹⁰² Eather, Narelle, Myrto F. Mavilidi, Heather Sharp, and Robert Parkes. *Programmes Targeting Student retention/success and satisfaction/experience in Higher Education: A Systematic Review*. Vol. 44. Abingdon: Routledge, 2022

of students can determine what retention initiatives may work best to keep the students enrolled and retained for degree and program completion.

Many higher education institutions now prioritize the strategic objective of enhancing student retention by addressing factors that contribute to attrition.¹⁰⁴ In the article *Evaluating sociocultural influences affecting participation and understanding of academic support services and programs (SSPs): Impacts on notions of attrition, retention, and success in higher education* by Sara Weuffen, attempted to gain a deeper understanding of the specific requirements of students and the impact of targeted support programs. Her team investigated discourses surrounding attrition and retention during the students' transition into a higher education learning environment. Data from this study can help to mold other retention initiatives and programs to better suit specific students.

Eric Jamelske discusses the popular FYE, First Year Experience in his article, *Measuring the Impact of a University First Year Experience Program on Student GPA and Retention*. With the aim of fostering a sense of integration within the university community, the program is structured to incorporate supplementary curricular and extracurricular elements in to core courses.¹⁰⁵ Understanding one of the most successful programs catering to retention in higher education can help steer the institution to creating initiatives that will better serve and cater its student demographic.

¹⁰³ Eather, Narelle, Myrto F. Mavilidi, Heather Sharp, and Robert Parkes. *Programmes Targeting Student retention/success and satisfaction/experience in Higher Education: A Systematic Review*. Vol. 44. Abingdon: Routledge, 2022.

¹⁰⁴ Weuffen, Sara, Nina Fotinatos, and Tulsa Andrews. "Evaluating Sociocultural Influences Affecting Participation and Understanding of Academic Support Services and Programs (SSPs): Impacts on Notions of Attrition, Retention, and Success in Higher Education." *Journal of College Student Retention : Research, Theory & Practice* 23, no. 1 (2021): 118

¹⁰⁵ Jamelske, Eric. "Measuring the Impact of a University First-Year Experience Program on Student GPA and Retention." *Higher Education* 57, no. 3 (2009): 373-391.

Chapter 3

Introduction

The preceding chapter initiated the inquiry with a comprehensive review of previous research, establishing the foundational basis for this study. Existing research prompted a shift in approach, leading to the examination of the perspectives of both current and former participants in HBCU band programs. Through the active engagement of these pivotal stakeholders, the objective is to gain a comprehensive understanding of the multifaceted mechanisms that govern the impact of the development of the student and influence recruitment and retention within this unique academic environment.

In crafting the design for this research, a quantitative questionnaire will be used to collect data. A distinctive aspect of this study lies in its simultaneous examination of historical data alongside the acquisition of contemporary insights, effectively addressing the core premise of this research. The primary research instrument, a questionnaire, will be developed to facilitate a systematic exploration of recruitment and retention dynamics within university band programs. This questionnaire places particular emphasis on the strategies, philosophies, and administrative frameworks employed by band directors to impact aptitude, social stability, and enhance recruitment and retention among band students.

The survey instrument incorporated a diverse range of response formats, encompassing binary (yes/no), multiple-choice, and ranking responses, thereby enabling a comprehensive assessment of the intricate web of strategies and philosophies employed by band directors. The data collection process was executed utilizing Google Forms through a secure link, ensuring rigorous data validation while safeguarding the anonymity of participants. This dataset subsequently served as a potent tool for discerning trends in strategies, philosophies, and the

pivotal role played by band directors in achieving heightened levels of success in both the recruitment and retention of participants within university band programs.

This study aims to delve into the various techniques employed by band directors and their discernible influence on the retention and engagement rates of university band students and graduates. It is anticipated that our collaborative efforts will not only address the recognized deficiency in the scholarly body of knowledge but also serve as a guiding beacon for educational institutions, leading them toward a more promising future where the achievements of students and the involvement of alumni stand as esteemed indicators of the quality of their music programs.

The determinants that impact the choices of HBCU band students to participate in and persist in their individual band programs are of interest. Questions will range from a 1 to 5 where 1 = Not Satisfied and 5 = Satisfied, Very Ineffective to Very Effective, Not at all to Extremely, and similar answers.

1. How satisfied are you with your overall experience in the HBCU band program?
2. How would you rate the effectiveness of the retention strategies implemented by the HBCU band program?
3. To what extent do you believe your participation in the HBCU band program has contributed to your professional development?
4. How would you rate the influence of the HBCU band program on your academic success?
5. Have you faced any academic challenges while participating in the HBCU band program?
6. How aware are you of the retention initiatives implemented by the HBCU band program during your active participation?
7. To what extent did the retention initiatives contribute to your decision to remain in the HBCU band program?

8. Rate your satisfaction with the overall effectiveness of the retention initiatives in the HBCU band program.
9. Are you currently employed in a field related to your HBCU band experience?
10. To what extent do you believe your participation in the HBCU band program has contributed to your professional development?
11. To what extent do you believe the HBCU band program's career development initiatives (e.g., mentorship programs, networking events) have positively impacted your professional journey?
12. Did rehearsals with any performing ensemble positively influence your personal structure as a student?
13. Have you applied skills learned in the HBCU band program to your professional life?
14. How effective do you perceive mentoring programs within the HBCU band program?
15. How would you rate the impact of scholarship opportunities on your decision to stay in the HBCU band program?
16. Did participation in leadership development programs within the HBCU band program positively influence your commitment and engagement?
17. How frequently do you engage with the HBCU band program as an alumni?
18. To what extent has the HBCU band program's alumni engagement initiatives (e.g., newsletters, reunions) influenced your ongoing connection with the program?
19. On a scale of 1 to 5, how satisfied are you with the overall impact of the HBCU band program on your personal and professional life?
20. On a scale of 1 to 5, how satisfied are you with the success of the retention initiatives in the HBCU band program during your active participation?
21. On a scale of 1 to 5, how satisfied are you with the ongoing support and engagement initiatives for alumni provided by the HBCU band program?

This inquiry pertains to the impact of external influences, including competition from other music programs and job prospects, on the recruiting and retention issues encountered by HBCU

band programs. In the digital age, the impact of technology and online engagement on the recruiting and retention endeavors HBCU band programs is a subject of inquiry. Specifically, this inquiry seeks to understand the effect exerted by technology and online engagement on the programs, with a particular focus on recruitment and retention efforts.

This inquiry seeks to also explore the enduring professional results and progressions of graduates who have participated in HBCU band programs. Additionally, it aims to examine the ways in which these experiences influence the perspectives of current and potential students.

The study questions presented are specifically designed to address the distinctive circumstances of (HBCU band programs, considering the viewpoints of both present students and former graduates. These findings may serve as an instrument aimed at investigating the unique dynamics of retention and recruiting within this particular group.

The survey questions also have the potential to enhance understanding of each premise, facilitating a deeper recognition of the systematic strategies used in recruiting and retaining instrumentalists within HBCU band programs. The data obtained from the prior studies discussed in Chapter Two, together with the newly discovered discoveries, can be used to investigate the research questions and hypotheses. The central inquiry of this study is to the core recruiting techniques used by HBCU band programs in order to attract and enroll graduating high school instrumentalists. The main proposition posits that HBCU marching bands employ essential recruitment strategies to attract graduating high school instrumentalists, which encompass regular communication, fostering student loyalty to a particular program, and fulfilling students' anticipated expectations of the ensemble experience. The secondary research topic pertains to the social, intellectual, and musical structures that serve as the basis for the sustained participation of university instrumentalists in HBCU band programs. The secondary

hypothesis posits that the enduring student participation in university D1 marching bands is influenced by social, philosophical, and musical frameworks, which are integral to the existing ensemble culture.

Division 1 sports is the highest tier of intercollegiate athletic rivalry in the United States, supervised by the National Collegiate Athletic Association (NCAA).¹⁰⁶ Institutions of higher education that engage in Division 1 athletics often possess substantial athletic programs supported by ample resources specifically allocated for sports. Division 1 universities provide scholarships to student-athletes and participate in a variety of sports, such as football, basketball, baseball, soccer, and more, at a highly competitive level.¹⁰⁷ The level of competition in Division 1 is quite intense, with competitors consistently ranking among the top performers in their respective sport.

Additionally, it suggests that student expectations are consistently acknowledged and catered to even beyond their first year of joining as freshmen. This study presents an analysis of the factors that first drive and afterwards sustain the participation of prospective university band students in HBCU bands, drawing on both existing research data and newly acquired data. The collection of data might potentially assist university band directors in gaining a comprehensive understanding of the difficulties that freshmen have when they transition from secondary education to a collegiate band program. This understanding can be beneficial in guiding the decision-making process and providing support during the first year of their involvement. Gaining a deeper comprehension of more effective procedures in student recruitment and

¹⁰⁶ Taylor, Travis K., Rik Chakraborti, and Niall Mahaney. "Do Higher Levels of Athletic Competition Benefit Small and Medium-Sized Colleges? Investigating the Causal Effect of Reclassification from NCAA Division 2 to Division 1 on Applications, Basketball Revenues, and Athletic Department Expenses." *Innovative Higher Education* 49, no. 2 (2024): 350

¹⁰⁷ *Ibid.*, 350

retention has the potential to inspire directors and other higher education stakeholders to enhance their understanding of students' requirements and develop strategies to meet those demands.

Participants

The study group is focused on current and past members of HBCU bands, using a questionnaire as the primary research instrument, 103 participants (N=103) volunteered to complete the survey. In order to be eligible, individuals must hold membership in a program or have prior experience participating in an HBCU band program. To recruit members, social media was used to gather interested current and former members of an HBCU band program. Additionally, band pages on popular social media platforms such as Facebook were utilized as channels for outreach. Colleges and universities are already using interactive technology, often referred to as social media, to engage and appeal to potential college students.¹⁰⁸ Using social media to assist with gathering participants will help tremendously with acquiring a high number of qualified participants.

¹⁰⁸ Cumberledge, Jason P. "The Perceived Influence of Social Media on High School Band Students' Decision to Participate in a College Marching Band." *Update : Applications of Research in Music Education* 38, no. 3 (2020): 38

Chapter 4: Findings

The purpose of this chapter is to examine the research that was conducted with the intention of exploring the impact of retention tactics on HBCU band students and graduates who participated in the study. The quantitative questionnaire was used to gather the perspectives of over one hundred current and former members of HBCU band programs. The data collected through questionnaires was analyzed to assess participants' comprehension of the implemented retention initiatives, the effectiveness of the band program as a retention strategy, and the overall success of participating in an HBCU band program.

Of the 103 participants, 30% were between the ages of 18-24, 24% between the ages of 25-34, 38% between the ages of 35-44, 5% between the ages of 45-54, and 1% between the age of 55-64. 66% of the participants identified as Male, 33% of the responding participants identified as Female and 1% responded as other. 97% identified as African American, however, that should not be alarming since the study is focuses on current students and alumni of HBCUs. 14% of the participants are currently enrolled freshmen, 5% are sophomores, 2% are Juniors, 8% are seniors, 8% are graduate students, and 59% are alumni of their HBCU.

Obtaining demographic information on a survey that collects data regarding retention measures at HBCU's because analyzing demographic data enables academics to get insights into the variety present within the HBCU band community.¹⁰⁹ These criteria include race, ethnicity, gender, socioeconomic position, and geographic location. Through the examination of demographic data, researchers may detect any discrepancies or lack of representation within the band program and customize retention strategies to address the varied requirements of all

¹⁰⁹ Moore, Alicia, Marie St Rose, and Samer Elchoufani. "HBCU Students' Perspectives about Retention in Online Classes: Instructor Roles." *Journal of the National Society of Allied Health* 18, no. 1 (2021): 23.

students.

Demographic data aids researchers in identifying certain student groups who may have a greater likelihood of dropping out or encountering distinct obstacles throughout the retention process.¹¹⁰ For instance, if certain demographic cohorts exhibit diminished rates of retention, focused interventions can be developed to tackle the distinct requirements and obstacles encountered by those students.

When assessing equity and inclusion, researchers can assess the effectiveness of equity and inclusion initiatives in the HBCU band program by gathering demographic data.¹¹¹ This involves evaluating the extent to which retention strategies successfully reach and aid students from historically disadvantaged or underrepresented backgrounds. Demographic data may identify areas that need change to establish a band community that is more inclusive and equal.¹¹² To measure effectiveness, researchers can use demographic data to assess the efficacy of retention strategies among various demographic groupings. Researchers may evaluate the effectiveness of certain activities for different groups of students by analyzing retention rates and outcomes across various demographic categories. The data can provide valuable insights for making informed decisions and effectively allocating resources to optimize the effectiveness of retention initiatives.

Demographic data is essential for informing policy choices and best practices for retention programs at HBCUs.¹¹³ Administrators and policymakers can enhance student

¹¹⁰ Brooks, Jada E. and Katherine R. Allen. "The Influence of Fictive Kin Relationships and Religiosity on the Academic Persistence of African American College Students Attending an HBCU." *Journal of Family Issues* 37, no. 6 (2016): 814

¹¹¹ *Ibid.*, 814

¹¹² *Ibid.*, 814

¹¹³ Brooks, Jada E. and Katherine R. Allen. "The Influence of Fictive Kin Relationships and Religiosity on

achievement and foster inclusive greatness in the band program by comprehending the demographic composition of the student body and the elements that impact retention. This knowledge enables the development of focused initiatives.

Collecting demographic data on surveys pertaining to retention strategies is crucial for advancing fairness, inclusiveness, and academic achievement within the student population. It enables researchers and stakeholders to recognize discrepancies, customize treatments, and provide a more accommodating and comprehensive environment for all kids.

Figure 4.1

What is your current age?

103 responses

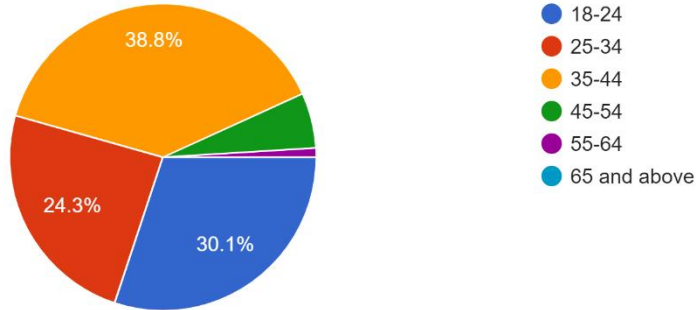


Figure 4.2

What is your gender identity?

103 responses

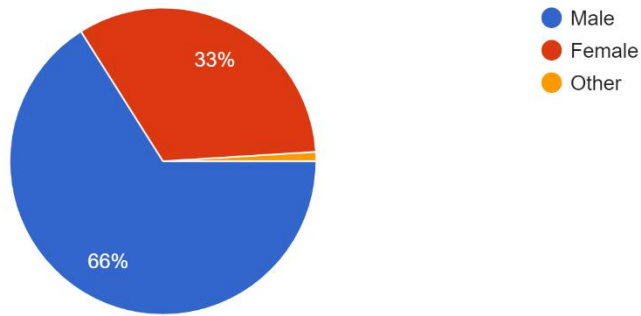


Figure 4.3

What is your ethnicity?

103 responses

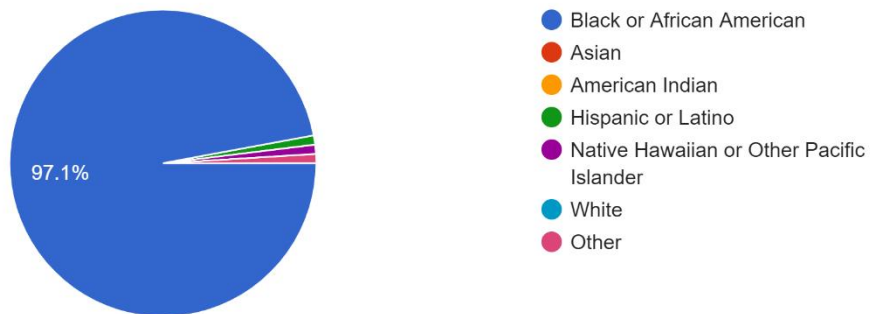


Figure 4.4

What is your current academic standing?

103 responses

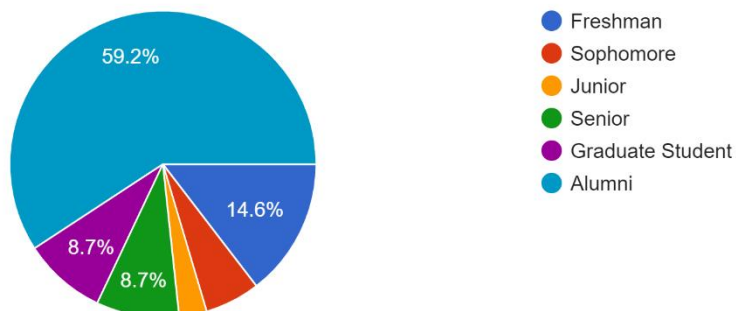


Figure 4.5

How many years (as a performer) have you been involved with the HBCU band program?

103 responses

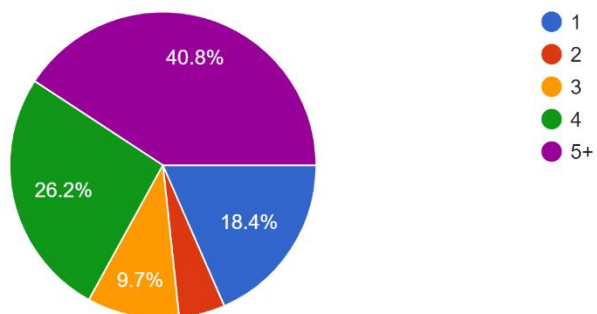


Figure 4.6

On a scale of 1 to 5, how satisfied are you with your overall experience in the HBCU band program?

1 - Not Satisfied and 5 - Very Satisfied

103 responses

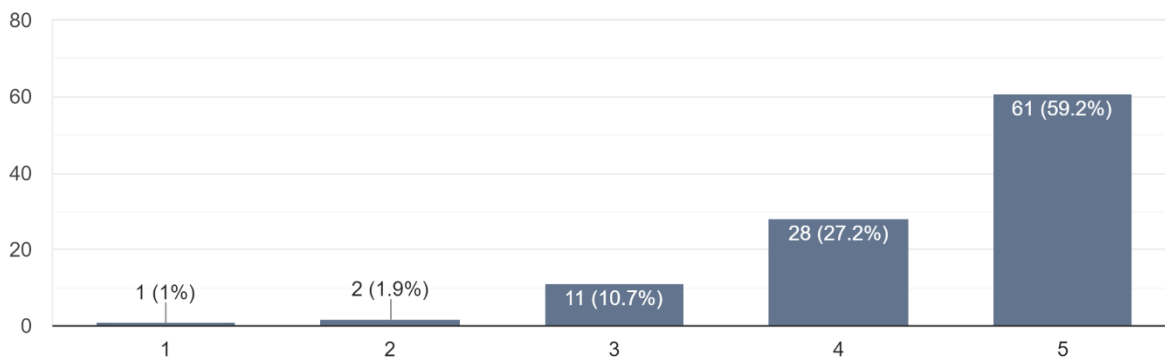


Figure 4.7

How would you rate the effectiveness of the retention strategies implemented by the HBCU band program? (Scale: Very Ineffective to Very Effective)

103 responses

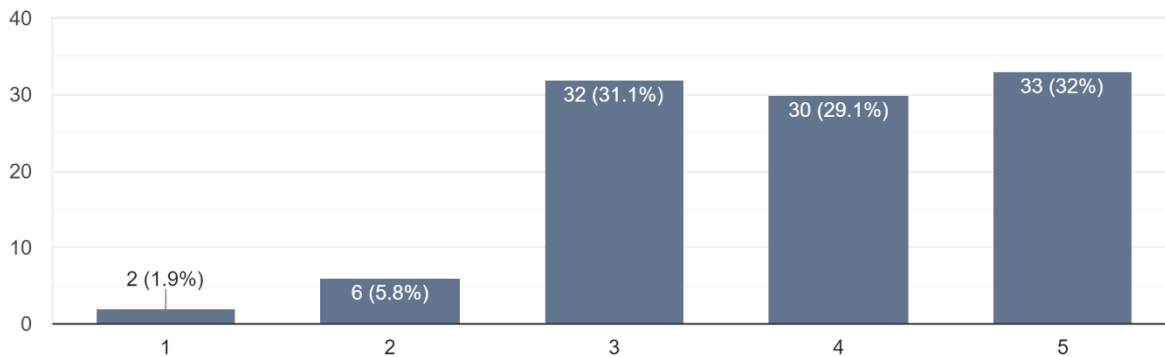


Figure 4.8

What is or was your cumulative GPA on a 4.0 scale?

103 responses

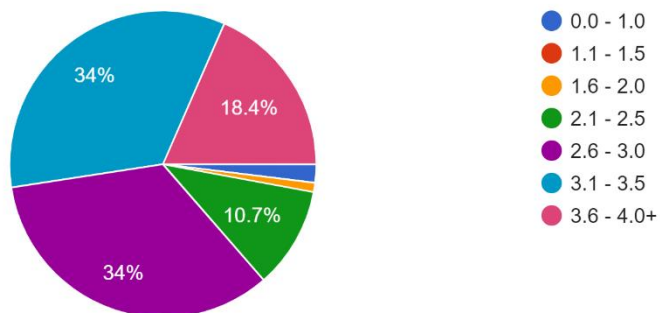


Figure 4.9

To what extent do you believe your participation in the HBCU band program has contributed to your professional development? (Scale: Not at All to Extremely)

103 responses

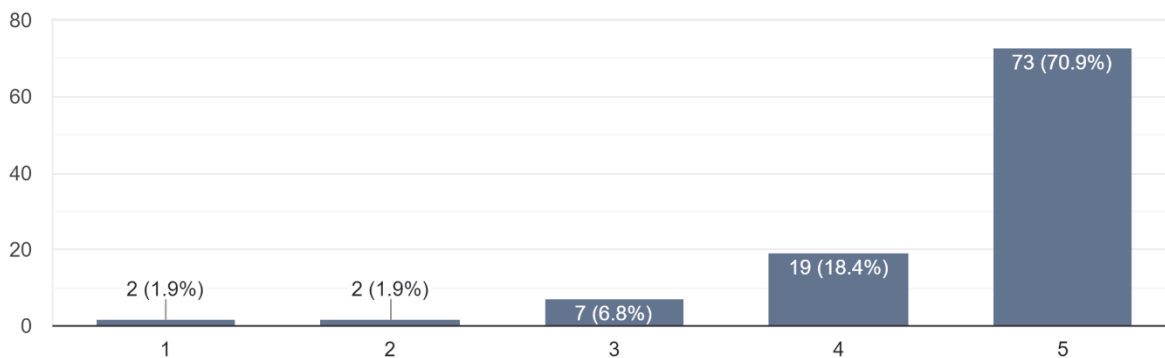


Figure 4.10

How would you rate the influence of the HBCU band program on your academic success? (Scale: No Influence to Strong Influence)

103 responses

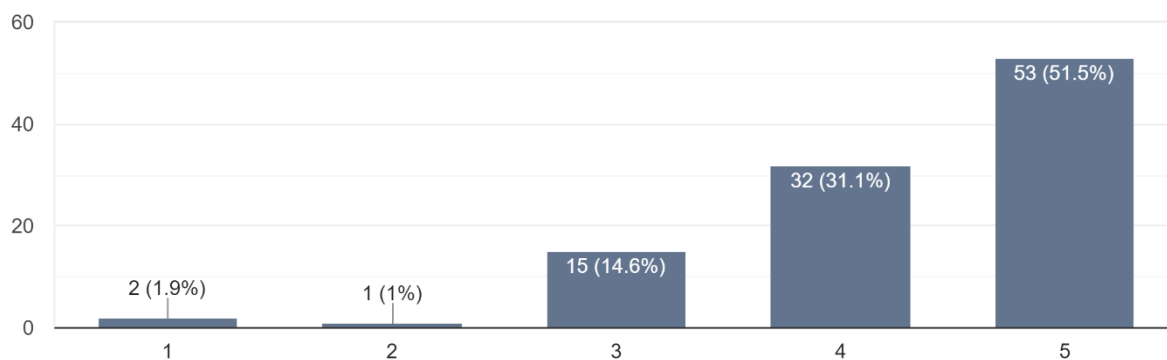


Figure 4.11

Have you faced any academic challenges while participating in the HBCU band program? (Yes/No)

103 responses

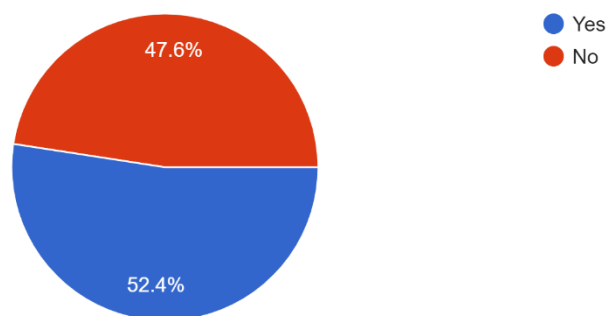


Figure 4.12

How aware are you of the retention initiatives implemented by the HBCU band program during your active participation? (Scale: Not Aware to Extremely Aware)

103 responses

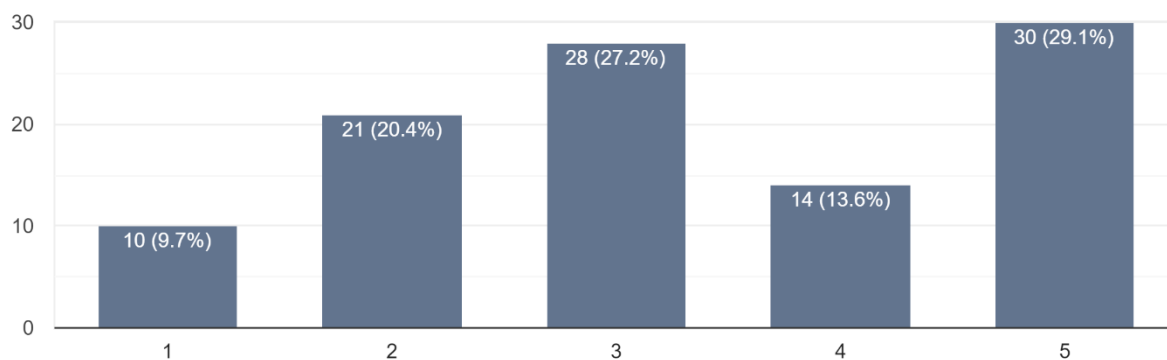


Figure 4.13

To what extent did the retention initiatives contribute to your decision to remain in the HBCU band program? (Scale: Not at All to Extremely)

103 responses

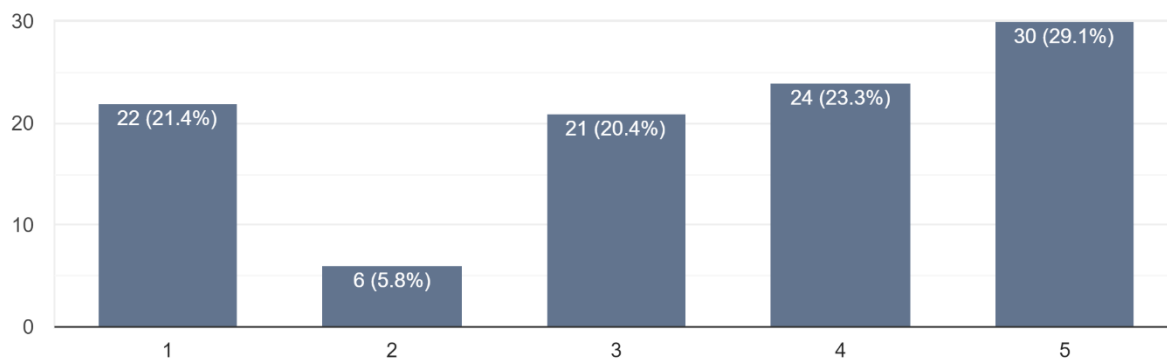


Figure 4.14

Rate your satisfaction with the overall effectiveness of the retention initiatives in the HBCU band program. (Scale: Not Satisfied to Extremely Satisfied)

103 responses

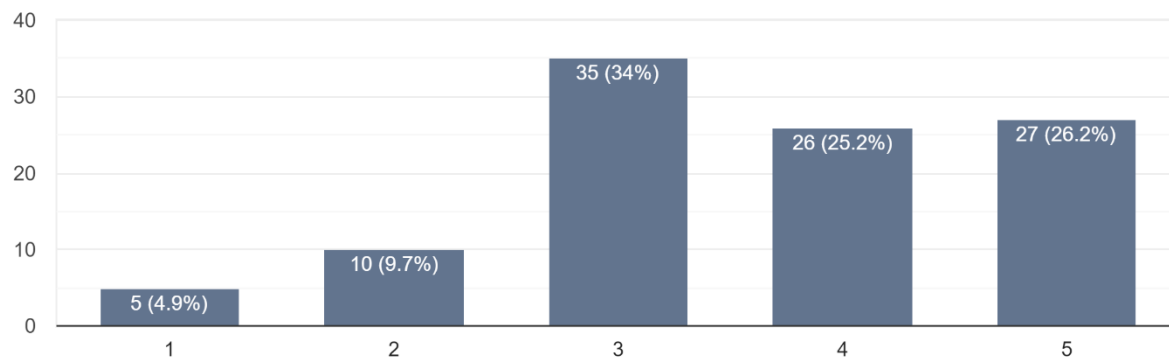


Figure 4.15

Are you currently employed in a field related to your HBCU band experience? (Yes/No)

103 responses

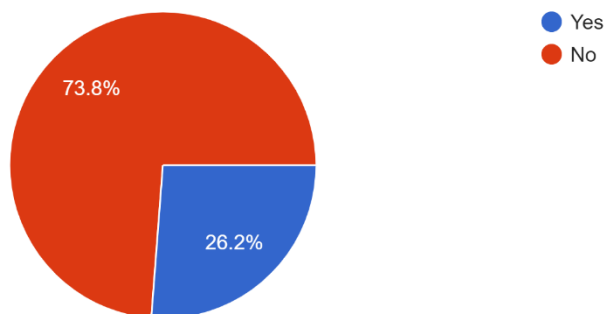


Figure 4.16

To what extent do you believe your participation in the HBCU band program has contributed to your professional development? (Scale: Not at All to Extremely)

103 responses

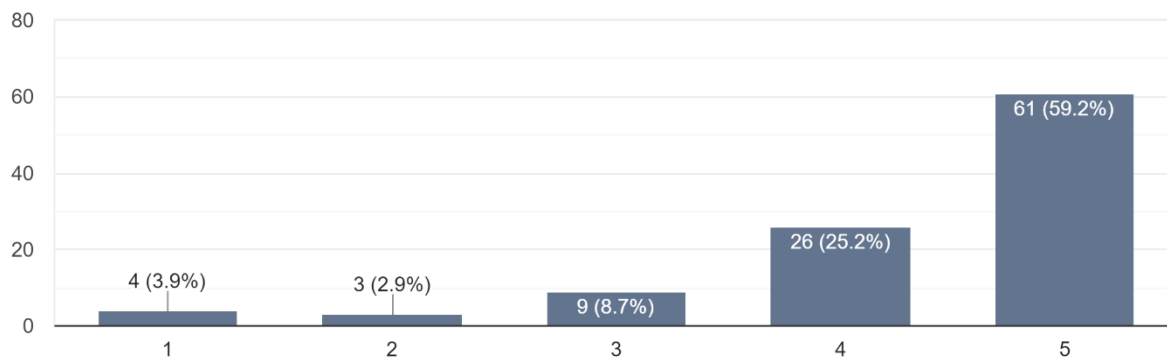


Figure 4.17

Did the rehearsals with the any performing ensemble positively influence your personal structure as a student?

103 responses

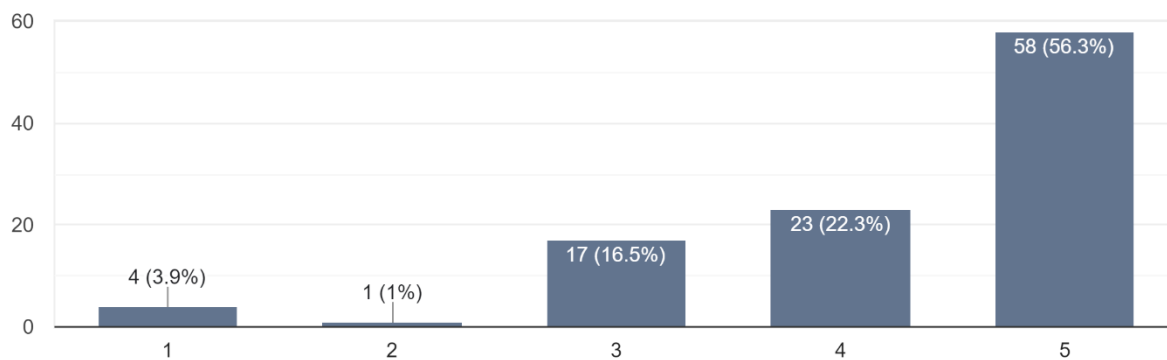


Figure 4.18

Have you applied skills learned in the HBCU band program to your professional life? (Yes/No)
 103 responses

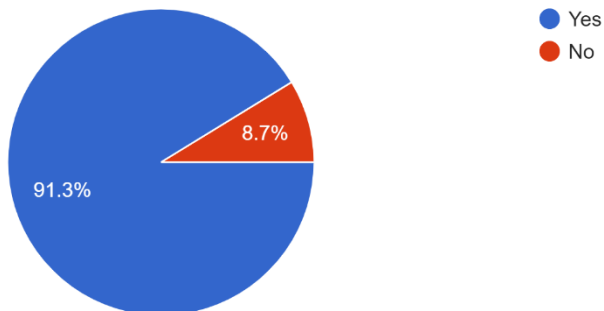


Figure 4.19

How effective do you perceive mentoring programs within the HBCU band program? (Scale: Not Effective to Highly Effective)
 103 responses

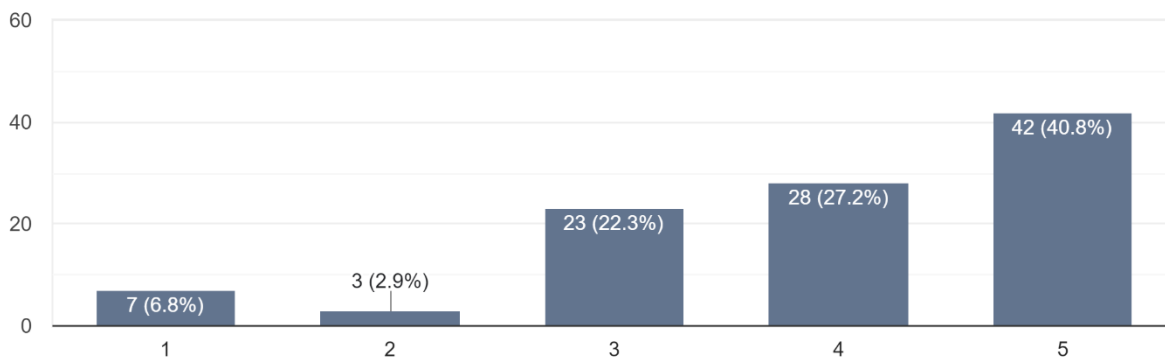


Figure 4.2

Did participation in leadership development programs within the HBCU band program positively influence your commitment and engagement? (Yes/No)

103 responses

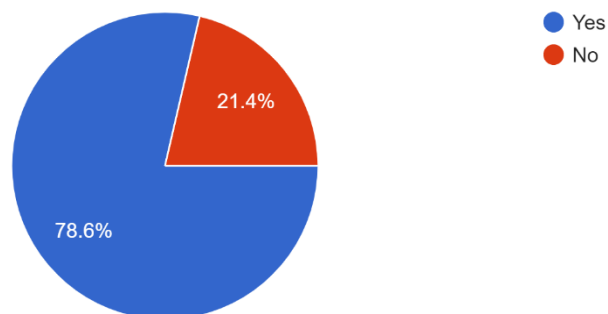


Figure 4.21

How frequently do you engage with the HBCU band program as an alumni? (Scale: Rarely to Frequently)

103 responses

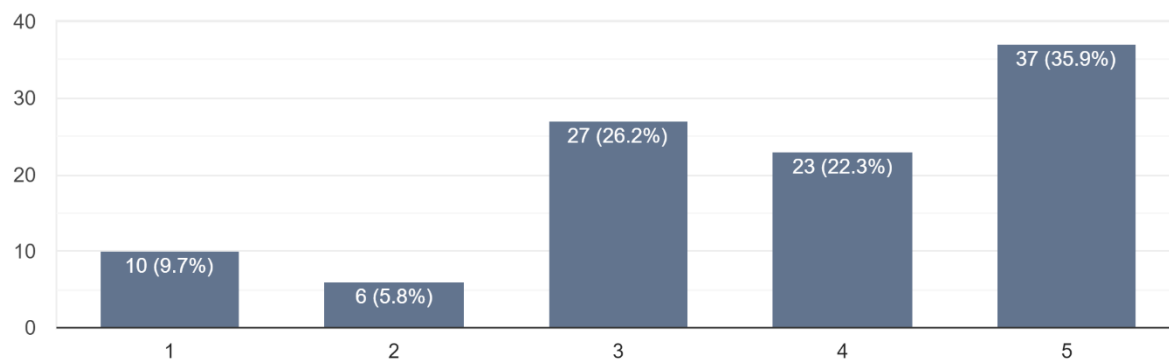


Figure 4.22

To what extent has the HBCU band program's alumni engagement initiatives influenced your ongoing connection with the program? (Scale: No Influence to Significant Influence)

103 responses

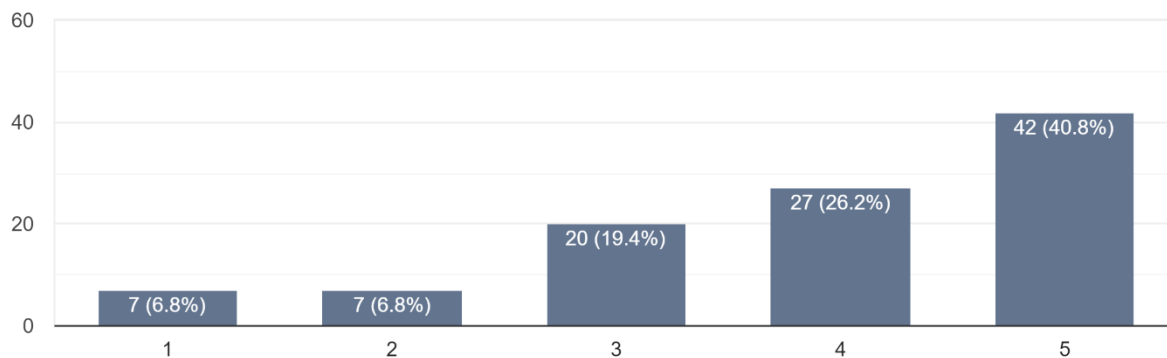


Figure 4.23

On a scale of 1 to 5, how satisfied are you with the overall impact of the HBCU band program on your personal and professional life?

103 responses

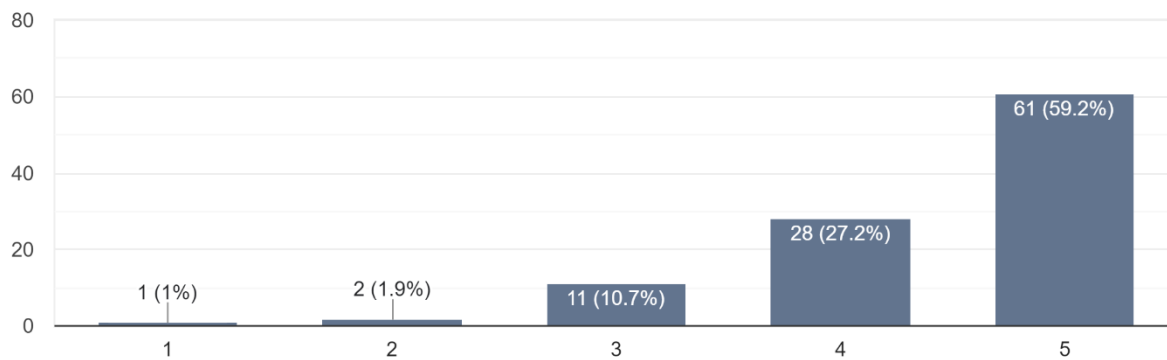


Figure 4.24

On a scale of 1 to 5, how satisfied are you with the success of the retention initiatives in the HBCU band program during your active participation?

103 responses

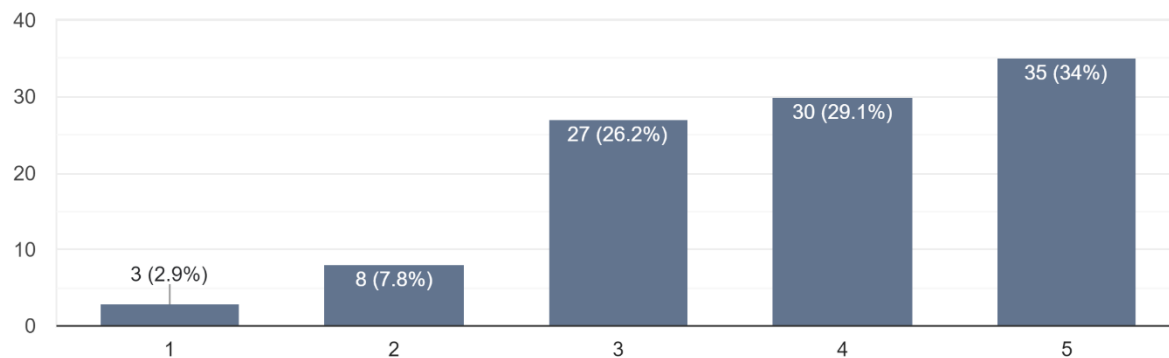
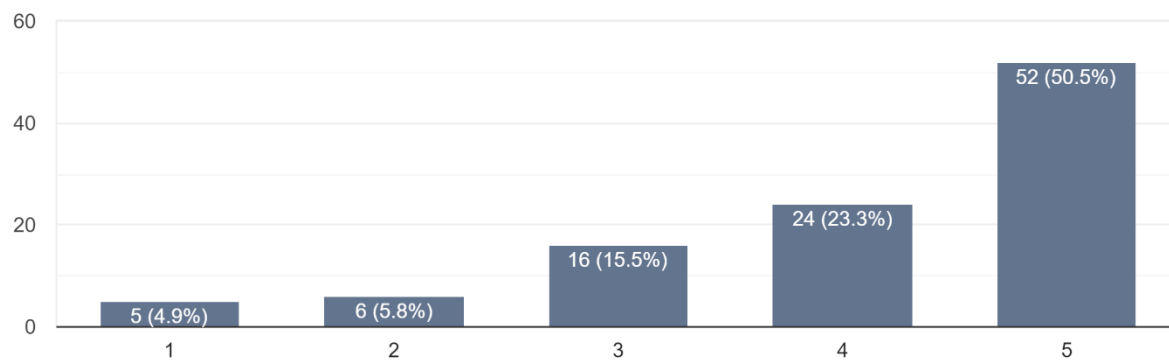


Figure 4.25

On a scale of 1 to 5, how satisfied are you with the ongoing support and engagement initiatives for alumni provided by the HBCU band program?

103 responses



Chapter 5: Discussion

Below is a justification for the legitimacy and significance of each question while gathering data from graduates and current members of HBCU band programs in relation to program retention and overall success:

1. What is your current age?

Age may have an influence on viewpoints and experiences, thereby affecting their validity. Having a clear understanding of the demographics enables the customization of engagement and retention methods to cater to various age groups.

2. What is your gender?

Gender identity has a significant impact on one's experiences and opinions. It ensures the program adequately addresses the requirements of various gender identities and identifies any issues particular to gender.

3. What is your ethnicity?

Ethnicity has the potential to influence experiences and cultural significance. This can ensure that the program promotes and acknowledges cultural diversity while also addressing any challenges particular to other ethnicities.

4. What is your current academic standing (e.g., undergraduate, graduate, alumni)?

Academic status is important for understanding one's present involvement and experiences. It recognizes diverse requirements and viewpoints across various educational levels.

5. How many years have you been involved in the HBCU band program?

The duration of one's participation may be linked to their level of pleasure and likelihood of staying and assists in measuring prolonged involvement and recognizing patterns over a period of time.

6. On a scale of 1 to 5, how satisfied are you with your overall experience in the HBCU band program?

The level of satisfaction directly reflects the success of a program. This can determine domains of proficiency and domains for improvement.

7. How would you rate the effectiveness of the retention strategies implemented by the HBCU band program? (Scale: Very Ineffective to Very Effective)

Assesses the perceived effectiveness of attempts to retain individuals.
and offers evaluation of existing techniques and their effectiveness.

8. What is or was your cumulative GPA on a 4.0 scale?

Academic success and extracurricular activity have a reciprocal relationship, where both may impact and be impacted by the other. This establishes a connection between participation in a musical ensemble and achieving academic achievement.

9. To what extent do you believe your participation in the HBCU band program has contributed to your professional development?

Establishes a connection between extracurricular activities and professional results.
and emphasizes the program's function in equipping students for their future careers.

10. How would you rate the influence of the HBCU band program on your academic success?

Assesses the perceived advantages of academic pursuits and determines the program's influence on educational accomplishments.

11. Have you faced any academic challenges while participating in the HBCU band program?

Inquires specifically about possible adverse effects and assists in identifying and resolving academic assistance need.

12. How aware are you of the retention initiatives implemented by the HBCU band program during your active participation?

Assesses the level of awareness of attempts to retain and ensures that communication techniques are efficient and successful.

13. To what extent did the retention initiatives contribute to your decision to remain in the HBCU band program?

This metric directly assesses the effectiveness of efforts aimed at retaining current and former participants and can offers evaluations on the efficacy of different tactics.

14. Rate your satisfaction with the overall effectiveness of the retention initiatives in the HBCU band program.

Assesses the level of satisfaction over the efforts made to retain individuals.
It can assist with determining areas that need improvement in retention efforts.

15. Are you currently employed in a field related to your HBCU band experience?

Has the ability to establish a correlation between participation in a musical group and its impact on professional achievements Illustrates the practicality of the software in real-life situations.

16. To what extent do you believe your participation in the HBCU band program has contributed to your professional development?

Assesses the perceived advantages in one's working life and emphasizes the program's contribution to career readiness.

17. Did the rehearsals with any performing ensembles positively influence your personal structure as a student?

Establishes a connection between organized activities and individual growth. Has the ability to illustrate the program's contribution to student development and adherence to rules.

18. Have you applied skills learned in the HBCU band program to your professional life?

Assesses the real-world implementation of abilities and demonstrates the program's influence extending beyond the collegiate level.

19. How effective do you perceive mentoring programs within the HBCU band program?

Assesses the effectiveness of mentoring initiatives and determines the positive aspects and areas that need improvement in the practice of mentoring.

20. Did participation in leadership development programs within the HBCU band program positively influence your commitment and engagement? (Yes/No)

Establishes a correlation between leadership programs and involvement while emphasizing the value of leadership roles.

21. How frequently do you engage with the HBCU band program as an alumni? (Scale: Rarely to Frequently)

Assesses the extent of alumni engagement over time and signifies sustained involvement and achievement in the program over an extended period of time.

22. To what extent has the HBCU band program's alumni engagement initiatives influenced your ongoing connection with the program?

Assesses the effectiveness of alumni activities and enhances tactics for engaging with alumni.

23. On a scale of 1 to 5, how satisfied are you with the overall impact of the HBCU band program on your personal and professional life?

Assesses the entire influence on individual growth and advancement in both personal and

professional aspects. Can also offer a comprehensive perspective on the program's achievements.

24. On a scale of 1 to 5, how satisfied are you with the success of the retention initiatives in the HBCU band program during your active participation?

Assesses the level of satisfaction about efforts made to retain individuals and determines successful methods for maintaining customer loyalty.

25. On a scale of 1 to 5, how satisfied are you with the ongoing support and engagement initiatives for alumni provided by the HBCU band program?

Assesses the level of satisfaction about the assistance provided to graduates and ensures continuous involvement and assistance for former students.

Each question is designed to collect data that may assist in analyzing the efficacy, involvement, and influence of the HBCU band program on its members, including both current students and graduates. This data will then be used to inform enhancements and strategic planning for student retention and overall achievement.

Theories for Success

When implementing strategies to retain employees and reduce attrition, it is suggested to examine the application of Social Identity Theory, Social Capital Theory, and Self-Determination Theory. These theories can provide a useful framework for building successful retention programs.

Social Identity Theory

Identities are multifaceted and entail individual, interpersonal, and social processes embedded within social structures.¹¹⁴ According to the social identity theory, an individual's self-concept is significantly shaped by the organizations of which they are a part.¹¹⁵ This theory can

¹¹⁴ Davis, Jenny L., Tony P. Love, and Phoenicia Fares. "Collective Social Identity: Synthesizing Identity Theory and Social Identity Theory using Digital Data." *Social Psychology Quarterly* 82, no. 3 (2019): 254

¹¹⁵ *Ibid.*, 255

lead one to believe that within the collegiate setting, individuals can develop diverse social identities influenced by characteristics such as ethnicity, nationality, academic focus, and personal interests. Gaining comprehension of these identities may aid in formulating retention programs that cultivate a feeling of belonging and inclusiveness. Colleges can enhance student retention rates by establishing a campus atmosphere that fosters a sense of worth and belonging among students within their social circles.

As it relates to the culture of HBCUs, the environment can play a crucial role to the atmosphere of the campus and band program and act as a recruitment tool. The ambiance of the college campus comprises several elements that enhance its attractiveness and may function as an effective recruiting and retention strategy for attracting and keeping students seeking a nurturing, stimulating, and intellectually rewarding college journey. While the campus can play a role in the students' social identity, the members of the organization or group in which the individual is involved can play a heavy role in their physical, mental, and social identity.

Social Capital Theory

Social Capital Theory posits that social connections are valuable assets that may contribute to the growth and advancement of human capital.¹¹⁶ It can assist with creating a beneficial framework for developing strategies to retain students by highlighting the significance of social networks and connections in attaining objectives. When seeking an education, particularly a college degree, students must not only submit applications and enroll in college, but also continue their studies each year until they graduate. Consequently, studies conducted on the variables that influence student retention in higher education offer helpful data. The

¹¹⁶ Chang, Chun-Ming and Meng-Hsiang Hsu. "Understanding the Determinants of Users' Subjective Well-being in Social Networking Sites: An Integration of Social Capital Theory and Social Presence Theory." *Behaviour & Information Technology* 35, no. 9 (2016): 720

importance of first-year perseverance cannot be overstated, since less than half of all higher education participants successfully get a certificate within five years.¹¹⁷

Social Capital Theory can influence initiatives that are developed for motivational purposes. It has the capability to significantly enhance initiatives by understanding how social connections and relationships contribute to individuals' access to resources, support, and opportunities. By using this theory, institutions can create retention strategies that encourage peer assistance, mentoring, networking, and community involvement, therefore improving students' feeling of belonging, academic achievement, and overall retention rates.

As it relates to HBCU band programs, students can find themselves amidst a diverse array of individuals from various academic disciplines, united by their shared passion for music as active members of their respected musical ensemble. Within these ensembles, leadership roles abound, necessitating members to engage in ongoing communication and collaborative musical expression, fostering not just musical harmony but also emotional connections and physical coordination.

As the size of the ensemble grows, so do the opportunities for social interaction. These interactions pave the way for peer networking and mentoring, enabling students to forge valuable connections and support systems within their musical community. Through this shared camaraderie and mutual pursuit of musical excellence, students experience a synergy that enhances their individual and collective growth, thus propelling forward the advancement of their human capital. Social capital theory can emphasize the significance of community engagement in building social capital, cultivating trust and collaboration, and advancing

¹¹⁷ Wells, Ryan. "Social and Cultural Capital, Race and Ethnicity, and College Student Retention." *Journal of College Student Retention : Research, Theory & Practice* 10, no. 2 (2008): 103-128.

collective welfare. Through active engagement in communal activities, people bolster the robustness and endurance of their communities, eventually augmenting the overall well-being of all constituents. This all starts with active social engagement of the performing ensemble.

Self-Determination Theory

The core of Self-Determination Theory is the conviction that human beings possess three inherent needs: competence, autonomy, and relatedness.¹¹⁸ Once these requirements are fulfilled, they can result in heightened levels of motivation and overall well-being. Competence, in essence, is parallel to self-efficacy and pertains to the assurance one has in their capability to effectively carry out a certain action.¹¹⁹ There is a positive correlation between a person's belief in their ability to do an action and their motivation to engage in that conduct.¹²⁰ Furthermore, autonomy pertains to the sense of volition that is experienced alongside a certain activity.¹²¹ Individuals who exhibit self-determined or autonomous conduct are more likely to possess higher levels of motivation. Relatedness refers to the emotional sense of belonging and connection that one experiences with others. When people see that their actions are endorsed, appreciated, exemplified, and anticipated by others, their motivation is heightened.¹²²

Self-determination theory provides a convincing framework for comprehending the motivational dynamics that drive individuals to participate in a band program, especially an

¹¹⁸ Fletcher, Jennifer. "Applying Self-Determination Theory to College Students' Physical-Activity Behavior: Understanding the Motivators for Physical (in)Activity." *Communication Studies* 67, no. 5 (2016): 489

¹¹⁹ Fletcher, Jennifer. "Applying Self-Determination Theory to College Students' Physical-Activity Behavior: Understanding the Motivators for Physical (in)Activity." *Communication Studies* 67, no. 5 (2016): 489

¹²⁰ *Ibid.*, 489

¹²¹ *Ibid.*, 489

¹²² Fletcher, Jennifer. "Applying Self-Determination Theory to College Students' Physical-Activity Behavior: Understanding the Motivators for Physical (in)Activity." *Communication Studies* 67, no. 5 (2016): 489

HBCU band program. Self-determination theory or SDT is very compatible with the experiences of students engaged in these programs, as it can highlight the significance of internal motivation, independence, proficiency, and social connections in promoting psychological well-being and an optimum performance. A great example of SDT and its positive effects would be participation in an institution's marching band.

Engaging in a marching band program often entails fun and personally significant tasks, such as playing music, perfecting intricate drill forms, and demonstrating creative expression via dance and song. SDT emphasizes the importance of intrinsic motivation, which refers to the internal desire to participate in activities for their own enjoyment, in maintaining long-term commitment and contentment. Students who engage in marching band due to their true enjoyment of the music-making process and the camaraderie among band members are more likely to report increased contentment and perseverance in their participation.

SDT can highlight the significance of autonomy, which refers to the feeling of having control and the ability to make choices, in motivating and engaging individuals. Within a marching band program, students often have the chance to express independence in several elements of their involvement. This includes choosing their instrument, contributing to musical arrangements, and working together with peers to generate innovative interpretations of material. Enabling students to exercise autonomy and assume responsibility for their musical experiences may amplify their feeling of personal control and commitment to the program.

Sociometer Theory

Sociometer theory, formulated by Mark Leary, is a psychological theory that posits self-esteem as a metric (or sociometer) for assessing the caliber of our social connections.¹²³ It

¹²³ Leary, Mark R. 2005. "Sociometer Theory and the Pursuit of Relational Value: Getting to the Root of Self-Esteem." *European Review of Social Psychology* 16 (1): 75–110

implies that self-esteem is an internal psychological metric that rates the extent to which individuals believe they are accepted and appreciated by others.¹²⁴ Based on sociometer theory, individuals' self-esteem increases when they feel accepted and included, and it decreases when they perceive rejection or exclusion.¹²⁵ This mechanism enables individuals to observe and react to their social status and interpersonal connections. From an evolutionary standpoint, it has been proposed that humans have developed a strong sensitivity towards social acceptance due to its vital role in survival throughout history.¹²⁶ Experiencing ostracism or exclusion from the group would have presented considerable threats to survival.

Self-esteem is considered a sociometer, which is a psychological indicator that measures how much individuals perceive themselves to be valued and accepted by others.¹²⁷ When the sociometer shows high self-esteem, it means that individuals view themselves as being highly regarded. On the other hand, low self-esteem indicates that individuals perceive social rejection or devaluation. The sociometer theory also suggests that variations in self-esteem lead to actions that are intended to enhance or preserve social approval.¹²⁸

When an individual has low self-esteem, they may engage in behaviors such as seeking

¹²⁴ Leary, Mark R., Alison L. Haupt, Kristine S. Strausser, and Jason T. Chokel. "Calibrating the Sociometer: The Relationship between Interpersonal Appraisals and State Self-Esteem." *Journal of Personality and Social Psychology* 74, no. 5 (1998): 1290

¹²⁵ *Ibid.*, 1290

¹²⁶ Sturman, Edward D. "An Evolutionary Perspective on Winning, Losing, and Acceptance: The Development of the Defeat, Victory, and Acceptance Scale (DVAS)." *Personality and Individual Differences* 146, (2019): 10

¹²⁷ Anthony, Danu B., Joanne V. Wood, and John G. Holmes. "Testing Sociometer Theory: Self-Esteem and the Importance of Acceptance for Social Decision-Making." *Journal of Experimental Social Psychology* 43, no. 3 (2007): 425-432.

¹²⁸ Anthony, Danu B., Joanne V. Wood, and John G. Holmes. "Testing Sociometer Theory: Self-Esteem and the Importance of Acceptance for Social Decision-Making." *Journal of Experimental Social Psychology* 43, no. 3 (2007): 427

reassurance, repairing relationships, or conforming to group norms in order to regain social approval. Fluctuations in self-esteem elicit emotional reactions that drive individuals to engage in behavior.¹²⁹ Positive social interactions and acceptance draw emotions of enjoyment and happiness, while rejection or criticism can conjure feelings of shame, anxiety, or depression. Although sociometer theory has a wide application, it also recognizes that individuals vary in their sensitivity to social acceptance and rejection.¹³⁰ Certain individuals may possess a heightened sociometer, resulting in more pronounced reactions to social feedback, whereas others may possess a less heightened sociometer.

The sociometer theory points out the natural human desire for relationships and the function of self-esteem as an adaptive tool that assists individuals in navigating their social surroundings. People join organizations to feel like they belong, to learn and comprehend more by social comparison, to build a sense of self and social identity, and to achieve objectives they may not be able to attain if they worked alone. The sociometer, therefore, can assist individuals in securing their position within groups by monitoring social acceptance and encouraging behaviors that strengthen social bonds. This is crucial for both psychological well-being and survival.

People together in any form of group environment can create a live and expanding organism. Some individuals behave very differently in a group environment to the way they act with others in a personal setting. All sorts of things can happen when people collaborate in a group: allegiances are formed, cliques develop inside the larger group, there are problems with

¹²⁹Ibid., 428

¹³⁰ Leary, Mark R. 2005. "Sociometer Theory and the Pursuit of Relational Value: Getting to the Root of Self-Esteem." *European Review of Social Psychology* 16 (1): 75–110

control and dominance, and occasionally "scapegoating of an individual(s)" occurs; this is known as the group process or group dynamic and is sometimes disregarded in business environments for the apparently "chalice" of the task.

Attachment Theory

Attachment theory defines attachment as an emotional link formed in interactional events between a newborn and one or a few important adult caregivers, often the mother, during the first year of life.¹³¹ An emotional link should lead to a sense of trust or security similar to what a baby grows in inside him or herself.¹³² A child's desiring close contact to the attachment figure when they feel tense or worried reflects a safe connection. This can add to the need or want an individual has to be a part of something. Not only a need to be around people, but a need to or almost, taken care of. Attachment can be interrupted as an emotional bond between two people. The strength or type of attachment can be dependent on the circumstance of the emotional, physical, or mental capacity of the individuals.

An individual that joins an organization can have some positive and negative changes that can affect their personal behaviors in and outside of the group. An individual who is behaving in the organization's best interests may, of course, not be behaving in society's best interests.¹³³ Every group no matter the type is not created equal. In some cases, individuals may develop a strong feeling of focused determination, collaboration, and moral principles, among other qualities, which undoubtedly transfer to their professional endeavors.

¹³¹ Keller, Heidi. "Universality Claim of Attachment Theory: Children's Socioemotional Development Across Cultures." *Proceedings of the National Academy of Sciences - PNAS* 115, no. 45 (2018): 11415

¹³²Ibid., 11415

¹³³ Tomer, John E. "Organizational Capital and Joining-Up: Linking the Individual to the Organization and to Society." *Human Relations (New York)* 51, no. 6 (1998): 825

Motivation Theories

Motivation is a psychological state that is characterized by a sense of vitality and enthusiasm, which compels an individual to act in a specific manner in order to accomplish their objectives. Motivation is a driving force that encourages individuals to work with a high degree of dedication and concentration, regardless of the obstacles they face. A specific type of human behavior is the result of motivation. In summary, motivation is the momentum for human behavior.

The Relationship Between Motivation Theories and Organizational Membership

To understand how individuals decide to join a company, organization, program, or remain committed to it, and perform at their best, it is essential to understand the correlation between other motivation theories and organizational membership. These dynamics are explained by a variety of motivation theories, each of which emphasizes distinct aspects of human requirements and desires. The theories can be beneficial when it comes to recruitment, motivation, and retaining members.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs provides a fundamental framework for comprehending employee motivation. Human needs are arranged in a hierarchy, beginning with physiological requirements and progressing through safety, social, esteem, and self-actualization needs, as per Maslow.¹³⁴ It is imperative for an organization to resolve these requirements in order to attract potential participants. Providing competitive remuneration and benefits addresses physiological requirements, while assuring active membership. Social needs can be met by a positive workplace culture that encourages collaboration, while esteem needs are satisfied by

¹³⁴ Gambrel, Patrick A. and Rebecca Cianci. "Maslow's Hierarchy of Needs: Does it Apply in A Collectivist Culture." *Journal of Applied Management and Entrepreneurship* 8, no. 2 (04, 2003): 143-61

opportunities for professional development and recognition.¹³⁵ Also, positions that foster creativity and problem-solving assist members in achieving self-actualization, thereby increasing the organization's appeal to those who aspire to reach their full potential.

Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory distinguishes between motivators and sanitation factors. In order to prevent employee (membership) dissatisfaction, hygiene factors, working conditions, must be satisfactory, although they do not inherently serve as motivators.¹³⁶ Conversely, genuine motivation demands motivators such as recognition, responsibility, opportunity for development, and accomplishment.¹³⁷ Organizations that flourish in the provision of both compelling motivators and adequate hygiene factors are more likely to attract and retain employees who are not only contented but also motivated to achieve excellence.

McClelland's Theory of Needs

The three primary motivators that McClelland's Theory of Needs emphasizes are the need for achievement, the need for affiliation, and the need for authority.¹³⁸ Organizations that provide challenging tasks and opportunities for success are more likely to attract individuals with a strong desire for achievement. Individuals who are driven by power pursue organizations that offer leadership positions and opportunities to influence others, while those who prioritize

¹³⁵ Gambrel, Patrick A. and Rebecca Cianci. "Maslow's Hierarchy of Needs: Does it Apply in A Collectivist Culture." *Journal of Applied Management and Entrepreneurship* 8, no. 2 (04, 2003): 144

¹³⁶ Alshmemri, Mohammed, Lina Shahwan-Akl, and Phillip Maude. "Herzberg's two-factor theory." *Life Science Journal* 14, no. 5 (2017): 14

¹³⁷ *Ibid.*, 14

¹³⁸ Royle, M. Todd, and Angela T. Hall. "The relationship between McClelland's theory of needs, feeling individually accountable, and informal accountability for others." *International Journal of management and marketing research* 5, no. 1 (2012): 27

collaboration and social connections are attracted to workplaces that prioritize affiliation.¹³⁹

Organizations can customize their roles and culture to appeal to a diverse workforce by acknowledging these diverse requirements.

Vroom's Expectancy Theory

Vroom's Expectancy Theory posits that motivation is influenced by the expectancy that effort will result in performance, the instrumentality of performance leading to rewards, and the valence or value of those rewards.¹⁴⁰ Effective training and support are essential for organizations to establish a clear connection between effort and performance in order to attract individuals. Additionally, the provision of distinct pathways for career advancement and performance-based incentives guarantees that employees perceive the correlation between their efforts and tangible rewards. It is possible for organizations to provide incentives that are in accordance with the individual aspirations of potential members by comprehending the rewards they most highly value.

Organizations may execute numerous strategies that are predicated on these motivation theories. Recruitment strategies should emphasize characteristics that satisfy the motivational requirements of prospective employees. It is imperative to establish an environment that considers both sanitation factors and motivators. Providing active members with distinct occupational paths and development opportunities can satisfy their aspirations for advancement and personal development. By resolving the need for autonomy, the provision of flexible work arrangements enhances job satisfaction. Furthermore, a variety of motivational drivers are

¹³⁹ Royle, M. Todd, and Angela T. Hall. "The relationship between McClelland's theory of needs, feeling individually accountable, and informal accountability for others." *International Journal of management and marketing research* 5, no. 1 (2012): 28

¹⁴⁰ Lee, Seongsin. "Vroom's expectancy theory and the public library customer motivation model." *Library Review* 56, no. 9 (2007): 788

attracted to performance-based incentives and robust recognition programs.

Finally, the relationship between motivation theories and the act of joining an organization is both complex and profoundly influential. Organizations can develop strategies that not only attract talented individuals but also motivate and retain them by comprehending and utilizing these theories, thereby aligning their personal objectives with the organization's objectives. This comprehensive approach to motivation cultivates a dynamic and flourishing workforce that can attain exceptional performance and contributing to the organization's success.

Interactive Technology

Interactive technology has the potential to greatly improve recruiting efforts in higher education. The use of technology in retention can provide beneficial outcomes in terms of engagement, as well as enable more customization and personalization of the recruitment process. Additionally, technology enhances accessibility, provides data-driven insights, and fosters innovation and difference. Interactive technology has the capacity to transform recruiting efforts in higher education by providing more engagement, customization, accessibility, data-driven analysis, and distinctiveness. Through the strategic use of interactive technology, schools can successfully captivate and involve potential students in significant ways, eventually resulting in a rise in enrollment and student achievement.

Interactive technology has the capacity to engage the attention of potential pupils in a manner that conventional techniques may lack. Interactive technology, such as virtual campus tours, interactive maps, and immersive multimedia presentations, may provide prospective students with a more captivating and dynamic experience. This technology allows them to establish a closer connection with the school and its offers. Interactive technology enables more

customization and personalization of the recruiting process. Prospective students may get customized information and suggestions by participating in online tests, interacting with chatbots, or using personalized web portals, which consider their interests, preferences, and academic history. Employing a customized method may enhance the sense of worth and comprehension among potential students, hence augmenting their probability of continued involvement with the school.

Interactive technology may facilitate engagement with potential students who are unable to physically visit the campus owing to factors such as geographical distance, time limitations, or other obstacles. Virtual events, webinars, and online information sessions enhance the accessibility of the recruiting process, enabling potential students to study the school and its programs from any location worldwide. Interactive technology may provide significant data and insights into the behavior, preferences, and interests of potential students. Institutions may enhance their recruiting methods by analyzing data such as website engagement, click-through rates, and user interactions. This analysis allows them to obtain valuable insights into what appeals to potential students and make targeted adjustments appropriately. Employing a data-driven strategy may result in recruiting efforts that are more efficient and focused.

Adopting interactive technology may enable institutions to differentiate themselves in a competitive higher education environment. Institutions may distinguish themselves from rivals and demonstrate their dedication to provide a contemporary, student-focused learning environment by using cutting-edge technologies and platforms. This will attract potential students who are seeking universities that actively incorporate technology and innovation into their educational programs.

Social Media

Social media has been proposed to engage participants to create a sense of community that may contribute to student retention.¹⁴¹ The impact of social media expands as an increasing number of individuals participate in online communities, resulting in the network effect, where they both consume and generate material.¹⁴² Social media platforms, like Facebook, enable individuals to establish digital connections, create virtual communities based on common interests, and engage with businesses.¹⁴³ The influence that social identity theory, social capital theory, and Self-Determination Theory possess can have on social media and its use on retention initiatives can be used as an excellent tool to increase and maintain positive retention goals.

Social identity theory offers useful insights into the impact of social media on peoples' perception of self, group interactions, and interpersonal connections in the digital era.¹⁴⁴ Researchers in retention can design techniques to enhance good group dynamics, minimize intergroup conflict, and establish a more inclusive and supportive environment by comprehending the significance of social identity processes in online interactions. Social media platforms allow users to connect with people with similar identities, interests, and connections. Social identity theory states that communities provide people a feeling of identity and belonging.¹⁴⁵ Social media users frequently develop groups based on ethnicity, country, religion,

¹⁴¹ Eaton, Gary and Steven Cates. "Is Utilization of University-Sponsored Social Media Associated with Increased Social Integration and Retention among Online Students? an Examination of Social Media as a Moderator of Student Retention." *Journal of College Student Retention : Research, Theory & Practice* 25, no. 1 (2023): 24

¹⁴² Ibid., 25

¹⁴³ Ibid., 25

¹⁴⁴Fujita, Momoko, Paul Harrigan, and Geoffrey N. Soutar. "Capturing and Co-creating Student Experiences in Social Media: a Social Identity Theory Perspective." *Journal of Marketing Theory and Practice* 26, no. 1–2 (2018): 55

Fujita, Momoko, Paul Harrigan, and Geoffrey N. Soutar. "Capturing and Co-creating Student Experiences in Social Media: a Social Identity Theory Perspective." *Journal of Marketing Theory and Practice* 26, no. 1–2 (2018): 55

hobbies, political views, or fan interests.¹⁴⁶ Online communities can reinforce social identities and foster unity and camaraderie. People may deliberately pick and exhibit particular aspects of their identity on social media, impacting how their friends view them. It can be suggested that people may project themselves in ways that match their group identities and goals to get online acceptance. This may involve sharing content, photos, and updates that highlight an individual's affiliation with specific organizations or their adherence to their beliefs. In online communities, impression management may boost social status and reputation.

Social capital theory can offer a perspective for comprehending how social media platforms enable the creation, upkeep, and utilization of social relationships and resources. By using the concepts of social capital, retention specialists may use the influence of social media to strengthen their connections, get access to information and assistance, and accomplish shared objectives. The quantification of social capital within a social network may be determined by three factors: (i) the quantity of connections, (ii) the intensity of those connections, and (iii) the resources obtained via engagement in these connections.¹⁴⁷ To an extent, social media has the capabilities to link each of these three components; and have a potential impact on social capital which in turn will eventually recruitment and retention can be astounding.

Self-determination theory builds upon the ideas of intrinsic and extrinsic motivation by proposing a spectrum of motivational regulation that spans from amotivation to regulated and autonomous motivation.¹⁴⁸ SDT stresses the relevance of intrinsic motivation—the urge to do

¹⁴⁶ Ibid., 56

¹⁴⁷ Ali, Maged, Nahed Azab, M. Karim Sorour, and Manoj Dora. "Integration v. Polarisation among Social Media Users: Perspectives through Social Capital Theory on the Recent Egyptian Political Landscape." *Technological Forecasting & Social Change* 145, (2019): 462

¹⁴⁸ Ferguson, Ronald, Jennifer Gutberg, Kaspar Schattke, Michèle Paulin, and Nina Jost. "Self-Determination Theory, Social Media and Charitable Causes: An in-Depth Analysis of Autonomous Motivation." *European Journal of Social Psychology* 45, no. 3 (04, 2015): 298

things for their own sake—in psychological well-being and good performance.¹⁴⁹ Social media users may be naturally driven to share material, interact with others, and express themselves artistically. Social networking platforms that let users express themselves, follow their interests, and get positive feedback from peers may boost intrinsic drive and pleasure.

SDT places a strong emphasis on autonomy, which refers to the capacity to make choices, as a means of inspiring and engaging individuals.¹⁵⁰ Social networking systems can provide users varying degrees of content creation, privacy, and control over interactions. By customizing accounts, curating feeds, and regulating online interactions, users can gain a sense of autonomy and ownership over their social media experience, leading to higher levels of engagement and satisfaction. Social media provides individuals with the opportunity to engage in activities such as photography, writing, video editing, and content development. Platforms that provide users with tools, resources, and feedback to enhance their skills and abilities may enhance self-assurance and drive.

SDT also highlights the importance of relatedness, which refers to the sense of connection and belonging, in driving motivation and promoting well-being.¹⁵¹ Social media facilitates interpersonal connections among individuals, including friends, family members, colleagues, and those with similar interests. Engaging in meaningful interactions, receiving social support, and participating in community building activities on platforms can enhance users' sense of connectedness. Social media has the potential to enhance emotional well-being

¹⁴⁹ Sheldon, K. M., & Titova, L. (2023). Social media use and well-being: testing an integrated self-determination theory model. *Media Psychology*, 26(6), 637

¹⁵⁰ Hu, P., Zhang, J. A pathway to learner autonomy: a self-determination theory perspective. *Asia Pacific Educ. Rev.* 18, (2017). 147

¹⁵¹ Hu, P., Zhang, J. A pathway to learner autonomy: a self-determination theory perspective. *Asia Pacific Educ. Rev.* 18, (2017). 147

and online enjoyment via the cultivation of strong relationships and social ties.

SDT identifies autonomy, competence, and relatedness as the psychological needs that individuals have. Social media platforms that fulfill these requirements have the potential to enhance motivation, engagement, and well-being. Platforms that facilitate self-expression, foster skill development, and encourage social connection are more likely to fulfill users' psychological needs and enhance their overall experience.

Implications

The study focused on two primary areas: (a) the impact of participation in an HBCU band program and the personal development of the participant; and (b) the impact of participation in an HBCU band program has on the participant's musical aptitude, social stability, overall success within the program. A third topic would be the limitations and recommendations for future research which would include identifying any potential challenges that could be investigated in subsequent research. See Part C for further discussion of this. It is important to look at the overall picture and see how to improve upon the current study.

Part A

Examining the level of knowledge of the initiatives offered by the band program at any HBCU is essential for comprehending the effectiveness of these programs in reaching and engaging their intended audience. This awareness includes understanding the many possibilities, support networks, and resources provided by the band program to its participants. Research in this field can include evaluating participants' acquaintance with various efforts, including mentoring programs, leadership development chances, financial assistance alternatives, and

performance opportunities offered by the band program. This study examines the band program's effectiveness in communicating and promoting its objectives to its members, as well as the methods used to distribute information.

Factors that may influence awareness include the communication tactics used by the band program, the availability of information, the involvement of band leadership and mentors, and the general organizational culture within the band community. Gaining insight into the level of participants' knowledge of these projects may provide valuable information for developing ways to increase communication, outreach, and engagement within the HBCU band program. This, in turn, can lead to better member retention and satisfaction.

Part B

Assessing the efficacy of HBCU band programs in fostering student retention and degree attainment is a complex undertaking that requires a thorough investigation of several elements that impact students' academic and extracurricular involvement within the band community.

Here are some crucial factors to consider:

- Analyzing the retention rates of students who are involved in the band program in comparison to those who are not.
- Monitoring the continuity of band members from their enrollment to graduation and discerning any patterns or discrepancies in the rates at which band members and non-band members stay in the band.
- Assess the academic achievement of band members by comparing their GPA, course completion rates, and academic standing against those of non-band members.
- Evaluate the influence of involvement in the band program on students' academic achievement and progress towards earning a degree.
- Assess the degree of interest and participation of band members in both academic and extracurricular pursuits.
- Examining the impact of involvement in the band program on students' feelings of belonging, engagement in campus activities, and overall contentment with their college experience
- Evaluate the accessibility and efficacy of the support services and activities offered by the band program to enhance student achievement and retention.

- Analyze the graduation rates of students involved in the band in comparison to those not involved in the band, considering variables such as the time taken to complete their degree and their commitment to graduating.
- Analyze any disparities in graduation rates between students who actively engage in the band program and those who do not.

Through a methodical examination of these elements, researchers that are specializing in retention initiatives can acquire a more profound comprehension of the efficacy of HBCU band programs in fostering student retention and degree attainment. This research can provide valuable insights for the creation of focused interventions and activities aimed at improving the support and resources offered to band members. Ultimately, this will contribute to their academic achievements and overall college experience.

Part C

It is crucial to identify possible issues that may be explored in future research on retention programs for HBCU bands. This will help to understand the complexity and obstacles experienced by band members and guide the creation of successful intervention measures. Here are significant obstacles that are worth investigating.

- Examine the economic difficulties encountered by HBCU band members, including the expenditures associated with participation.
- Analyze the influence of financial limitations on students' capacity to participate and sustain involvement in the band program, as well as evaluate the efficacy of financial assistance measures in mitigating these obstacles.
- Analyze the equilibrium between academic obligations and involvement in band activities among students at HBCUs.
- Examine the influence of demanding academic schedules, high levels of academic pressure, and competing timetables on students' capacity to actively participate in band activities, and the resulting impact on their likelihood to continue their involvement in the band.
- Examine the impact of social integration and support mechanisms on the band community's ability to retain its members.

- Examine the degree to which band members have a feeling of belonging, camaraderie, and support from their peers, instructors, and staff.
- Identify any obstacles or difficulties in establishing a positive band culture.
- Evaluate the accessibility and efficacy of mentoring and leadership development initiatives in HBCU bands.
- Conduct a thorough examination of the effects of mentoring programs on the rates at which band members stay in the group, their growth in skills, and their general satisfaction, and pinpoint opportunities for enhancing or extending these activities.
- Analyze matters pertaining to inclusiveness, diversity, and representation in HBCU bands.
- Examine the encounters of marginalized demographics, such as women, LGBTQ+ persons, and students with impairments, and evaluate the degree to which the band program promotes an inclusive and hospitable atmosphere for all participants.
- Assess the efficacy of current retention tactics and techniques used by HBCU bands via program evaluation.
- Analyze the most effective methods, difficulties, and opportunities for boosting retention programs.
- Investigate novel strategies for increasing student involvement, contentment, and retention within the band community.

Through further study, researchers can tackle these problems and enhance our comprehension of the elements that impact retention strategies for HBCU bands. This knowledge can then be used to create specific interventions that promote the success and perseverance of band members.

Conclusion

Gaining comprehension and conducting analysis of data pertaining to student retention in higher education is crucial for several significant reasons, all of which contribute to enhancing retention rates. Gathering and examining data on students who participate actively in their university band program is essential for comprehending and improving student retention related to campus extracurricular activities. Therefore, this data can offer valuable information on the beneficial effects of participating in extracurricular activities as an active student and alumni. It can help in designing specific tactics to improve student success and can contribute to creating a well-rounded and fulfilling student experience, not only as a part of the band program, but as an active student on campus as well.

Participating in extracurricular activities on an HBCU campus can benefit students. It can foster cultural comprehension and self-esteem, cultivate leadership and vocational aptitude, give social and emotional assistance, essentially boost student retention and academic achievement, and present distinctive prospects and encounters. These activities are essential for the comprehensive growth of students, equipping them with the skills and abilities needed for success in college and beyond.

Engaging in an HBCU band program has several advantages in terms of student retention, such as cultivating a strong sense of community and belonging, boosting student involvement via consistent activities, and promoting the acquisition of crucial skills like time management, discipline, and collaboration. Additionally, these programs give academic assistance, strengthen cultural self-esteem and sense of belonging, and establish beneficial connections with graduates and experts in the field. These variables enhance student contentment, dedication to their academic pursuits, and the probability of successfully finishing their degree programs.

Gathering quantifiable data from present HBCU band students and band graduates on their experiences in the band program can be useful in understanding the benefits of participating in the program and also positively influencing the current initiatives for recruitment and retention. Firstly, it offers quantifiable insights on the program's impact on students' academic achievement, social interactions, and professional growth. Gaining insight into these effects may assist in identifying the

program's strengths and areas that need improvement. Moreover, this data has the potential to unveil patterns and connections between band involvement and sustained achievement, providing significant insights for the Recruiting new members and acquiring financing. This input also guarantees that the program consistently satisfies the requirements of its participants, establishing a helpful and stimulating atmosphere that adds to both immediate and future accomplishments.

Higher education administration may use the data gathered on recruiting and retention initiatives for band members to improve overall efficiency and success. Through the analysis of this data, administrators may discern effective techniques and pinpoint areas that need development, enabling them to make specific modifications that enhance student involvement and happiness. This information may also aid in formulating marketing and outreach strategies that captivate potential students by emphasizing the advantages and accomplishments of the band program. In addition, presenting good results and success stories from current and past band members may enhance funding applications and collaborations, providing more support for the program's expansion and long-term viability. Data-driven choices guarantee that recruiting and retention strategies are in line with institutional objectives and student requirements.

Utilizing social identity, social capital, and self-determination theories as the foundation for collegiate recruitment and retention strategies can be vital for the success of any program for several reasons. Social identity theory highlights the significance of students experiencing a sense of affiliation and attachment to the institution, which may augment their dedication and involvement. Social capital theory emphasizes the importance of the connections and networks that students establish within the college community. These connections can aid, provide resources, and chances for personal and professional development. The primary objective of self-determination theory is to enhance students' intrinsic motivation by promoting their autonomy, competence, and relatedness, which ultimately results in increased satisfaction and perseverance. By incorporating these ideas, it is possible to provide a nurturing and all-encompassing atmosphere that caters to students.

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