

Liberty University school of Music

Strategies for Recruitment, Growth and Retention through Marching Band Enrollment at Talladega College (2011-2021)

A Thesis Project Submitted to
The Faculty of Liberty University School of Music
In Candidacy for the Degree of
Doctor of Music Education

By

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Lynchburg, Virginia

March 2021

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Liberty University School of Music

THESIS APPROVAL SHEET

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ABSTRACT

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Liberty University School of Music, 2021

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More institutions are using marching bands in an effort to encourage and boost small college and university enrollment. In response to concerns about low enrollment, colleges and universities are adopting vibrant and more contemporary marching bands to serve in the capacity of recruiter and primary ambassador for the institution. To this end, a strategy is developed that will assist with institutional awareness, marketing, academic expansion and student retention. Utilizing the marching band as a strategic tool for student recruitment provides opportunity for the college to attract a greater diversity of students to the institution.

In this thesis, historical data is gathered and evidence reported that supports the notion that a collegiate marching band can be used as the primary tool for student recruitment and retention. Talladega College, a historically Black, faith-based college located in the foot-hills of eastern Alabama, implemented such a strategy in 2012 and witnessed institutional growth from 574 students to more than 1300 full time students by 2020. Organizational policies, growth strategies, and recruitment practices, designed to encourage colleges growth, are examined. Steps for success are delineated and alternative practices to rehearsal technique are discussed.

Words for Study: *Academic stability, Attrition, Band Community, College social stability, Extracurricular Activities, Fifers, Fifth Quarter, Historical Black Colleges and Universities (HBCUs), Matriculated student, Marching Band, Path-goal theory, Social Risk Factors, Social stability.*

Dedication

This Thesis is dedicated to the following people and dynamic organizations:

- 1) My mother, Lelia A. Bonds
- 2) Dr. Billy C. Hawkins, President of Talladega College
- 3) The Talladega College *Great Tornado Band and The Dega Diamonds!*

Acknowledgements

First, I have to give all glory and honor to my heavenly father, Yahweh, my Elohim, for sending Yahshua the Messiah to lead and guide me every step through this arduous process. Without his unwavering guidance, this journey would not have been possible.

Second, I want to acknowledge my family – mother, Lelia Ann Bonds; father, Michael Burd, Sr.; siblings, Michael Burd Jr., Cornelius Collins, Keith Burd, Keisha Burd, and Ralph Craig III - for being proud of this accomplishment.

Third, I want to acknowledge my Thesis Mentor, Dr. Vernon M. Whaley and Reader, Dr. Eddie Robinson for their unwavering support and faithful guidance as I reached each important academic milestone.

Fourth, I want to acknowledge my college president, Dr. Billy C. Hawkins, for his unwavering leadership and thoughts on professional development;

Fifth, I acknowledge Dr. Raymond Delaney, Jordan Washington and Lawrence Jackson for their listening ear and keen eyesight - answering the phone and encouragement.

Sixth, I acknowledge Edward Howard, Baryl Coleman & Willie Snipes for encouraging me to continue forward on this journey.

Seventh, I want to acknowledge my staff - Adrian Thompson, Quinton Thompson, Titus Watters, Darrius Swain, Tyler Coleman, Quincy Nelson, Misty Williams-Drake, Sussie Prater, Shoan Ruffin, Michael Cowans, Charles Gaines and Ashli Hill - for trusting in my decisions to move forward with this endeavor.

Eighth, a special acknowledgement goes out to Talladega Provost, Dr. Lisa Long for encouraging me during difficult times.

Ninth, acknowledgement goes to Shawan Baptiste and Corey Palmer for helping me stay focused during difficult times.

Tenth, a special acknowledgement goes to my Coworkers and friends: Dr. Angela Mack, Juvon Pollard, and Tamekia Holliday - for their early morning and late-night calls when I needed clarity on a subject matter.

Eleventh, I want to acknowledge Dr. Jonathan Elimimian for his brief and concise, meaningful feedback.

Twelfth, acknowledgement goes to Dr. Issac Gregg (deceased) for his influence and mentoring during the early development of my professional life and research.

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CHAPTER ONE: Introduction

The purpose of this thesis is to investigate the history, practice, process, organizational application and need for using the marching band as a primary recruiting and retention tool for Talladega College in Talladega, Alabama. Once established and realized, this practice provides a new recruiting paradigm that may be applied to growth and retention principles and processes at other Historically Black Colleges and Universities (HBCU).

Background of Topic

Since 1826, when Blacks were used in the Army to play drums and fifers, the existence of marching bands were formed. College marching bands are not only the most visible marketing tools, it is also very viable to the college experience for many students. Research supports the idea that Black marching bands are the vehicle that oftentimes drive students' recruitment and retention. Students may also benefit from marching bands by establishing a sense of family connections that assist with the social aspects of the college, while also contributing to student's motivation to be academically challenged.¹

The aggregate culture of Historically Black Colleges and Universities (HBCU) walking groups might be the single most prominent free media machine the country has ever observed. These groups have landed understudies and the names of their schools before a portion of the world's greatest survey crowds: presidential initiations, Super Bowls, unscripted TV dramas, and popular music recordings.

¹Travis J. Albritton, "Educating Our Own: The Historical Legacy Of HBCUs And Their Relevance For Educating A New Generation Of Leaders", *The Urban Review* 44, no. 3 (2012): 311-331.

Traditionally, a marching band is a gathering of instrumental artists who, for the most part, perform outside and who fuse some marching or other development with melodic execution. Instrumentation incorporates metal, woodwinds, and percussion instruments, and the music, as a rule, consolidates a solid cadenced segment reasonable for marching. A marching band performs melodic synthesis yet also engages with ostentatious advances and developments to make a moving musical troupe, in some cases framing plans like letters, logos, or even vivified pictures. Notwithstanding conventional procession exhibitions, many marching groups also perform field shows on uncommon occasions, such as football match-ups or marching band rivalries.

HBCU bands are a unique sub-set of the marching band genre. They began as a tool for drawing audiences to athletic events, especially college football games. Over the years, these HBCU bands have become special showbands that have been featured in major motion pictures, different expert donning challenges, and political occasions.

The HBCU Showband is known for their traditional high venturing style, broad use of musical repertoire (from contemporary pop to classical) and “forefront movement.” These bands develop an annual thematic show with a “set rundown of music.”² In show-style, band stylistic presentation changes from one school to another, mirroring each school's way of life and campus culture. Show-style bands are defined by their high strides—with all participant’s knees arriving at a 90-degree point—and regularly, on-field moving.

“HBCU bands are known for their style, showmanship, and amazing music. With classic instruments and modern moves, each college incorporates the best musical traditions from

² HBCU Showbands musical repertoire can be as eclectic as old style marching band, patriotic, jazz, film score, classical, gospel, rhythm and blues, and, more.

America's rich history."³ "The highly syncopated, foot-stomping, body-moving rhythms that had defined the music of black military bands, provincial and municipal brass bands, minstrel bands, and concert bands over the past century were slowly morphing into a new band tradition on the campuses of Historically Black Colleges and Universities across the South. By the 1960s, the collective style of black college marching bands had firmly taken root as a distinctive performance tradition that was unlike their predominantly white college band counterparts."⁴

The Marching Band is divided into Drum Majors, Dancers, Dance Committee, Wind Instrument Players, and Percussion. The role of each is to add a level of excitement to the marching band. For example, Drum Majors are the first section that the audience will see bringing a uniformed entrance with high knee lifts and high-energy dance moves. Another example is the Dance Line which enters after the Drum Majors. The dancers add a different flare to the band organization. They wear beautiful costumes and display a graceful mix-style of Jazz, hip hop, and technical dance moves to the marching band's sounds. Finally, there is the Wind and Percussion sections. The wind section is responsible for playing the music, while the percussion section is responsible for keeping the tempo.

Marching band gives the general public and family a place of belonging. Students learn qualities and norms, whereby they discover how to rely upon each other in their quest for success. Students discover principles of duty, shared objectives time management and personal

³Jessica Fraser, "The Best in the Land: A Complete List of HBCU Marching Bands", HBCU Lifestyle – Black College Living, Last modified 2021, <https://hbculifestyle.com/list-of-hbcu-marching-bands/>.

⁴William Dukes Lewis. *Marching to the Beat of a Different Drum: Performance Traditions of Historically Black College and University Marching Bands*. Thesis (M.A., Folklore) University of North Carolina at Chapel Hill, 2003.

discipline. Through the band experience, "they learn to value people, respect their peers, and not make judgments on the superficial." ⁵

The Problem

Nationwide, student enrollment and retention at Historically Black Colleges and Universities (HBCU) continues to demonstrate an alarming rate of decline. As part of an innovative recruiting and retention initiative deployed in 2012 by TC president, Dr. Billy C. Hawkins, a “marching showband” was organized and established for the sole purpose of addressing the issue of declining enrollment. That which was established at Talladega College in 2012 may now serve as a paradigm for HBCU institutions to follow.

The Purpose

The purpose of this thesis is to investigate the history, need, practice, process, and organizational application of using the marching band as a primary recruiting and retention tool at Talladega College.

Significance of Study

This study provides a paradigm for HBCU institutions for using Marching Showbands as a primary agent for student recruitment and retention.

Research Questions & Hypothesis

Research Questions

RQ1. Is there historical precedent for using marching band as a recruiting tool in HBCU institutions?

RQ2. In what ways has the “marching showband” been used to advance the broad musical and cultural experiences of secondary and college-age music students?

⁵ N.A. "The Path-Goal Theory in a College Marching Band", Sites.Psu.Edu, Last modified 2021, <https://sites.psu.edu/leadership/2013/06/02/the-path-goal-theory-in-a-college-marching-band/>.

RQ3. What essential pedagogical techniques help equip a marching band to assume the various recruiting roles at a HBCU institution?

RQ4. How does the marching band experience contribute to the overall life-equipping process of a student?

Hypothesis

H1: There is significant need to establish a paradigm for using marching band as a primary recruiting and retention tool at HBCU institutions.

H2: “Marching Showband” at the college level provides students a broader opportunity for music experience and expression.

H3: There is need to establish a formal collegiate level standard for using marching band as a primary recruiting and retention tool at HBCU institutions.

H4: There is evidence that “marching showband” serving in a recruiting and retention capacity for a college impacts and broadens social, cultural, peer, student inter-action and relationships.

The Methodology

Historical and descriptive research design seems the most appropriate methodological process for this study.

The Limitations

This study focuses on the historical precedent and trends of student recruitment at Talladega College (T.C.). T.C. Marching Band may establish a new, practical paradigm for HBCUs to consider in adapting strategy for their institution.

This study is not a quantitative or qualitative research project nor is it used as a platform for discovery of the “TC Great Tornado Marching Showband’s” role in social or political movements. There is no attempt to measure the effectiveness of the “TC Great Tornado Marching Showband” in music education or provide an assessment of program learning outcomes used in the establishment of any curriculum.

Structure and Organization

Chapter 1 – This chapter includes the Statement of Research, Methodology, Limitation, Research Questions, Organization of Thesis, and Key Terms.

Chapter 2 – Related Research is dealt with in this chapter. The chapter is divided into six sections. Subject research includes, but is not limited to: 1) Research Related Historically Black Colleges and Universities; 2) Research related to Marching Bands in Higher Education; 3) Research Related to Marching Bands and Student Learning Outcomes; 4) Research related to Finance in Historically Black Colleges and Universities; 5) Research related to Recruiting in Higher Education; and 6) Research related to Retention in Higher Education.

Chapter 3 – This chapter provides the Historical Precedent of “Marching Showband” at Talladega College. Additionally, Historical Overview of Talladega College, Mission Statement and Purposes of TC, Accreditation, Assessment and Curriculum Review, Student Demographic, and Retention Processes at Talladega College are discussed.

Chapter 4 – This chapter provides an Overview of the strategy for Marching Bands at Talladega College. Also included is a Background Study of the Marching Showband at Talladega College, Demographics and Recruitment of the Marching Band, Community Culture of the Marching Band, including intrinsic and extrinsic influences, and The Marching Band as Learning Community.

Chapter 5 – This chapter investigates a possible “Marching Band Recruitment Model” based on the program at Talladega College. Four problems are dealt with in a comprehensive manner: Establishing Awareness of a Marching Showband, Establishing a Multi-cultural Environment, Establishing a Marching Band Learning Community, and Overcoming Financial Issues.

Chapter 6 – Summary- Conclusion. This chapter is grouped into several strategic sections: Organizational Summary of the Research Study, Organizational Purposes for Each Chapter, Significant Findings and Discoveries, Significant Conclusions as Applied to Music as a Collegiate level recruitment and retention agent, and Recommendations for Future Research in the area of Marching Band.

Definition of Terms

Academic stability: Situation in which something is not likely to move or change⁶

Attrition: The unit of measurement used to determine the rate of dropout of students who do not return for or during their first and second-year of college. There is difficulty distinguishing between academic failure and withdrawal due to transfer or a temporary leave.⁷

Band Community: Ensemble composed of volunteer (non-paid) amateur musicians in a particular geographic area.⁸

Collegiate Level: Belonging or relating to a college or to college students.

Extracurricular Activities: of or relating to officially or semi officially approved and usually organized student activities (such as athletics or band) connected with school and usually carrying no academic credit.⁹

Fifers: a high-pitched transverse flute used commonly in military and marching musical groups¹⁰

⁶"Stability", Dictionary.Cambridge.Org, Last modified 2021, <https://dictionary.cambridge.org/dictionary/english/stability>.

⁷"The Push for Higher Education: College Attrition Rates - PA TIMES Online". PA TIMES Online, Last modified 2021. <https://patimes.org/the-push-for-higher-education-college-attrition-rates/>.

⁸"Blasorchester / Concert Band (2) - Scherzando Music - Hebu Musikverlag Gmbh", Scherzando-Music.Eu, Last modified 2021, <https://www.scherzando-music.eu/en/category/blasorchester-concert-band.6-2343/?page=2>.

⁹"Definition Of EXTRACURRICULAR". Merriam-Webster.Com, Last modified 2021. <https://www.merriam-webster.com/dictionary/extracurricular>.

¹⁰"Fifers". Thefreedictionary.Com, Last modified 2021. <https://www.thefreedictionary.com/fifers>.

Fifth Quarter: A marching band tradition played out primarily by HBCU bands, but also including: The University of Wisconsin Marching Band's Fifth Quarter, a traditional post-game band performance.¹¹

Historical Black Colleges and Universities (HBCU): The designation of HBCU was created by the Higher Education Act of 1965. This law defines these schools as “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans.”¹²

Matriculated student: Student has been accepted for admission to the College, has registered in a major and is pursuing courses toward a degree or certificate. Students must maintain good academic standing to keep their matriculated status.¹³

Marching Band: A group of musicians who play instruments while marching, typically in a parade or at a sports event.¹⁴

Normal Movement- refers to the student that is enrolled in the college on a sustaining basis. Sometimes referred to as “retained students,” are those that elect to “stay enrolled” in the college every semester until graduation, which is usually in about four years.¹⁵

¹¹"MARCHING BAND | Definition Of MARCHING BAND By Oxford Dictionary On Lexico.Com Also Meaning Of MARCHING BAND". Lexico Dictionaries | English, Last modified 2021.
https://www.lexico.com/en/definition/marching_band.

¹²"Steps To Enroll – Non-Matriculated Students". Fmcc.Edu, Last modified 2021.
<https://www.fmcc.edu/academics/registrars-office/steps-to-enroll-non-matriculated-students/>.

¹³"Steps To Enroll – Non-Matriculated Students". Fmcc.Edu, Last modified 2021.
<https://www.fmcc.edu/academics/registrars-office/steps-to-enroll-non-matriculated-students/>.

¹⁴Ibid.

¹⁵Ibid.

Social stability: Refers to the range of life structure and reliable routine that is protective against further situational hazards and helps maintain connections with social resources and societal expectations.¹⁶

Student Remission-refers to that for one reason or another dropout of college or chooses to withdraw from their classes for an indefinite period of time, usually leaving before graduating.¹⁷

¹⁶"What Do You Mean By Social Stability? Explain How An Entrepreneur Brings Social Stability. | Ask to Lecture notes", Ask.Lecturenotes.In, Last modified 2021, <https://ask.lecturenotes.in/question/what-do-you-mean-by-social-stability-explain-how-an-entrepreneur-brings-social-stability.-rk77dhkf5>.

¹⁷Ibid.

CHAPTER TWO: Review of Related Research Materials

This chapter is organized into six short sections: 1) Research Related Historically Black Colleges and Universities; 2) Research related to Marching Bands in Higher Education; 3) Research Related to Marching Bands and Student Learning Outcomes; 4) Research related to Finance in Historically Black Colleges and Universities; 5) Research related to Recruiting in Higher Education; and 6) Research related to Retention in Higher Education.

Research Related Historically Black Colleges and Universities

C. Rob Shorette II has written in the article “*What About HBCUs? Lessons From Ohio State*”, *Diverse* published in *Diverse Education*“ how the image of HBCUs needs to be revamped because past issues have communities perceiving HBCU bands as being the reason the colleges lack the attention they need.”¹⁸ In order to answer the misconceptions of Historically Black Colleges and Universities (HBCU) and how band’s benefit not only colleges, but the communities in which they are in, two critical issues are one was how to better market the accomplishments of the HBCU institutions in more creative ways by reaching broader audiences, and helping communities understand the value of attending an HBCU.

Travis Albritton has written “*Educating Our Own: The historical legacy of HBCUs and their relevance for educating the new generation of leaders*” in 2012 for *The Urban Review*.¹⁹

When looking at additional benefits of having a marching band, exposure is considered a key to

¹⁸C. Rob Shorette II, “What About HBCUs? Lessons from Ohio State”, *Diverse*, Last modified 2020, [HTTP://diverse education.com/article/57211/](http://diverseeducation.com/article/57211/). 6

¹⁹ Travis Albritton, “Educating Our Own: The Historical Legacy of HBCUs and Their Relevance for Educating the New Generation of Leaders,” *The Urban Review*, 2012.

recruitment. College marching bands generally perform at athletic functions, therefore, providing direct interest in the team's success.

Secondly, studies show that the success of band programs boost enrollment, which impacts finances, especially when enrollment drives has an impact on recruiting students for the general population. While academics are discussed, the entire literature focuses on athletics, primarily because many "students do not start off college knowing what program of study they are interested in," but value participation in the marching band.²⁰ This resource is of significant value to this study because it illustrates why "having marching bands in HBCU benefit students and the college impacts the Black/African American community."²¹

Walter Kimbrough has written "*No Band, No Sound: Is This the HBCU Story?*" in Black Issues in Higher Education, July 3, 2003.²² Mr. Kimbrough explains that despite operating with significantly fewer resources (e.g., financial, human, and physical), HBCU athletic programs banded together to ensure both academic and athletic opportunities were provided to aspiring Black students,²³ and black media outlets provided HBCUs with local, regional, and national media coverage, which directly correlated with the increased popularity to assist with publicizing their performances.²⁴ Watching students performing on television provided prospective students insight that they could on television, and this in itself lends a lot to recruiting band students.²⁵

²⁰Ibid., 309.

²¹Travis Albritton, *Educating Our Own: The historical legacy of HBCUs and their relevance for educating the new generation of leaders*.2012). *The Urban Review*, 44, 311-331. Retrieved on July 13, 2020. <http://dx.doi.org/10.1007/s11256-0120202-9..311>.

²²Walter Kimbrough, "*No Band, No Sound: Is This the HBCU Story?*" Black Issues in Higher Education, July 3, 2003.

²³Ibid., 308.

²⁴Ibid., 309.

²⁵Ibid., 309.

CCAP has written "*HBCU Challenges: A Deficit of Discipline*" in 2016 for Forbes Magazine. An exertion is forthcoming that will bring about making things significantly more problematic for HBCUs. A new Wall Street Journal article examines that exertion. The article depicts a move by the Council for Regional Accreditation Commissions, or CRAC, to "get rid of frail schools" and energize "solid brutal activity" by uncovering colleges with "four-year graduation rates beneath 25% to additional investigation. The schools most needing that expanded examination are HBCUs, where the six-year graduation average is 37% and the four-year normal, by specific appraisals, is somewhere in the range of 12% and 15%."²⁶

C. Rob Shorette, and Robert Palmer have written "*Historically Black Colleges and Universities (HBCUs): Critical Facilitators of Non-Cognitive Skills for Black Males*" in 2015 for Western Journal of Black Studies. Which seeks to answer the misconceptions of HBCUs and how bands benefit not only colleges, but the communities in which they are in.²⁷ Two critical issues are discussed: 1) How can we better market the accomplishments of the HBCU institutions in more creative ways by reaching broader audiences; and, 2) Helping communities understand the value of attending an HBCU. This article provides a greatly needed perspective on HBCU band programs and the need to reach broader markets.

Edward Collins has written "*Three Things HBCUs Could Do to Survive and Succeed*" in 2015 for Academé. The article talks about three functional advances that driving HBCUs could take today to improve their endurance and achievement risks. Fundamental changes are expected to assemble more grounded establishments from which these advanced education foundations can select and hold a more varied student body. Such changes may rouse graduated class to assist

²⁶CCAP."HBCU Challenges: A Deficit of Discipline". Forbes, Last modified 2016.

²⁷C. Rob Shorette, and Robert Palmer. "Historically Black Colleges and Universities (HBCUs): Critical Facilitators of Non-Cognitive Skills for Black Males". *Western Journal of Black Studies* 39, no. 1 (2015): 18-29.

their establishments with flourishing making gifts for quite a long time after graduation. “Offer evening and weekend classes, and expand the number and scope of summer classes offered, Embrace nontraditional students in college access and retention efforts and create a welcoming campus climate and Work more systematically with other colleges, local school districts, and progressive community organizations.”²⁸

Henry Frierson, James Wyche, and Willie Pearson discuss “*Black American Males in Higher Education: Research, Programs and Academe*” in 2009 for UK Emerald Group Publishing, Ltd. They conclude that “the image of HBCUs needs to be revamped because past issues have communities perceiving HBCU bands as being the reason the college bands lack the attention they need.”²⁹ They continue by explaining how “The marching band at a historical black college is a prized organization that has been in existence for decades.”³⁰ Also examined is the financial viability of the band program, and how to restore academic and band programs for the future. This article provides much needed research for this project in areas of band organization and financing.

Freeman Mcnair has written “*Teaching Marching Band in Urban Schools.*” in 2017 for Master Thesis, Liberty University. “The HBCU marching style is a vital part of the school’s culture, climate and surrounding communities”³¹ and it is very important for students to understand the culture of the band before becoming a part of it. Their research examined and interviewed 1,175 HBCU college presidents to determine whether being a member in the

²⁸Edward Collins. "Three Things HBCUs Could Do To Survive And Succeed". *Academe* 101, no. 5 (2015): 27.

²⁹Henry Frierson, James Wyche, and Willie Pearson. *Black American Males in Higher Education: research, Programs and Academe.* (2009). UK. Emerald Group Publishing Limited.

³⁰C. Rob Shorette, *What about HBCUs? Lessons from Ohio State. Diverse Issues in Higher Education.* (2013), Retrieved on July 15, 2020: <http://diverseeducation.com/article/57211/.,1>.

³¹Freeman Mcnair, “*Teaching Marching Band in Urban Schools.*” Master Thesis, Liberty University: 2017. Accessed July 2020. <https://digitalcommons.liberty.edu/masters/468/4>

marching band benefits increased as a result. Out of the 1,175 participants in the study, 590 were influenced by the band, and 515 indicated that by watching the marching bands in the school publications also influenced their decisions. Overall, the results indicated that the marching band has influences on student involvement, lifelong relationships, and team building.³²

Marybeth Gasman, and Felecia Commodore wrote in *"The State of Research On Historically Black Colleges And Universities"* in 2014 for Journal for Multicultural Education to analyze the remarkable writing on historically Black colleges and universities with an overall objective of setting a future exploration plan for researchers keen on these foundations. This writing audit was coordinated into two primary areas: qualities and difficulties. "The essential qualities incorporate the worth-added nature of HBCUs' instruction moderateness regarding educational cost, local area commitment, administration preparation of people in the future."³³

A primary portion of this paper dealt with distinguishing the difficulties as: 1) low maintenance and graduation rates; absence of monetary assets; 2) rivalry from historically White establishments; the requirement for supportable managerial authority; absence of showcasing of HBCU examples of overcoming adversity; 3) the critical factors of integration and maintaining mission; 4) the test of delivering future researchers who care about the necessities of HBCUs; 5) diminutive enrichment size; and the 6) tireless sex holes in understudy enlistment.

Charles Clotfelter has written *"Alumni Giving to Elite Private Colleges and Universities"* in 2003 for Economics of Education Review. This article analyzes examples of graduated class giving, utilizing information on two previous students' partners from an example of private colleges and universities. More elevated levels of commitments are related to higher pay,

³²Henry Frierson, James Wyche, and Willie Pearson, *Black American Males in Higher Education: research, Programs and Academe*. (2009). UK. Emerald Group Publishing Limited.,14.

³³Marybeth Gasman, and Commodore. "The State Of Research on Historically Black Colleges and Universities". *Journal for Multicultural Education* 8, no. 2 (2014).

“regardless of whether the individual moved on from the establishment where they originally went to school and the level of fulfillment with their undergrad experience.”³⁴ Thus, their fulfillment was a component of specific parts of that experience, including whether there was somebody who took a unique interest associate of graduates, the individuals who had gotten need-based graduated class would, in general, give more.

Marybeth Gasmin has written *Opportunities and Challenges at Historically Black Colleges and Universities* in 2014 for Palgrave Macmillan an insightful and educational assortment of expositions that handles natural issues and remarkable subjects identified at most HBCU institutions. It investigates the complex variety of Black school grounds and increases the quickly growing grant value on a significant area of advanced education. “While the scholarship on HBCUs is restricted, what is accessible is typically broad and not generally great.”³⁵

Fortunately for those of us that comprehend these organizations' notable highlights, Gasman and Commodore have made a great showing of introducing a proper and reasonable evaluation of these schools. Their utilization of personal information regarding quantitative estimations offers solid proof that a more profound plunge is needed past that of graduation and degrees of consistency to value the inborn worth HBCUs offer.

Research Related to Marching Bands in Higher Education

Jason Cumberledge has written “*Marching Bands for Students and Universities: A Review of the Literature*” in 2016 for National Association for Music Education in HBCUs setting most of the school's community understands the culture of the Fifth Quarter after a football game, so this research examined how people looked forward to that excitement. As

³⁴Charles Clotfelter. "Alumni Giving To Elite Private Colleges and Universities". *Economics of Education Review* 22, no. 2 (2003): 109-120.

³⁵Marybeth Marybeth. *Opportunities and Challenges at Historically Black Colleges and Universities* (2014) Palgrave Macmillan.

indicated in the literature, “55-60 thousand people at the game, maybe 30-35 (thousand) are going to be in the fifth quarter. So it’s an event within itself.” Several band directors were also interviewed to help get an even clearer picture of the Fifth Quarter and what it means to their band members. One important discussion in research suggested how music educator’s uncovered important information from the role of the community in school music, and the impact of competition between music ensembles, and the value of HBCU band programs. “The significance of HBCU to the Black/African American community in the United States goes back to educating students.”³⁶

"The Path-Goal Theory in a College Marching Band" was written in 2021 for [Psu.Edu](https://sites.psu.edu/leadership/2013/06/02/the-path-goal-theory-in-a-college-marching-band/) this article which discusses how halftime diversion can shift from the exhausting to energizing to where numerous fans will go to the game basically to see the band. Numerous Big ten and HBCU (Historically Black College and University) walking groups engage their groups with perplexing drill moves, dance steps, and old songs. To entertain a different group with a wide age range, many of these groups should find some harmony of show content to win the endorsement of their crowds. “With all the dynamics (pun not intended for those of you who are musically inclined) associated with a marching band, the path-goal theory works, especially on the collegiate level. As such, different levels of motivation exist, and it’s up to leaders to embrace a leadership style that takes this into account and seeks to align the whole group on a shared goal.”³⁷

Willie Pearson, James Chewy, and Henry T Frisson wrote in 2009 for *“Black American Males in Higher Education”* in this volume, and the next, forthrightly discuss and address the

³⁶Jason Cumberledge, *Marching Bands for Students and Universities: A Review of the Literature* (2016) National Association for Music Education

³⁷*"The Path-Goal Theory in a College Marching Band"*. Sites.Psu.Edu, Last modified 2021. <https://sites.psu.edu/leadership/2013/06/02/the-path-goal-theory-in-a-college-marching-band/>.

conditions that can be observed today. Collectively, the contributing authors provide critical historical overviews and analyses about Black American males in higher education and Black Americans of both genders. "The contributing authors provide data from which conclusions can be drawn, discussion of the effectiveness of programs, conceptual pieces that address the issue of the presence or lack thereof of Black American males in higher education from a range of perspectives, and the role of the community colleges."³⁸

Joseph Cooper has written "*A Culture of Collective Uplift: The Influence of a Historically Black College/University on Black Male Student Athletes*" in 2013 for the Journal of Issues in Intercollegiate Athletics. The reason for this investigation was to look at the impact of the hierarchical culture at a Historically Black College/University (HBCU) on Black male understudy competitors' encounters. This inside and out subjective contextual investigation included an institutional record examination, member and site perceptions, and three center gathering interviews. Information hotspots for the investigation "included five institutional documents, a HBCU campus, three athletic events, and 17 Black male student athletes."³⁹ Organizational culture theory was applied as a hypothetical system to examine the effect of key ancient rarities, upheld convictions and qualities, and fundamental presumptions inside the way of life of a HBCU on Black male understudy competitors' comprehensive encounters in school.

Billy Hawkins, Joseph Cooper, Akilah Francique, and Kenyatta Cavil has written "*The Athletic Experience at Historically Black Colleges and Universities: Past, Present, and Persistence*" in 2015 for New York. Rowman & Littlefield. This book was immensely gratifying and applicable to this project and provides a platform for driving researchers from the country to

³⁸Willie Pearson, James Chewy, and Henry T Frisson. *Black American Males in Higher Education*.

³⁹Cooper, Joseph. *A Culture of Collective Uplift: The Influence of a Historically Black College/University on Black Male Student Athletes*. (2013). *Journal of Issues in Intercollegiate Athletics*.

present a comprehensive assessment of the essential job sports have played at HBCUs. Covered in this volume are “scope of themes,” from HBCU Football Classics to important financial aspects. Foundational is an authentic outline of HBCUs and the early “wearing life” before digging into the encounters of the present male and female understudy competitors, including the one-of-a-kind point of view of competitors who moved from historically White college’s universities to HBCUs. Different sections inspect monetary issues at HBCUs, for example, “the monetary practicality of their athletic divisions regarding the more extensive NCAA financial system and proposals for HBCU games' fate to reestablish both scholastic and athletic greatness at these organizations.”⁴⁰

Glenn Starks, and F. Erik Brooks has expressed *"Historically Black Colleges and Universities"* in 2011 for an Encyclopedia. This article is about “Historically black colleges and universities (HBCUs) have served a population under severe legal, educational, economic, and political restrictions. They have maintained a close relationship with the struggle of blacks for survival, advancement, and equality in American society.”⁴¹ By examination with different colleges, they are deficient in monetary assets, actual plant and educating offices. They face resistance from the “white force structure” and regularly manage students deficiently ready for college level learning. In any case, the authors present HBCU administration as an imperative public asset and have filled in as the textual style of African American leadership style. They contend that the HBCU are the overseers of the chronicles of black Americans and habitats for

⁴⁰Billy Hawkins, Joseph Cooper, Akilah Francique, and Kenyatta Cavil. *"The Athletic Experience at historically Black Colleges and Universities: Past, Present, and Persistence."* (2015). New York. Rowman & Littlefield.

⁴¹Glenn Starks and F. Erik Brooks. "Historically Black Colleges and Universities". Products.Abc-Clio.Com, Last modified 2011. <https://products.abc-clio.com/abc-cliocorporate/product.aspx?pc=C8988C>.

the investigation of black culture. Roebuck and Murty's work is critical as the principal thorough investigation of historically black colleges and universities.

Amber Stephenson and David B. Yerger has written "*Optimizing Engagement: Brand Identification and Alumni Donation Behaviors*" in 2014 for International Journal of Educational Management. This article discusses how colleges and universities face the "shifts of decreasing government funds, increased operating costs, and waning alumni financial support, institutions are now plunging themselves into practices traditionally associated with the business sector."⁴² Practices like marketing are presently being utilized as a component to build commitment of graduated class and expected contributors. The motivation behind this paper is to inspect the impacts of brand, or the characterizing of the self through relationship with an association, on graduated class strong practices.

Jane Gosine, Deborah Hawksley, and Susan LeMessurier Quinn has written "*Community Building Through Inclusive Music-Making*" in 2017 for Voices: A World Forum for Music Therapy. This undertaking aimed to extend the limits of regular music treatment meetings at a non-benefit association to incorporate exhibitions and workshops with local area artists. The objectives and practices utilized people with actual incapacities to profit by a comprehensive music-production with nearby, local area artists. Nevertheless, whose performing styles were firmly lined up with the melodic inclinations for members because: "The workshops were also an important mechanism for raising greater awareness of the needs and abilities of the music therapy participants."⁴³

⁴²Amber Stephenson and David B. Yerger. "Optimizing Engagement: Brand Identification and Alumni Donation Behaviors". *International Journal of Educational Management* 28, no. 6 (2014): 765-778. doi:10.1108/ijem-04-2013-0057.

⁴³Jane Gosine, Deborah Hawksley, and Susan LeMessurier Quinn. "Community Building Through Inclusive Music-Making". *Voices: A World Forum for Music Therapy* 17, no. 1 (2017).

Joseph Cooper, Kenyatta Cavil, Germany Cheeks have written *"The State of Intercollegiate Athletics at Historically Black Colleges and Universities (Historically Black Colleges and Universities): Past, Present, & Persistence"* in 2014 in the Journal of Issues in Intercollegiate Institute Athletics. The reason for this research is to give a recorded outline of intercollegiate athletic projects at Historically Black Colleges and Universities (HBCUs), feature the current difficulties confronting these programs and offer an arrangement for self-manageability and aggregate advancement. Before the 1960s, HBCU athletic projects' supportability was established in their binding together missions and associated relationships. In any case, following boundless absorption endeavors in the post-Civil Rights period, "HBCU athletic programs suffered from the pillaging of Black athletic talent from the Black community to major Division I Historically White Colleges and Universities."⁴⁴ Previously recorded appraisals of HBCUs athletic projects have kept their examination to significant authentic occasions, the development of meeting affiliations, and the participation at different HBCU classic games.

Research Related to Marching Bands and Student Learning Outcomes

The purpose behind this investigation was to check the effect of making music in university gatherings. Dimitra Kokotsaki, and Hallam Susan have written *"The Perceived Benefits of Participative Music Making for Non-Music University Students: A Comparison with Music Students"* in 2011 for Music Education Research. "More than 60 non-music significant college understudies have gotten some information about the effect of music making."⁴⁵ It was

⁴⁴Cooper, Joseph, Kenyatta Cavil, Germany Cheeks. *The State of Intercollegiate Athletics at Historically Black Colleges and Universities (Historically Black Colleges and Universities): Past, Present, & Persistence* (2014). *Journal of Issues in Intercollegiate Institute Athletics*.

⁴⁵Dimitra Kokotsaki and Susan Hallam, "The Perceived Benefits of Participative Music Making for Non-Music University Students: A Comparison with Music Students", *Music Education Research* 13, no. 2 (2011): 149-172, doi:10.1080/14613808.2011.577768.

accounted for to positively affect their social, melodic, and individual abilities. The zone that was appraised the most by these non-music significant gathering members, was that socially that they appreciated the collaboration with comparatively disapproved of understudy performers. This thought of the social angle applies to the particular investigation of the walking band.

Michelle Kiser and Emily E. Hammer has written *Need to Increase Enrollment: A Successful Academic Provisionary Program* in 2016 for the Journal of College Student Retention: Research, Theory & Practice. This article adds to the writing tending to the necessities of expanding student enrollment and retention across college grounds by distinguishing programs where progress can be made to improve the student retention rate and increment college enlistment. This article gets from “a temporary program that started in 2009 at a 4-year college as a junior college association.”⁴⁶ With an end goal to get data on temporary projects, this article analyzes the program utilizing student information by researching the program change rate and move rate into the 4-year college, the semester following system consummation.

Brydie-Leigh Bartleet, and Lee Higgins have written in The Oxford Handbook of Community Music in 2018. The Oxford Handbook of Community Music catches the energetic, dynamic, and assorted methodologies that portray local area music worldwide. The sections give a far-reaching audit of accomplishments in the field to date, giving a 'go-to' volume that develops our comprehension of what local area music does and what it may turn into. The Handbook also “plans and graphs new regions that will probably characterize the field”⁴⁷ in the coming many

⁴⁶Michelle Kiser and Emily E. Hammer. “Need to Increase Enrollment: A Successful Academic Provisionary Program.” *Journal of College Student Retention: Research, Theory & Practice* 18, no. 2 (August 2016): 217–33.

⁴⁷Brydie-Leigh Bartleet and Lee Higgins. *The Oxford Handbook of Community Music*. New York, NY: Oxford University Press, 2018.

years, like social equity, political activism, peacemaking, well-being and prosperity, and online commitment with music in local area settings, to make reference to a couple.

Jason P. Cumberledge has written *"The Benefits of College Marching Bands for Students and Universities: A Review of the Literature"* in 2016 for Applications of Research in Music Education 36, no. 1. The assessment took a look at the reasons why students take part in school walking bands. It likewise investigates in the case of utilizing the walking band as an enrollment instrument has an effect in pulling in understudy artists to colleges. Students were approached to rank their main three purposes behind going to the college from a rundown of fourteen unique alternatives. "The outcome was that the second most regular explanation, measurably, [are] those students [that] picked their foundation . . . so as to be in that particular organization's walking band."⁴⁸ The main factor was the notoriety and nature of a particular scholarly division inside the establishment. The third factor was the general notoriety and nature of the organization itself.

Xihui Zhang, Carol Gossett, Jill Simpson, and Ron Davis have written *Advising Students for Success in Higher Education: An All-Out Effort* in 2019 for the Journal of College Student Retention: Research, Theory & Practice. This article discusses "practices in advising students for accomplishment in higher education as related to significant and testing tasks."⁴⁹ This turns out to be much more essential these days as most higher education institutions attempt to support their enlistment and improve their retention to act naturally adequate monetarily and practical financially. Research concentrates on understudy prompting in higher education are bountiful.

⁴⁸ 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 (2016): 44-50, doi: 10.1177/8755123316682819.

⁴⁹Xihui Zhang, Carol Gossett, Jill Simpson, and Ron Davis. "Advising Students for Success in Higher Education: An All-Out Effort." *Journal of College Student Retention: Research, Theory & Practice* 21, no. 1 (May 2019): 53–77.

San Bolkan, William C. Pedersen, Kaitlyn N. Storms, and Beth Manke has written *Predicting 4-Year Graduation: Using Social Cognitive Career Theory to Model the Impact of Prescriptive Advising, Unit Load, and Students' Self-Efficacy* in 2021 for *the Journal of College Student Retention: Research, Theory & Practice*. This article explored how natural, intellectual, and segment factors impact students' capacity to move on from a 4-year college in 4 years to a career or graduate studies. "The outcomes propose that if institutions need a guarantee, they expand 4-year graduation rates, assisting students understand that graduation in 4 years is basic to college success."⁵⁰

Joyce Epstein and Steven B. Sheldon have written: "*The Importance of Evaluating Programs of School, Family and Community Partnerships*" in 2019 for *Aula Abierta*. This article examines educator experience, and they have tried not to assess projects and practices of the school, family, and local area associations. They centered on assessing different school association segments with curriculum, accomplishment test scores, and debilitated projects of family and local area commitment. Studies show that when school-based organization groups set aside some effort to assess their endeavors, they exhibit an earnestness of direction that prompts more fair effort to connect all families in their kids' schooling, and more objective connected commitment exercises student accomplishment in school. This article presents data on "no-cost, minimal effort, and exorbitant approaches to assess the quality and progress of family and local area commitment plans and practices."⁵¹ At the center of this discussion is the distinction between assessing program executions and assessing program results. They distinguish more

⁵⁰San Bolkan, William C. Pedersen, Kaitlyn N. Stormes, and Beth Manke. "Predicting 4-Year Graduation: Using Social Cognitive Career Theory to Model the Impact of Prescriptive Advising, Unit Load, and Students' Self-Efficacy." *Journal of College Student Retention: Research, Theory & Practice* 22, no. 4 (February 2021): 655–75.

⁵¹Joyce L. Epstein and Steven B. Sheldon. "The Importance of Evaluating Programs of School, Family and Community Partnerships." *Aula Abierta*48, no. 1 (2019).

than twelve “devices and layouts” that make it workable for all schools to sort out, assess, and ceaselessly improve their association programs.

"The Journal of Blacks in Higher Education" in 2021 for The Journal of Blacks in Higher Education. The article talks about the available number of students at “U.S. colleges and universities has expanded significantly in recent years, with development powered only by students from low-pay families and students of shading.”⁵² Nonetheless, these progressions have not happened consistently across advanced education establishments, with increments generally articulated in open two-year colleges and the most un-particular public four-year foundations.

Christine Katzman has written “*Halftime: Sights, Sounds, and Spirits of the Marching Arts.*” in 2020 for Halftime Magazine. “Literature captured the eyes of high school students, drum corps, winter guard, indoor drumlines, and all age ensembles.”⁵³ *Halftime Magazine* is a bimonthly read with the mission of educating, entertaining, and inspiring students, music educators, parents, alumni, and fans. They explain how most HBCU bands are visually appealing, and then share antidotal stories from band competitions, traditions, and through thought-provoking featured stories. Included are narratives explaining musical and marching skills needed for membership in most HBCU bands. And, an attempt to connect the band with their local community through news, events, calendars, and product reviews.

L. Noel, R. Levitz, D. Saluri and Associates wrote “*Increasing Student Retention*” in 1985 for Jossey-Bass. This article establishes that “students persisting to complete their educational goals is a key gauge of student success, and therefore institutional success.”⁵⁴ The

⁵²"The Journal of Blacks in Higher Education" in 2021 for The Journal of Blacks in Higher Education, Last modified 2021. <https://www.jbhe.com>.

⁵³Christine Katzman. “*Halftime: Sights, Sounds, and Spirits of the Marching Arts.*” *Halftime Magazine*. May/June 2020.,6.

⁵⁴L. Noel, R. Levitz, D. Saluri and Associates. (1985). *Increasing Student Retention*. San Francisco, CA: Jossey-Bass.

two most often referred to measurements regarding student achievement are the freshman-to-sophomore standard for dependability, or first-year yearly return rate, and the associate graduation rate. The rookie to-sophomore degree of consistency estimates the level of first-time, full-time students selected at the college the accompanying fall semester.

Brandi Mitchell explains in “*Point and Drive for Life: My HBCU Band Experience.*” HBCU Times, April 28, 2019, that it is apparent that large crowds notice the entertainment of marching bands at HBCUs halftime shows, but what most people in the crowds do not know is the hard work students have to put into getting a spot on the field. Literature exposes the in depth training it takes to be a band member and captures the important memories that many band students experience, and the lifelong lessons that may apply to their personal and professional experiences later in life.⁵⁵

Research related to Finance in Historically Black Colleges and Universities

Marybeth Gasman and Nelson Bowman have written *A Guide to Fundraising at Historically Black Colleges and Universities* in 2012 for New York: Routledge. This book focuses not only on Alumni fundraising but also on An Campus Approach that mixes different jobs, everything being equal, to make recruitment progress. Preferably, when “utilizing marching band as a recruitment instrument, the individuals' family relationship gives a general connection between its individuals and the HBCU.”⁵⁶ It additionally fabricates progressing associations between the

⁵⁵Brandi Mitchell, “*Point and Drive for Life: My HBCU Band Experience.*” HBCU Times, April 28, 2019.,1.

⁵⁶Marybeth Gasman and Nelson Bowman, *a Guide to Fundraising at Historically Black Colleges and Universities* New York: Routledge, 2012.

marching band Alumni and current marching musicians, bringing about an enduring association with the HBCU, both financially and academically.

This reasonable examination constructs an organization engaged, the non-Eurocentric, hypothetical structure of black student achievement. In particular, the investigation blends the significant experimental examination on the commitments Historically Black Colleges and Universities (HBCUs) have made for black student achievement, prompting a unique paradigm suggesting everything foundations can adjust to their specific circumstances. "Significantly, this is the first HBCU-based theoretical model to appear in the academic literature."⁵⁷

Tiffany Jones has written *A Historical Mission in the Accountability Era: A Public HBCU and State Performance Funding* in 2016 for Educational Policy. The case study examines a state execution funding policy at a public historically Black school and college (HBCU). The policy joins state funding to HBCU execution on graduation rates and value estimates like the “decrease in accomplishment holes” among Black and non-Black students. HBCU member schools enjoyed the fact that the policy assisted the organization with turning out students more equipped for professional fields of service but disapproved of the value measures and their relationship with the state arrangement of advanced education. "The article addresses how the HBCUs mission was addressed in the policy and its plans for responding that includes focusing on Latino students."⁵⁸

William Casey Boland has written *Performance Funding and Historically Black Colleges and Universities: An Assessment of Financial Incentives and Baccalaureate*

⁵⁷Ana V. Ndumu and Tina Rollins, "Envisioning Reciprocal and Sustainable HBCU-LIS Pipeline Partnerships", *Information and Learning Sciences* 121, no. 34 (2020): 155-174, doi: 10.1108/ils-05-2019-0038.

⁵⁸Tiffany Jones. "A Historical Mission in the Accountability Era: A Public HBCU and State Performance Funding." *Educational Policy* 30, no. 7 (November 2016): 999–1041.

Degree Production in 2020 for Educational Policy. Pay-for-performance has become a state account policy of the day for public postsecondary organizations. “A total of 35 states at present circulate fluctuating measures of appointments to colleges and universities dependent on result measures.”⁵⁹ This examination utilizes a distinction in-contrasts semi exploratory procedure to evaluate the effect of execution put together funding concerning public 4-year Historically Black Colleges and Universities (HBCUs).

Matthew P. Ison has written *The Viability of Tuition-Free Community College in 2020 for Educational Policy*. Free higher education has become a vital policy conversation of the previous few years, frequently discussed or upheld along politically partisan lines. Those supporting this policy activity highlight the increasing expense of an advanced degree and its hindrance for underrepresented populaces expecting to obtain higher education. “Others point to a broken financial aid system that leaves more individuals financing their education through student loans, adding to a massive national loan debt now exceeding a trillion dollars.”⁶⁰ Different contentions for and against a free-educational cost program inside the American higher education framework are addressed.

Bob Blankenberger and Alan Phillips have written *Performance Funding in Illinois Higher Education: The Roles of Politics, Budget Environment, and Individual Actors in the Process* in 2016 for *Educational Policy*. The finishing plan is the prevailing subject in higher education policy in the United States today, and one of the essential procedures upheld in the plan is execution funding in planning for public organizations. “Illinois is one

⁵⁹William Casey Boland. “Performance Funding and Historically Black Colleges and Universities: An Assessment of Financial Incentives and Baccalaureate Degree Production.” *Educational Policy* 34, no. 4 (June 2020): 644–73.

⁶⁰Ison, Matthew P. “The Viability of Tuition-Free Community College.” *Educational Policy*, (August 2020).

example of a state that has attempted to implement performance funding as a means of directing the behavior of public institutions toward meeting state goals."⁶¹ This examination investigates exercises and restrictions found in the execution of funding execution in Illinois through the viewpoint of Rubin's model of the determinants of planning, including the jobs of climate, spending measures, and the techniques of people included. The study does not address recruiting or retention issues and has little application to this thesis study.

Laura W. Perna, Jeremy Wright-Kim, and Nathan Jiang has written *Money Matters: Understanding How Colleges and Universities Use Their Websites to Communicate Information About How to Pay College Costs* in 2019 for Educational Policy. This article uses web sphere analysis to examine the usability and usefulness of information that select 4-year colleges and universities are providing regarding the costs of attendance via their net price calculators and cost-related websites. Utilizing consistency with the flow and proposed government prerequisites for net value number crunchers as a beginning stage, the authors draw from previous research exploration to recognize and investigate markers of the expense-related data that forthcoming students need, and the degree to which the 80 inspected organizations are giving. The investigations show that a small number of colleges and universities neglecting to consent to government orders concerning "their moral obligation," as indicated by the National Association of College Admission Counseling, "to give total, real, and promptly available data that will permit students and their advisors to

⁶¹Bob Blankenberger and Alan Phillips. "Performance Funding in Illinois Higher Education: The Roles of Politics, Budget Environment, and Individual Actors in the Process." *Educational Policy* 30, no. 6 (September 2016): 884–915.

settle on educated school correlations and decisions."⁶² This study is of particular value to this thesis study in that it draws parameters as to the scope of

Jacob T. Fowles and David A. Tandberg have written *State Higher Education Spending: A Spatial Econometric Perspective* in 2017 in American Behavioral Scientist.

This article uses spatial econometrics to assess the degree to which adjoining states' spending choices influence state higher education spending in three classes (need-based guide spending, non-need-based guide spending, and allotments to state-funded colleges).

"Drawing on the relevant empirical and theoretical literature in public finance and economics, it evaluates three theoretically justified alternatives for defining the connectivity between states: physical proximity, relative population migration flows between states and common state membership in regional interstate higher education compacts."⁶³

James Dean Ward and William G. Tierney have written *The Role of State Policy in Ensuring Access, Achievement, and Attainment in Education* in 2017 for American Behavioral Scientist. This volume centers around state policy's significance for guaranteeing value in postsecondary access, accomplishment, and achievement. "America has a federalist education arrangement that gives states critical self-sufficiency in their administration of schools, colleges, and universities."⁶⁴ This framework has made huge variety across states, giving freedoms to state governments to gain from each other. This volume underscores the significance of setting and

⁶²Laura W. Perna, Jeremy Wright-Kim, and Nathan Jiang. "Money Matters: Understanding How Colleges and Universities Use Their Websites to Communicate Information About How to Pay College Costs." *Educational Policy*, (August 2019).

⁶³Jacob T. Fowles and David A. Tandberg. "State Higher Education Spending: A Spatial Econometric Perspective." *American Behavioral Scientist* 61, no. 14 (December 2017): 1773–98.

⁶⁴James Dean Ward and William G. Tierney. "The Role of State Policy in Ensuring Access, Achievement, and Attainment in Education." *American Behavioral Scientist* 61, no. 14 (December 2017): 1731–39.

uses separation across state lines to feature the jobs inside and outside factors play in policy advancement and issues relating to postsecondary access, accomplishment, and achievement.

Amaury Nora, Libby Barlow, and Gloria Crisp have written *Examining the Tangible and Psychosocial Benefits of Financial Aid with Student Access, Engagement, and Degree Attainment* in 2006 for American Behavioral Scientist. This article discusses research on financial help that brings up the effect of scholastic accomplishment, educational responsibilities, student commitment, and industriousness to graduation. "What is more, the availability of funds to meet tuition and other college-going expenses not only bears on a student's decision to attend college but also affects to a great extent the choice of college made by that student."⁶⁵ This article looks at the impact that monetary guide applies on various parts of a student's life, gives a monetary guide profile of first-time-in-undergrads across six academic years, and audits diverse monetary assets utilized by low-pay students. This article is of significant importance as it applies to the role financial "goals and accountability" apply to HBCU recruitment and retention funding.

Edward P. John has written *Contending with Financial Inequality: Rethinking the Contributions of Qualitative Research to the Policy Discourse on College Access* in 2006 for American Behavioral Scientist. This article discusses how researchers as often as possible spotlight on the jobs of foundation and scholarly planning in school access without thinking about family pay. The theory on social capital gives a focal point to inspect family pay in education choices. "This article uses the theory of cultural capital, along with claims from other

⁶⁵Amaury Nora, Libby Barlow, and Gloria Crisp. "Examining the Tangible and Psychosocial Benefits of Financial Aid with Student Access, Engagement, and Degree Attainment." *American Behavioral Scientist* 49, no. 12 (August 2006): 1636–51.

theories, to examine interviews with students who received substantial grant awards."⁶⁶ The investigations helps to enlighten how student impression of accounts impact social and scholarly choices about higher education, delineating that subjective research can contribute significantly to the arising comprehension of monetary imbalance in educational opportunities.

Research related to Recruiting in Higher Education

Terrell L. Strayhorn has written *Modeling the Determinants of College Readiness for Historically Underrepresented Students at 4-Year Colleges and Universities: A National Investigation* in 2014 for American Behavioral Scientist. College readiness is a national policy priority in the United States, yet moderately little is known from huge public examples about the elements and encounters that decide school preparation for historically underrepresented minorities at 4-year colleges and universities. The reason for this examination is to “recognize the variables and encounters that impact different proportions of school preparation for historically underrepresented or underserved minorities at 4-year colleges and universities utilizing information from the Education Longitudinal Study.”⁶⁷

Jacob Jackson and Michal Kurlaender have written *College Readiness and College Completion at Broad Access Four-Year Institutions in 2014* for American Behavioral Scientist. Many students show up at college or university academically under-equipped to accomplish college-level work, confronting many school status evaluations and formative education coursework. This article analyzes how an understudy's preparation to take school classes upon section to the college is identified with four longer-term post-secondary results. The author's use

⁶⁶Edward P. John. “Contending With Financial Inequality: Rethinking the Contributions of Qualitative Research to the Policy Discourse on College Access.” *American Behavioral Scientist* 49, no. 12 (August 2006): 1604–19.

⁶⁷Terrell L. Strayhorn “Modeling the Determinants of College Readiness for Historically Underrepresented Students at 4-Year Colleges and Universities: A National Investigation.” *American Behavioral Scientist* 58, no. 8 (July 2014): 972–93.

an interesting longitudinal dataset of the enumeration of first-time green beans at the country's most prominent public 4-year state postsecondary framework to portray contrasts by grounds and across school majors. "Results indicate that grade point average can be a useful predictor of college success above and beyond the readiness measure."⁶⁸

William G. Tierney and Lisa D. Garcia have written *Remediation in Higher Education: The Role of Information* in 2011 for American Behavioral Scientist. The articles discuss how remediation in higher education has not gotten much consideration over the previous decade and how it depicts at least one intercession to check the number of students who need such remediation. "California State University's Early Assessment Program provides students with information about their college readiness before their senior year of high school."⁶⁹ Utilizing subjective techniques, the creators explore how students utilize them to get ready for and apply to school. The creators presume that data alone, albeit conceivably valuable, is an inadequate solution for beating remediation or expanding school admittance.

Richard Harvey Brown has written in 2002 for the American Behavioral Scientist, *Overcoming Educational Exclusion: Is Diversity an Appropriate Model for Democratic Higher Education?* This article documents a chronicled challenge to endeavors in the United States to conquer educational rejection since World War II, from scholarly politically-sanctioned racial segregation to governmental policy regarding minorities in society and from race-based measures of determination to what in particular is called "variety." "Central criticisms and problems of diversity are identified, their validity is assessed, and suggestions as to how they

⁶⁸Jacob Jackson and Michal Kurlaender. "College Readiness and College Completion at Broad Access Four-Year Institutions." *American Behavioral Scientist* 58, no. 8 (July 2014): 947–71.

⁶⁹William G. Tierney and Lisa D. Garcia. "Remediation in Higher Education: The Role of Information." *American Behavioral Scientist* 55, no. 2 (February 2011): 102–20.

may be rejoined or overcome are provided."⁷⁰ This article is particularly useful in this thesis project as issues surrounding multi-ethnic marching band members

Nicholas Hillman and Daniel Corral have written *The Equity Implications of Paying for Performance in Higher Education* in 2017 for *American Behavioral Scientist*. This article discusses how 21 states have received performance-based funding models tying state funding to quantifiable yields. In this examination, we find out if minority-serving institutions experience changes in state funding levels after the presentation of performance-based funding. "On average, the article finds that minority-serving institutions in performance-based funding-states lose significant funding per student compared with minority-serving institutions in non-performance-based funding states and non-minority-serving institutions in the same performance-based funding state."⁷¹ By and large, contrarily influenced by performance-based funding models and could change the missions of these institutions.

William M. Banks has written *Afro-American Scholars in the University: Roles and Conflicts* in 1984 in *American Behavioral Scientist*. This article discusses Afro-American researchers selected by historically white universities during the previous twenty years confronted various complex issues about their job and capacity inside the institutions. Notwithstanding "assumptions concerning research and educating, different institutional interests tried to proper the energies of new debuts."⁷² The clashing job assumptions frequently affected the work and position of Afro-American intelligent people in the académé.

⁷⁰Richard Harvey Brown. "Overcoming Educational Exclusion: Is Diversity an Appropriate Model for Democratic Higher Education?" *American Behavioral Scientist* 45, no. 7 (March 2002): 1061–87.

⁷¹Nicholas Hillman and Daniel Corral. "The Equity Implications of Paying for Performance in Higher Education." *American Behavioral Scientist* 61, no. 14 (December 2017): 1757–72.

⁷²William M. Banks. "Afro-American Scholars in the University: Roles and Conflicts." *American Behavioral Scientist* 27, no. 3 (January 1984): 325–38

Isaac Bonaparte, Lucy Lim, and Ephraim Okoro has written *A Comparison of the Impact of Preparedness of Students Entering College and Students Academic Attainment between Selected HBCU and Non-HBCU* in 2015 for International Journal of Academic Research in Business and Social Sciences. This article discusses how the significant part of the past and “late insightful writing on personnel performance, efficiency, and viability for residency and advancement has zeroed in to a great extent on the quality and amount of research of over a particular time period and based on thorough rules.”⁷³ Pre-tenured workforce in research-situated institutions are relied upon or needed to convey requests showing loads, serve on various boards, and keep on excess on the bleeding edge of research.

Research related to Retention in Higher Education.

The articles and dissertations in this section investigate best practices for access and retention in higher education programs, centering around research, hypothesis, and appraisal in an assortment of public projects. This section gives noteworthy data about productive activities, multicultural and worldwide techniques, and student foundation factors that impact recruitment, retention and achievement on the collegiate level.

Alan M.Daniel has written *Identification of Skill-Appropriate Courses to Improve Retention of At-Risk College Freshmen* in 2020 for the Journal of College Student Retention: Research, Theory & Practice. This article discusses how distinguishing and supporting high-risk students are essential to expanding maintenance and industriousness in collegiate-level educational endeavors. The authors seek to answer the question: What makes some high-risk students ready to succeed, while others are largely unsuccessful? This article contends that early

⁷³Isaac Bonaparte, Lucy Lim, and Ephraim Okoro. "A Comparison of the Impact of Preparedness of Students Entering College and Studentsâ Academic Attainment between Selected HBCU and Non-HBCU". *International Journal of Academic Research in Business and Social Sciences* 5, no. 5 (2015). doi:10.6007/ijarbss/v5-i5/1592.

achievement in school courses is a vital factor in flexibility among high-risk students. Enlisting and enrolling students' to “improper courses during their first semester can fill in as support against high-hazard students' weaknesses.”⁷⁴

Michael J. Denton has written *Queering College Student Retention* in 2020 for the Journal of College Student Retention: Research, Theory & Practice. Retention writing and ideas warrant assessment through the perspective of queer hypothesis, a post-structural assortment of contemplated sexuality and gender, to comprehend their suggestions for queer students. “Five topics found in the retention writing are tended to from a queer viewpoint: outlining retention as a monetary and work issue; grounds environment; the emphasis on projects, strategies, and administrations; mental characteristics; and positivistic methodologies.”⁷⁵ Queering retention includes deconstructing retention pairs; problematizing the creation of regulating subjects through retention hypothesis; zeroing in on institutional change; and inspecting retention as heteronormative mastery.

Alan Seidman has written *Minority Student Retention* in 2019 for Routledge Publishers. This book is an aggregation of the absolute best of these articles, chosen based on surveys by a framework of specialists in the education field. The articles examine “African American, Latino/Latina, Asian and Asian Pacific, Native American, biracial students, and institutional responsibilities to retain a diverse student population.”⁷⁶

Edna McCulloh has written *An Exploration of Parental Support in the Retention of Rural First-Generation College Students* in 2020 for the Journal of College Student Retention:

⁷⁴Alan M Daniel. "Identification of Skill-Appropriate Courses to Improve Retention of At-Risk College Freshmen". *Journal of College Student Retention: Research, Theory & Practice*, 2020, 152102512090554. doi:10.1177/1521025120905542.

⁷⁵J. Michael Denton. “Queering College Student Retention.” *Journal of College Student Retention: Research, Theory & Practice* 21, no. 4 (February 2020): 544–66.

⁷⁶ Alan Seidman, Alan. *Minority Student Retention*. Florence: Routledge, 2019.

Research, Theory & Practice. This article discusses rural first-generation undergrads who experience difficulties in school that are regularly the consequence of an absence of school availability, trouble acclimating to new networks, and the shortfall of an encouraging group of people. This investigation explores “parental help that advanced retention of provincial first-generations going to a minor, private college, where this populace's withdrawal rates are higher than that of proceeding generation students.”⁷⁷ This study’s emphasis has significant application to this study in that many attending Talladega College are first generation college students.

Jennifer L. James has written *Students as Stakeholders: Understanding Expectations Can Increase Student Retention* in 2020 for the Journal of College Student Retention: Research, Theory & Practice. This article discusses adult students' determination in online projects is lower than in traditional school homerooms, yet more grown-up students are taking on online projects. Little research is accessible on students' necessities and assumptions for their accomplishment in online courses. “A quantitative correlational investigation was directed on student assumptions for internet picking utilizing steadiness components of time, innovative abilities, and trouble.”⁷⁸ Nontraditional students experience one-of-a-kind difficulties to academic improvement originating from issues at home, low-financial status, negligible off-grounds support, and detaching talk of the scholarly community.

Willis A. Jones has written *Football and Freshmen Retention: Examining the Impact of College Football on Institutional Retention Rates* in 2010 for the Journal of College Student Retention: Research, Theory & Practice. This article analyzed the connection between school football's institutional help (as estimated by participation at home football match-ups) retention

⁷⁷Edna McCulloh. “An Exploration of Parental Support in the Retention of Rural First-Generation College Students.” *Journal of College Student Retention: Research, Theory & Practice*, (February 2020).

⁷⁸Jennifer L. James. “Students as Stakeholders: Understanding Expectations Can Increase Student Retention.” *Journal of College Student Retention: Research, Theory & Practice*, (January 2020).

at NCAA Division 1A and 1AA colleges and universities. Discoveries demonstrated that, after controlling for different components related to student retention, participation at home football match-ups was “emphatically and altogether identified with an organization's retention rate.”⁷⁹

Frankie Santos Laanan, Soko S. Starobin, and Latrice E. Eggleston have written *Adjustment of Community College Students at a Four-Year University: Role and Relevance of Transfer Student Capital for Student Retention* in 2010 for the Journal of College Student Retention: Research, Theory & Practice. This examination explores the transfer experience's intricacy among students who started their postsecondary education at a 2-year college and moved to a substantial 4-year college. In particular, this investigation's objective was to move past the transfer displacement idea by looking at the role of "student from another school capital for student retention.”⁸⁰

Glenn Potts, Brian Schultz, and Jacque Foust have written *The Effect of Freshmen Cohort Groups on Academic Performance and Retention* in 2004 for the Journal of College Student Retention: Research, Theory & Practice. This article discusses how the objectives of expanding “student retention and the improvement of robust learning structures have driven the College of Business and Economics personnel to try different things with first-year recruit learning networks.”⁸¹ A sum of 92 business and bookkeeping rookies put in cohorts of roughly ten students. The students in every companion took similar English, math, and financial aspects

⁷⁹Willis A Jones. “Football and Freshmen Retention: Examining the Impact of College Football on Institutional Retention Rates.” *Journal of College Student Retention: Research, Theory & Practice* 11, no. 4 (February 2010): 551–64.

⁸⁰Frankie Santos Laanan, Soko S. Starobin, and Latrice E. Eggleston. “Adjustment of Community College Students at a Four-Year University: Role and Relevance of Transfer Student Capital for Student Retention.” *Journal of College Student Retention: Research, Theory & Practice* 12, no. 2 (August 2010): 175–209.

⁸¹Glenn Potts, Brian Schultz, and Jacque Foust. “The Effect of Freshmen Cohort Groups on Academic Performance and Retention.” *Journal of College Student Retention: Research, Theory & Practice* 5, no. 4 (February 2004): 385–95.

courses. Comparisons among the business cohorts and a brain research associate, a non-significant partner, and a benchmark group recommend that this construction does not expand scholastic execution or retention.

Holley A. Belch has written *Retention and Students with Disabilities* in 2004 for the Journal of College Student Retention: Research, Theory & Practice. This article recognizes the “components influencing retention of students with handicaps, analyzes the issues identified with change arranging from optional to postsecondary education, and investigates the utility of the all-inclusive plan idea to the retention of students.”⁸² Further, encouraging practices will be shared alongside suggestions for training.

Rashelle Karp and Rose Logue have written a *Retention Initiative for Unscheduled Sophomores and Unscheduled Readmit* in 2002 for the Journal of College Student Retention: Research, Theory & Practice. This article discusses how the retention activity portrayed in the examination was performed at an exhaustive state-funded college in northwestern Pennsylvania with 6000 baccalaureate and graduate degrees students. While trying to build understudy retention, calls were made to 1) non-returning sophomores and 2) students who had applied for readmission to the University after a break. The motivation behind the calls was to encourage the students' enrollment for classes, and in this way, their re-visitation of grounds. This methodology demonstrated compelling as a retention gadget, and it gave valuable data concerning “neighborhood purposes behind non-return, just as suggestions for changes in University strategies that could build student retention. Cross-divisional collaboration is noted as essential to student retention.”⁸³

⁸² Holley A. Belch “Retention and Students with Disabilities.” *Journal of College Student Retention: Research, Theory & Practice* 6, no. 1 (May 2004): 3–22.

⁸³ Rashelle Karp, and Rose Logue. “Retention Initiative for Unscheduled Sophomores and Unscheduled Readmits.” *Journal of College Student Retention: Research, Theory & Practice* 4, no. 2 (August 2002): 147–72.

Pat Lemay Burr, Richard M. Burr, and Lorena F. Novak has written *Student Retention Is More Complicated Than Merely Keeping the Students You Have Today: Toward a 'Seamless Retention Theory* for the Journal of College Student Retention: Research, Theory & Practice.

This article discusses that student retention is frequently considered as minimal more than keeping the students an establishment as of now has enlisted. The creators suggest that a “genuine, consistent retention exertion starts before students are selected and expects and distinguishes the requirements of students as they go into the educational framework.”⁸⁴ Segment drifts that are changing the student's profile and his/her necessities are examined, and arrangements are offered for thought inside the U.S. higher education climate.

In conclusion, research of related literature in these six dynamic areas, seems to indicate that marching bands at Historically Black Colleges and Universities (HBCU) are clearly still needed within the higher education context. And, over the course of their existence, marching bands have provided the exposure at HBCUs that market not only students, but the communities as well. Not only does HBCU marching bands provide a platform for diversity, they also provide entertainment, performances, and educational opportunities for students that may not otherwise be able to afford college. In the process and because of the tremendous amount of time spent practicing, traveling, and performing together, it gives students a sense of family or community. It also provides students opportunity for social interactions, self-expression and personal development.

⁸⁴Pat Lemay Burr, Richard M. Burr, and Lorena F. Novak. “Student Retention Is More Complicated Than Merely Keeping the Students You Have Today: Toward a 'Seamless Retention Theory.’” *Journal of College Student Retention: Research, Theory & Practice* 1, no. 3 (November 1999): 239–53.

CHAPTER THREE: Historical Overview of Talladega College and its Marching Band

Introduction

Talladega College is a small, private, independent, four-year, co-educational liberal arts college located in Talladega, Alabama. Among the oldest of the historically black colleges and universities (HBCU), Talladega College, with the American Missionary Association's assistance, was established in 1867 by the descendants of the slaves who encouraged construction of what was to become its first building Swayne Hall—presently a national historic site. Talladega College was chartered as an institution of higher education in 1869 by the state of Alabama.⁸⁵ Although its student population has been predominantly African American, Talladega College is numerically the leading institution in Alabama to admit qualified people of any race or ethnic origin. The college actively selects individuals of all races and religions from all across the United States of America and aggressively welcomes international students.

Brief History of Talladega College

The history of Talladega College begins on November 20, 1865, when two previous slaves, William Savery and Thomas Tarrant, meet in convention with a gathering of new freedmen in Mobile, Alabama. From this meeting comes a commitment to:

"... regard the education of our kids and adolescents as vital to the preservation of our freedoms, and genuine religion as the foundation of all temperance, and shall utilize our most extreme endeavors to advance these blessings in our common country."⁸⁶

⁸⁵ "Our History | Talladega College", Talladega.Edu, Last modified 2021, <http://www.talladega.edu/our-history/>.

⁸⁶ "About | Talladega College", Talladega.Edu, Last modified 2021, <http://www.talladega.edu/about/>.

With this as their sayings, Savery and Tarrant, aided by General Wager Swayne of the Freedmen's Bureau, began earnestly to give a school to the offspring of previous slaves of the community. Their leadership brought about construction of a one-room school building, using lumber salvaged from an abandoned carpenter's shop. The school flooded with students from its opening, and soon it was necessary to move into larger quarters.⁸⁷

Meanwhile, the nearby Baptist Academy, default in its mortgage, was about to be sold. This building had been implicit 1852-53 with the assistance of slaves, including Savery and Tarrant. A rapid plea for its purchase was shipped off to General Swayne. General Swayne then persuaded the American Missionary Association to purchase the building and 20 acres of land for \$23,000. The grateful parents renamed the building Swayne School, and it opened in November of 1867 with about 140 students. In this manner, a building, formerly constructed with slave labor for white students, became the home of the state's first college dedicated to servicing blacks' educational needs.

In 1869, Swayne School was issued a charter as Talladega College by the Judge of Probate of Talladega County. Twenty years later, in 1889, the Alabama State Legislature recognized the college as a non-profit organization free from state and federal taxation.⁸⁸

Swayne Hall has remained in assistance as the image and soul of the beginning of Talladega College. Cultivate Hall, built for young ladies and teachers in 1869, was the main building added after the college was chartered. Stone Hall, for young men and teachers, was constructed in 1870. Other buildings were added during the institution's first one-hundred years.

⁸⁷Ibid.

⁸⁸Ibid.

After its centennial observance, the campus included 21 significant buildings and more than 12 residential buildings, primary housing for faculty and staff.⁸⁹

Peterson's Guide to Top Colleges for Science distinguished Talladega College as one of two hundred (200) colleges and universities in the United States to offer an outstanding undergraduate program in science and mathematics.⁹⁰

In 1994, Talladega College was chosen and recognized, from nearly fifteen hundred (1500) four-year colleges and universities, by the Carnegie Foundation as a “Distinguished Institution of Higher Education.” The choice was based on three separate criterium: 1) the number and percentage of baccalaureate alumni who earned doctorate certificates in each of the basic sciences and mathematics from 1988 through 1992; 2) the number and percentage of undergraduates who earned baccalaureate degrees in each of the basic sciences and mathematics from 1988 through 1992; and 3) the percentage of baccalaureate alumni who were awarded National Science Foundation Fellowships in technical disciplines and mathematics from 1990 through 1994.⁹¹

The training of leaders has been the continuing mission of the college. An outline for collegiate level coursework initially appeared in the 1890 college catalog. What follows are the Talladega College Mission Statement, Vision Statement, and Core Values:

MISSION STATEMENT: “Talladega College is an institution rich in history whose mission is to equip its graduates for the global community through academic excellence, moral values, community service and professional development.”⁹²

⁸⁹ Ibid.

⁹⁰ “Talladega College - Tuition and Acceptance Rate”, Petersons.Com, Last modified 2021, https://www.petersons.com/college-search/talladega-college-000_10002908.aspx.

⁹¹ Ibid.

⁹² Ibid.

VISION STATEMENT: Talladega College aspires to be a center of academic excellence in liberal arts higher education; thus preparing students not only for graduate studies but also for the global community.⁹³

CORE VALUES Talladega College promotes a philosophy of:

1. **STUDENTS FIRST:** The main stakeholders are students.
2. **ACCOUNTABILITY:** Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress.⁹⁴
3. **INTEGRITY:** Foster honesty by acting in a candid, fair, and ethical manner, creating a culture of trust that is evident in all College activities and decision-making.⁹⁵
4. **DIVERSITY:** Expose students to diversity inherent in the world in which we live.⁹⁶
5. **EXCELLENCE:** To teach high-quality educational programs and perform innovative research, thus being preeminent in all that we do.⁹⁷

Talladega College also boasts an outstanding, fully credentialed international faculty, 62% of which hold accredited earned doctorate degrees. The faculty is often characterized as “dedicated and committed to the welfare of all students.”⁹⁸ Talladega College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the baccalaureate and masters level. TC has long been considered a faith-based institution, affiliated with the United Church of Christ.⁹⁹

⁹³ Ibid.

⁹⁴ Ibid.

⁹⁵ Ibid.

⁹⁶ Ibid.

⁹⁷ “Our Mission | Talladega College”, Talladega.Edu, Last modified 2021, <http://www.talladega.edu/our-mission/>.

⁹⁸ Ibid.

⁹⁹ United Church of Christ is headquartered at 700 Prospect Avenue East, Cleveland, OH 44115. There are 48 educational institutions related to the United Church of Christ, including academies, colleges, universities, and seminaries. Each is independent, self-governing, and fully accredited. Of these 48 institutions, six are identified as Historically Black Colleges and Universities (HBCU): Dillard University, New Orleans, LA; Fisk University, Nashville, TN; Huston-Tillotson University, Austin, TX; LeMoyne-Owen College, Memphis, TN; Talladega College, Talladega, AL; and Tougaloo College, Tougaloo, MS. https://www.ucc.org/environmental-ministries/justice_environmental-justice_index/general-synod-resolutions-regarding-environmental-justice/higher-education/ (accessed February 28, 2021).

Central to the Talladega College mission is the preparation of students to become humane, literate, and global leaders, knowledgeable in various disciplines, and amazingly competitive in the market-place. Equally important is the goal for Talladega College graduates to demonstrate an openness to the arts and humanities, leadership for all times and cultures, and a strong sense of faith, instilling values consistent with deference for all people groups and societies.¹⁰⁰

Talladega College's academic programs follow the traditional “liberal arts” model for undergraduate education. Having received regional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)¹⁰¹ in 2018- 2019, Talladega Colleges offer degrees¹⁰² in the following disciplines:

Undergraduate Degrees

I. Division of Business Administration

- Bachelor of Arts in Business Administration

II. Division of Humanities and Fine Art

- Associate of Liberal Arts
- Bachelor of Arts in English
- Bachelor of Arts in History
- Bachelor of Arts in Fine Arts
- Bachelor of Arts in Music Performance
- Bachelor of Arts in Mass Media Studies
- Bachelor of Arts in English Language Arts

III. Division of Natural Sciences and Mathematics

- Bachelor of Arts in Biology
- Bachelor of Arts in Chemistry
- Bachelor of Arts in Computer Science
- Bachelor of Arts in Mathematics
- Bachelor of Arts in Computer Information Science

¹⁰⁰Ibid.

¹⁰¹ Talladega College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master’s degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Talladega College.

¹⁰² "Academic Programs | Talladega College", Talladega.Edu, Last modified 2021, <http://www.talladega.edu/academic-programs/>.

IV. Eunice Walker Johnson Division of Social Sciences and Education

- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Work
- Bachelor of Arts in Sociology
- Bachelor of Arts in Education
- Bachelor of Arts in Public Administration
- Bachelor of Arts in Criminal Justice

Graduate Degrees

I. Division of Natural Sciences and Mathematics

- Online Master of Science in Computer Information Systems

The general education program of communications, humanities, social sciences, mathematics, brain research, and reasoning and serving in introductory courses to majors in those disciplines gives the basis of the liberal arts of all academic pursuits at Talladega College. A large extent of the college's aims is achieved through its general education program.

The Students

“Talladega College is an environment which focuses on the intellectual, social, spiritual, and physical growth and development of each student. Students are encouraged to become active participants in their own development and to take advantage of the total educational experience offered by the college.”¹⁰³

One of the significant benefits of going to a faith Based college is that all professors share their faith. Accordingly, students share a space with instructors who actively profess their faith. These professors come from varied and mixed, and they can help direct students by relating the ways they took, the exercises professors learned, and how they would do things any other way. Students acquire direct insight from individuals who have experienced college and discovered a balance in their professions while keeping up their faith in the creator.

¹⁰³ "Student Life | Talladega College", Talladega.Edu, Last modified 2021, <http://www.talladega.edu/students/>.

At the point when students experience childhood in a church, students feel a feeling of community. That sense can become mixed up in college since there may not be numerous individuals who share their faith which causes a few groups to feel alone or alienated in their new setting, making them go down a more obscure way.

Talladega College band is unique because it is a band that focuses on developing students' minds, souls, and wellness. The uniqueness of it all is that students can develop the mind, soul, and wellness from a Christian approach. An example of taking the Christian approach is a faith-based organization; the Instructors can incorporate religion while teaching the academics.

Talladega College is a unique place, proud of their heritage and focused on their future. The college represents a diversity of people who come together to provide moments that grow and expand a global experience for those within. Talladega College is an institution that actively nurtures, is filled with passion for learning and pushes beyond possibility on the way to realizing dreams.¹⁰⁴

Retention of College Students at Talladega College

From 2008 to 2012, Talladega College (TC) faced unusual financial challenges brought about by a season of declining enrollment. In 2010, The Board of Trustees appointed Dr. Billy Hawkins as Institutional Leader and College President. In addition to assuming the role of chief executive officer of the college, Dr. Hawkins was tasked with the responsibility of rebuilding the student body enrollment and creating a culture of success and growth at the college.

Almost immediately, Dr. Hawkins organized a Student Retention and Growth Initiative for the sole purpose of creating meaningful processes for student engagement and retention. As

¹⁰⁴ Ibid.

part of that innovative and ground-breaking initiative, Dr. Hawkins implemented a plan to establish a marching band as part of the Department of Student Affairs. The sole purpose of this marching band was to serve in a strategic role of recruitment, enrollment and retention.

This was a bold and courageous move on the part of this new college president. While there are a large number of well developed, competitive college sports programs at Talladega, the college does not have an official football team. Historically, college marching band initiatives usually thrive at institutions with strong and aggressive football programs. So, it was decided that this new TC Marching Band should be a “showband” and represent the college as a performance team that operated outside of the confines of any one particular college football or athletic organization. This one decision proved to be a defining moment in the history of TC’s recruiting endeavors. The “TC Great Tornado Showband” was immediately successful.

Student enrollment and retention has always been an important aspect of the overall mission and focus of TC. Obviously, retention is at the heart of any successful growth strategy. Issues surrounding student attrition and enrollment decline most often involve some type of financial challenge, family crisis, personal emergency or health problem. Knowing how to discern individual need and then to design a strong strategy seemed to be at issue with the struggling college in 2010. The creation of a marching band, strategically tasked with the responsibility of recruiting students immediately provided in-coming freshmen opportunity to identify with a caring, loving and prestigious community.

Over the years, Talladega College recruitment and enrollment personnel have worked to maintain a balance between two student retention norms: “Normal Movement” and “Student Remission.” “Normal Movement refers to the student that is enrolled in the college on a sustaining basis. Sometimes referred to as “retained students,” are those that elect to “stay

enrolled” in the college every semester until graduation, which is usually in about four years. “Student Remission” refers to that for one reason or another dropout of college or choose to withdraw from their classes for an indefinite period of time, usually leaving before graduating. Between these two standards are transfer students who begin their educational career at one institution and “transfer in to the TC academic program.

Talladega College has emerged since 2016 as a financially surviving, healthy institution. The aggressive recruitment and admission actions of TC Tornado Marching Band students and leadership, Department of Student Affairs leadership, Department of Admissions partnerships, strategic college personnel and the strong support of Dr. Billy Hawkins all combine to make this possible.¹⁰⁵

Conclusion

Talladega College is a close-knit, student-centered institution known for academic excellence. It is ranked among the best regional colleges and the best HBCUs in the nation. The college is widely applauded for its championship-winning athletic teams, acclaimed marching band and renowned choir.

Talladega is Alabama’s first private historically black liberal arts college, and the home of the renowned Amistad Murals. It is the proud alma mater of generations of noteworthy local, national and international leaders.

Talladega is located in a historic district of the city of Talladega, Alabama. Its main campus includes 44 buildings on 50 acres, encircled by the city and delicately rolling woodlands. “The beautiful oak-lined campus boasts several historic landmarks: Swayne Hall (1852), the

¹⁰⁵ <https://nces.ed.gov/ipeds/datacenter/Facsimile.aspx?unitid=102298>.(accessed February 28, 2021)

original school" ¹⁰⁶ building has been utilized for classrooms; the President's House (1881); DeForest Chapel (1903), which "houses the famous 17 stained-glass windows by David C. Driskell; and Savery Library (1939)," ¹⁰⁷ the original home of the Amistad Murals.

The College has an aggressive tradition of bringing the world to Talladega via workshops, gatherings, lectures introduced by acclaimed artists, scientists, political, business, and city leaders. Significant emphasis is placed on the institution's push for academic excellence in four dynamic areas: health, science, faith and leadership. ¹⁰⁸

Talladega College has grown tremendously since 2010. In 2011-12 Talladega College had an enrollment of 572 students. As a result of initiating the TC Great Tornado Marching Showband for the 2012-2013 academic year, enrollment immediately increased 56% to 1017. By the 2019-2020 academic year, the college resident campus enrollment increased to 1331 ¹⁰⁹ students and there the "TC Great Tornado Marching Showband" increased to over 450 students.

The growth of enrollment at Talladega College has opened several doors of achievement for the students. Students have benefited by the Institution being able to expand academic programs. Students now have an opportunity to attend graduate programs such as medical schools, law schools and other graduate programs. The students also received job opportunity in various places.

The student body of Talladega College has benefited tremendously from the enrollment

¹⁰⁶ "Talladega College | Founded In 1867", Talladega.Brinkster.Net, Last modified 2021, <http://talladega.brinkster.net/about.asp>.

¹⁰⁷<http://www.talladega.edu/our-brand/>

¹⁰⁸<http://www.talladega.edu/our-history/>

¹⁰⁹ TC Enrollment numbers for the academic years are 2010-2011 – 610 students; 2011-2012 – 572 students; 2012-2013 – 1017 students; 2013-2014 – 934 students; 2014-2015 – 1038 students; 2015-2016 – 1092 students; 2016-2017 – 932 students; 2017-2018 – 1018 students; 2018-2019 – 1321 students; 2019-2020 – 1331 students; (<https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=102298&goToReportId=6>) and 2020 – 2021 – 1313* (<http://www.talladega.edu>)

growth. Students have been able to grow socially and in “mind, body and soul.” Because of this significant growth of the College’s enrollment the college now have expanded student organizations. The College has expanded the campus with three new buildings a Museum, Residence Hall, Student Center, and Renovated Band Hall. The college is now moving forward with strategies for establishing a football team.

CHAPTER FOUR: An Overview of the Strategy for Marching Bands at Talladega College

From 2008 to 2012, Talladega College (TC) faced unusual financial challenges brought about by a season of declining enrollment. As part of an innovative recruiting and retention initiative deployed in 2012 by TC president, Dr. Billy C. Hawkins, a “marching showband” was organized and established. This initiative was for the sole purpose of addressing the issue of declining enrollment and proved to be enormously successful for the institution. What follows is an overview of the strategy developed by the college president and the resulting organizational outcomes.

Background

In 2010, The Board of Trustees appointed Dr. Billy Hawkins as Institutional Leader and College President. In addition to assuming the role of chief executive officer of the college, Dr. Hawkins was tasked with the responsibility of rebuilding the student body enrollment and creating a culture of success and growth at the college.

Almost immediately, Dr. Hawkins organized a “Student Retention and Growth Initiative” for the sole purpose of creating meaningful processes for student engagement and retention. As part of that innovative and ground-breaking initiative, Dr. Hawkins implemented a plan to establish a marching band as part of the Department of Student Affairs.

This was a bold and courageous move on the part of the new college president. While there are a large number of well developed, competitive college sports programs at Talladega, the college does not have an official football team. Historically, college marching band initiatives usually thrive at institutions with strong and aggressive football programs. So, it was decided that this new TC Marching Band should be a “showband” and represent the college as a

performance music ensemble, operated outside of the confines of any one particular college academic, sports or athletic organization. This one decision proved to be a defining moment in the history of TC's recruiting endeavors. The "TC Great Tornado Showband" was immediately successful.

The President Dr. Billy C. Hawkins' vision was to create a marching band at Talladega College (TC) for the primary purpose of increasing the student enrollment. He believed that if a successful marching band were established on the campus, it would immediately provide a platform for numerical growth for the institution.

In 2012, President Hawkins and Talladega College Board of Trustees voted to establish the *Great Tornado Marching Band*. Mr. Miguel Bonds was secured during that same year as the first Director of Bands. Charter marching band enrollment was 150 student members. Today, approximately 450 students from all regions of the United States are engaged in the marching band program. Organizationally and in addition to the Director of Bands, there are eight full-time employees that support the daily operations, including: One associate director, five assistant directors, one dance coach, and an administrative assistant.¹¹⁰

The Great Tornado Band performs at all types of events, including: The Honda Battle of the Bands, The Queen City Battle of the Bands, The New Orleans Mardi Gras, and Halftime Performances at area high school, college and professional NFL football games. The band has received and accepted invitations to perform at several notable events with well-known musical artists, including: "The World Famous Franky Beverly and Maze," several "Battle of the Bands Invitationals," "the New Orleans Saints Halftime Show," and The 58th Presidential Inauguration Parade in 2017.¹¹¹

¹¹⁰ <http://www.degaband.net/band-history.html> (accessed on January 15, 2021).

¹¹¹ Ibid.

Initially, student, staff and faculty band leadership met to develop “a first strategic plan.” This strategic plan immediately served as a guide for college student body and band enrolment growth. During those early years, attention was devoted to creating, developing and launching a new organization. Originally, focus was on building a marching band only but, as enrollment increased, the emphasis shifted to developing an organization that could assist in the preparation of students with academic emphasis in music, music education, the sciences, mathematics, and the core liberal arts education courses.

Several campus-wide benefits of the marching band are immediately noted by college admissions and retention personnel:

1. There is an immediate increase in college student enrollment, campus wide.
2. Applications from students graduating from private schools increase dramatically.
3. Students entering the various Talladega College programs demonstrate higher SAT and ACT scores.
4. Application for admission into the various college programs grows from 250 in 2012 to over 750 in 2013.
5. This growth trend continues until 2020 with over 4,000 enrollment applications to the various degree disciplines at the college.¹¹²

Demographics of the Band

The Great Tornado Band is an organization of students from the Talladega College student body. While about one-quarter of the student-membership are music majors, membership in the band is representative of all college academic programs. All members of the band are “proud ambassadors” for the institution, representative of various ethnic backgrounds and from several different states. Band leadership dedicates a great deal of time and energy to building interpersonal relationships, growing and developing band member musical skill-set, and building teams. This intense training often provides a platform for student engagement with

¹¹² Ibid.

other disciplines.¹¹³

Recruitment of the Marching Band Members

Recruiting processes of band members to Talladega College, as a HBCU institution, are grouped into five primary stages: 1) band prospect stage, 2) band inquiry stage, 3) band applicant stage, 4) band admit stage, and 5) band enrolled stage. Each stage is unique in its purpose and application:

Band Prospect Stage - focus is on Alabama population, Global Outreach, which includes countries of the world and the entire 50 states in the United States of America. The band prospect stage primarily refers to building brand awareness, harvesting potential recruitment leads, and making initial student contact, which includes:

- *High School Band Student Search:* Talladega Marching Band staff complete a nationwide search for high school junior and senior-level student musicians qualifying for membership in *The Great Tornado Band*.
- *Recruitment Journey:* Band staff attend college fairs and visit high schools within a ten-hour driving radius.¹¹⁴

Band Inquiry Stage - is the marketing tool applied to prospective target populations for recruitment -- using social media and printed materials. When inquiring students express interest in attending the College, recruitment department and marching band personnel begin a messaging process through email, US mail, phone, printed materials, social media, and text, as follows:

The Enrollment Package includes an assortment of communications that encourage inquiries to:

- Apply for admission
- Visit our campus

¹¹³ Ibid.

¹¹⁴ Miguel Bonds to Jacqueline Paddioto, "Band Enrollment Stages", email, 2012.

- Take a virtual tour
- Join online chats
- Meet admissions counselors visiting their high schools

Band Applicant Stage - provides opportunity to “profile” the prospective marching band student membership, assess their prior skill-set and talent and evaluate their potential as an active contributor the musical ensemble. Their High School Marching Band participation and performances are evaluated. This information is cross-referenced with their application and transcripts records as a method for supporting the admission application.

The Band Office considers approximately 3,500 student applications every year. The following process enables smooth integration into the various academic and extra-curricular organizations:

- **Record Imaging:** All student applications, high school transcripts and credentials are digitized into Talladega College (TC) imaging framework, improving the enrollment audit process.
- **Enrollment Research:** High-level data harvesting assists enrollment managers as they develop and implement “Dear growth” strategies.
- **Self-Service Tool:** Applicants utilize the College's self-administration entry to check individual application status and ensure successful inventory of required student documentation.
- **Proactive Outreach:** Communication with and recruitment of potential marching band students are through on-campus visits, individual telephone conversations, web-site engagement and various social media.¹¹⁵

Band Admit Stage - is the final stage in the student's acceptance process. The music department, as the academic agency for the college, assigns classes and marching band activities engagement. The Band Office organizes a combination of projects to help integrate the student into the ensemble community:

- **Band Admitted Student Days:** All-day occasions offering occasions to interface with the workforce and visit grounds offices.
- **City Specific Receptions:** Admitted students and their families go to gatherings in different states and countries.
- **Visit-a-Class Program:** Select students are allowed the chance to demonstrate in a class

¹¹⁵ Ibid.

in a select region of study.

- **Monetary Support:** We reward successful students with Band grants and offer a need-based guide to the individuals who qualify as credits, business openings, and awards.
- **Online Engagement:** Our private informal organization, a bunch of online visits, and intelligent online courses, and other social devices help incorporate students into our community.¹¹⁶

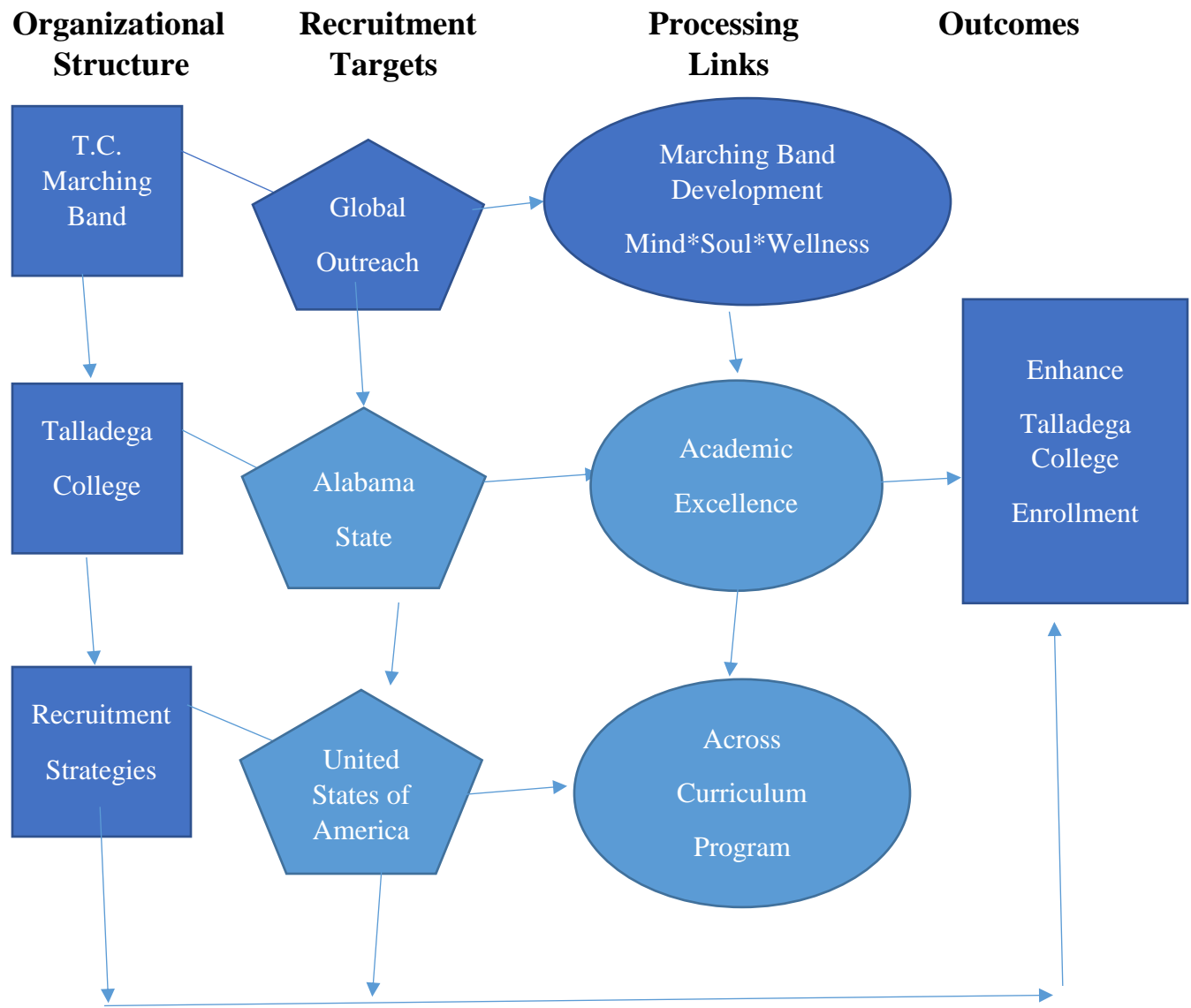
Band Enrolled Stage - is usually a cross-curriculum activity, as indicated in the model on page 62. This is when a newly enrolled student is included in an active headcount of ensemble members by the TC Great Tornado Marching Showband director.

All administrative divisions of the college - Office of Admissions, Financial Aid, Registrar, Housing and Undergraduate Colleges staff – work in tandem to guarantee new and returning marching band students have met all enrollment requirements before the beginning of each semester, including fulfilling all student orientation, transcript evaluation, AP credit and housing expectations. Considerable time is devoted to assisting newly arriving students as they make dormitory decisions, move personal items into their rooms, and adjust to Talladega College as a community. Additionally, special time is set aside specifically for marching band students through seminar workshops, student assessment, and individual counseling to encourage success and facilitate smooth transition.

This model below (Figure 1) outlines the ongoing recruitment efforts of the Talladega College Marching Band. The chart represents the Organizational Structure, (Regional) Recruitment Targets, Processing Links and Desired Outcomes. All, coupled together, they enhance the Talladega College enrollment.

¹¹⁶ Ibid

Figure 1: T.C. Marching Band Recruitment Model



Community and Culture of the Band

The Talladega College mission is to equip its graduates for the global community.¹¹⁷ Community interaction is at the heart of every area of TC campus life. It is in this spirit that community development and student interaction combine for every Marching Band Student. Lee Higgins, author of the Oxford University Press publication, *Community Music*, recommends an ideal standard that helps guide Talladega College Marching Band leadership toward the end goal of intrinsic community relations:

“Community music is an expression of cultural democracy, and musicians who work within it are focused on the concerns of making and creating musical opportunities for a wide range of people from many cultural groups.”¹¹⁸

This commitment to community development by Marching band leadership enables staff and students to develop interaction at a level whereby serious and often life-time mentoring opportunities take place. Miguel A. Guajardo affirms this concept in his *Reframing Community Partnerships in Education*:

“Community is not something that stands alone but is a generative structure informed by a set of ideas, practices, struggles, hopes, and dreams. It is a set of questions that challenges assumptions, principles, and ways of being.”¹¹⁹

Description of the Talladega College (TC) and Marching Band process for Community Development is broken down into three broad areas: 1) **Talladega College Intrinsic Community Advancement**, which includes Retention of Band Members, On-campus Marketing of the Band within the TC community and Building Music Relationship Learning

¹¹⁷ Ibid.

¹¹⁸ Lee Higgins, *Community Music* New York: Oxford University Press, 2012.

¹¹⁹ Miguel A. Guajardo. *Reframing Community Partnerships in Education: Uniting the Power of Place and Wisdom of People*. New York, N.Y: Routledge, 2015.5.

Exchanges; 2) **Talladega College Extrinsic Community Engagement**, which includes Marketing of the Band, Music and Multicultural Initiatives, Community, Music and Multicultural Initiatives; Engaging the Music community; and, 3) **School-Family-Community-Local Church Partnerships**, which includes local church ministry, independent partnerships with families and communities and coordinating/sponsoring Music Charitable Events:

Talladega College Intrinsic Community Advancement: Retention of Band Members

Intrinsic Community band advancement involves internal band and campus-wide relationships – academic, intramural and social. Academically, marching band leadership seeks to provide pathways for student success. As an intramural organization, great attention is given to developing concepts of “team involvement” and healthy student-to-student interaction. Socially, three areas of development, exercise and encouragement actually serve to provide a framework for individual attention, as follows:

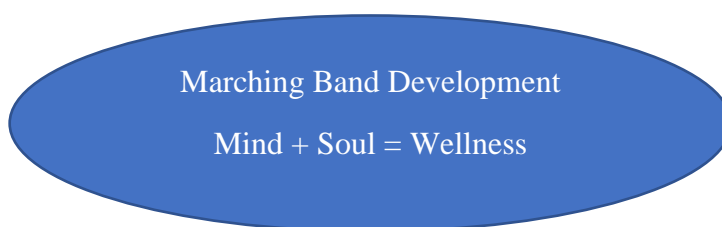
1. Development of the Mind (Intellectual)
2. Exercise of the Body (Fitness)
3. Spiritual uplifting and human soul development (Wellness)

As illustrated in the chart below (Figure 2), this process provides opportunity for a collaborative effort by leadership and staff to understand the principle that “a student does not care about what you know until they know that you care.”¹²⁰ The entire marching band leadership endeavors to create a compassionate environment where student-centered learning is

¹²⁰ Creating A Safe And Supportive Learning Environment - Literacy Online", Sites.Google.Com, Last modified 2021, <https://sites.google.com/site/literacyonline/support/creating-a-safe-and-supportive-learning-environment>.

encouraged. Marching band development primarily focuses on student nurturing of mind and soul to a level of good health and wellness. TC is a faith-based institution. Considerable time is spent in discipleship training, teaching Biblical concepts of community relations, providing a platform for understanding the “fruits of the Spirit,” and providing opportunity for students to serve their neighbors, community and the world they live in.

Figure 2: Marching Band Development



Creating Community – One of the main objectives of creating a family environment is to ensure each student feels that they are essential and significant contributors to the organization. This is done at Talladega College through various on-campus activities and in the marching band itself by dividing the large ensemble into smaller group according associate and assistant band director responsibilities.¹²¹

Assessment and Evaluation – Once each semester, the band is divided according associate and assistant band responsibility and students are assessed accordingly. During this time, band leadership is able to assesses the students and measure personal progress in areas of team participation, leadership development satisfaction with the band organization, and academic

¹²¹ Marching Band Divisions are organized according to instrumental section and led by staff leadership, as follows: Associate Director- Trombone and Clarinets; Assistant Director- Euphoniums and Tubas; Assistant Director- Trumpet and Piccolos; Assistant Director- Percussion; Assistant Director - Alto Saxophones & F-Horns; Assistant Director Part-Time- Drum Majors; and, Dance Coach Part-Time - Dega Diamonds Dance Line.

standing. After this assessment, the associate and assistant directors present to The Band Director a report indicating each student's strengths and weaknesses. Upon receipt of this report, the band director develops a plan of action for student improvement which is shared privately with each individual band member.

Special Academic Concerns - The first and second-year experience are critical as it relates to marching band student retention. Associate and assistant band directors essentially serve as "intervention agents" in providing students opportunity to understand and develop a time management, improve academically and, if necessary, become aware of social challenges. Progress in these areas, especially with student academic standing, is carefully monitored and all band members are afforded additional resources to succeed in developing:

A. A Positive Self-concept – proving data for the staff to perceive a student's ability to handle new situations and the challenging rigors often associated with various college experiences.

B. Realistic Self-appraisal - for prospective students, this applies to their own understanding of individual gifts, personality strengths and potential areas for personal development. For the returning or career-advancing student, this appraisal provides opportunity for understanding their own strengths and weaknesses within the confines of a large and growing ensemble community, occasion to receive positive (and sometimes negative) feedback regarding academic, social, and musical successes, and a platform for communicating personal goals, dreams, and vision without overreacting to difficult situations or everyday situations.

C. Long range goals – providing an environment for developing short-term, immediate and long-term career goals. This often demonstrates evidence of a student's planning skills in academic and non-academic areas.

D. Seek strong support for success- instilling in the life of a student an ability to relate to mentors and nurture parental support. More specifically, it applies to serving in a teaching role whereby students learn how to admit they need help acquiring problem solving technique and skill, implementing conflict-resolution principles, and establishing time management skills.

E. Demonstrated knowledge of marching band – this involves equipping students to fully understand and know the role marching band has in personal and peer group development. It is usually at this point of development the student begins to realize “TC Great Tornado Marching Showband” experience is not going to be like that which they enjoyed in their high school band.

Travel and Student Participation – The “TC Great Tornado Marching Showband” leadership seeks to encourage student participation in and opportunity for travel to various parts of the country. When selecting a destination for a student to travel with the marching band, the goal is to choose a place where a students do not typically have opportunity to attend with their parents. Leadership seeks to maximize the student experience so that new, meaningful and enriching opportunities for academic and social growth may be realized.

**External Influences: The Talladega College Marching Marketing Engagement
With The Local Community**

Talladega College is located in the city of Talladega, one of the oldest cities in Alabama. It is also the home of the famous NASCAR “Talladega Speedway.” The community it serves and culture it embraces positions Talladega College and the “TC Great Tornado Marching Showband” for positive marketing, recruiting and regional presence. The “T.C. Tornadoes” brand consistently reinforces the reality that Talladega College is a vital part of a growing and dynamically diverse community. As a result, most marketing strategies include the “T.C. Tornadoes” on some level.

In addition to training and equipping future leaders for regional, national and international service, the “TC Great Tornado Marching Showband” band directors’ primary task is to promote and create awareness of the ensemble’s showcase presentations, mostly demonstrated during public holidays and festivities on campus, in Talladega and in the surrounding communities.. “TC Great Tornado Marching Showband” is consistently a part of major sports activities, many NASCAR events, select NFL halftime events and various political rallies, usually within driving distance of the campus. “TC Great Tornado Marching Showband” was the single marching band invited by former President (Donald Trump) during his inaugural Washington D.C. parade ceremony in 2017. The Alabama State Legislature has on occasion invited the “TC Great Tornado Marching Showband” to participate in public rallies and events. Each of these performance opportunities provide occasion for increased public exposure community contribution.

External Influences of the Marching Band on Music and Multicultural Events

As an academic unit of Talladega College, the Marching Band has a long standing relationship with the College Department of Music. Many of the students in the “TC Great Tornado Marching Showband” major in music. The Director of the Marching Band is a Professor of Music and member of the Music Department Faculty. Music majors, even those not part of the marching band, are permitted to attend and observe regular and special rehearsals. At special times during each semester, the entire college family and Talladega Community are invited to experience The “TC Great Tornado Marching Showband” rehearsals.

The recruitment of and membership in the Band is broad, all-inclusive, strictly multicultural and multi-racial. The marching band looks like a “melting-pot” of personality, people groups, and ethnic identity. The “TC Great Tornado Marching Showband” members have

opportunity to participate in a truly cross-cultural organization, embracing and including Blacks, Whites, Hispanic, Asian, Black Africans, Indian, and more.

Talladega College Marching Band as a Learning Community

Marching Bands do not function without factors of externality. Music foundation as an extrinsic factor assists in building individual relationships and community. The opportunity to exchange and apply learning concepts is impossible without healthy relationships between the Band Director, Band Members, Music Majors, Music Instructors, Sports Coaches, and the Community at-large. The Band Director is uniquely responsible for and capable of building these kinds of “learning communities” and “cementing these important relationships. The band director must see every student activity for those in The “TC Great Tornado Marching Showband” as a learning opportunity. The “TC Great Tornado Marching Showband” is in and of itself a learning community.

Talladega College Band Small Learning Community

Small learning communities inside the marching band can be characterized numerically. However, specialists differ on the specific furthest cutoff for a small learning community. Small learning communities inside the marching band have various classes. For the most part, exciting rebuilding activities utilize different techniques to acquire a small learning community’s success. Models have been recognized in light of the level of self-governance from the bigger marching band in which they are found. Instances of smaller learning community structures incorporate academies, house plans, the band inside the band, and life skills.

Structure I - Academies are subgroups inside schools, coordinated around specific themes. For instance, professional academies consolidate the performer's critical standards to-profession development—coordinating scholastic and professional guidance, giving execution-

based learning freedoms to students, and getting students ready for postsecondary instruction and business—with the customized learning climate of a small student centered learning environment. Teachers and students coordinate academic and occupation-related classes to upgrade certifiable importance and keep up high scholarly standards.

Structure II: House plans - The band is also divided into small learning communities, a band inside the band. An example is when the Marching Band is assigned a new musical selection by the director they are divided by Upper Brass, Lower Brass, Woodwind, and Percussion so that they learn musical selections. Depending on what the level of music is, the previously mentioned units are then divided into smaller sections. The sections are Trombone, Euphonium, French Horn, Trumpet, Sousaphone, Percussion, Tenor Sax, Alto Sax, Clarinet, and Piccolo. After the students have mastered all of the music, the group reassembles, and the music is rehearsed as a band.

Structure III: Band Inside the Band -This methodology makes it feasible for student work to be all the more effectively and firmly checked and more musically engaged than in a conventional, Big Band setting.

The small learning community presents the expanded freedoms for student leaders who take on learning measures. For example, students are surveyed based on the section and set up over the long haul with broad criticism from section members and teachers. Other leadership openings incorporate Days of Dialog and companion leadership and mediation programs.

Each Small learning community builds up its assessment plan and gathers and deciphers information for the activity research projects. Section Leaders assess their sections to guarantee they are steady with the marching band's standards.

Structure IV: Life skills band students cooperate with each other to help master life skills. These may incorporate an agreement on how to arrange themselves for study, investigate, and even review literature. These are not skills required for everybody in the band but, skills helpful in an assortment of jobs and occupations.

Conclusion

The TC Great Tornado Marching Showband is a close-knit, warm, dynamic, loving community of student musicians and capable music leadership professionals. The “T.C. Great Tornado Marching Showband” is strategic to the Talladega College Mission.

This chapter investigated the use, practice and strategy for marching bands at Talladega College. The chapter is divided into four areas: 1) Background Study of the Marching Showband at Talladega College 2) Demographics and Recruitment of the Marching Band; and, 3) Community Culture of the Marching Band, including intrinsic and extrinsic influences; and 4) The Marching Band as Learning Community.

Members of this impressive and large musical ensemble include students of multiple ethnicities, with a variety of career aspirations, that are devoted to one another as a close-knit community. More than anything else, these students are dedicated to the goal of presenting the highest quality music performance and entertainment in a time when people are looking for hope and something positive to believe in. They aggressively accept the challenge to be recruitment and retention agents for the college that they love and so deeply admire.

**CHAPTER FIVE:
The Marching Band Recruitment Model at Talladega College.**

The previous chapter defines, describes and explains the strategic initiatives embraced and deployed by the Talladega College (TC) administrative team to use the marching showband for the exclusive purposes of student recruitment and retention. A five-point process, identified as “stages,” serves as a possible paradigm for building a recruitment and retention model for Historically Black College and Universities leadership to consider. These “recruitment and retention stages” include: 1) band prospect stage, 2) band inquiry stage, 3) band applicant stage, 4) band admit stage, and 5) band enrolled stage.

The purpose of this chapter is to establish the *need* for a model or paradigm that Historical Black Colleges and Universities can use in establishing a marching showband as the primary recruiting and retention tool to promote institutional enrollment initiatives and marketing programs. What follows are principles and guidelines for using the five “recruitment and retention stages” in chapter four as a possible model for establishing a marching showband in the multiple capacities of student recruitment and retention at HBCU institutions.

Discussion for the implementation of these stages is organized according to “four strategic problems” facing many HBCU student enrollment endeavors. This chapter also provides much needed answers to marketing, cultural, organizational and financial questions often surrounding marching band initiatives, including:

1. What critical items should one consider when establishing awareness of a marching band?
 - a. *Understand the Community Extrinsically*
 - b. *Understand the Community Intrinsically*
2. Why is the creation of a multicultural marching showband environment important?
 - a. *When there is a Multicultural community within the band, it allows students to feel a sense of belonging within the band community.*

3. What are some essential guidelines for establishing a learning community within the marching band family?
 - a. *Rebuilding activities utilize different techniques to acquire a small learning community's success. Models have been recognized in light of the level of self-governance from the bigger marching band in which they are found.*
4. How do HBCU institutions address the financial issues generally associated with creating a marching showband, even when its end goal is student recruitment?
 - a. *The ways that HBCU Institutions address the financial issues are through grant writing and fundraising.*

Problem 1: Establish awareness of marching Band

Prior to 2010, Talladega College (TC) did not have a marching band program of any kind, not even a traditional concert wind ensemble. Enrollment in all academic programs, institutional wide, had fallen to under 600 full time equivalent students. Once it was decided the institution was going to take the bold step of establishing a marching showband, administrative leadership faced two immediate challenges:

1) TC must create an awareness that marching band is now part of the official Talladega campus life and community. Immediately, they began to create brand recognition of their new “Talladega College Great Tornado Marching Showband.” They announced its arrival and proclaimed that the showband is now and forevermore an active, vital and essential part of campus life. All public relations agencies had to join in on telling the story that the “TC Great Tornado Marching Showband” is no ordinary band and worthy of multilateral support.

2) They must establish a sense of community ownership of the band. This ownership idea had to begin with the TC family. In many ways, the marching band at a HBCU is in and of itself an exceptionally unique cultural experience for the ensemble members and spectators in the stand.¹²² While the new band director must set the direction, chart the course, determine core

¹²² HBCU Bands have unique marching style and drill technique, terminology, performance characteristics, instrumentation and repertoire. Katzman, Christine (March 17, 2009). "[The Art and Technique of HBCU](#)". *Halftime Magazine*. [Archived](#) from the original on September 15, 2019. Retrieved March 4, 2021.

values, and deploy growth strategies for the performing showband, it was essential that the entire campus community honestly buy-into the idea that the band and the branding of the group as an performing ensemble belongs to Talladega College as a whole. Every employee, faculty, administrative leader and board member had to freely and proudly believe that “THIS IS OUR SHOWBAND!” Alumni and faithful supporters of the college had to ambitiously accept and embrace the reality that their institution was building a world-class marching showband and capture the vision established by President Hawkins that this music group is on a mission to recruit students.

Once the campus community takes ownership of the marching band as an important and vital part of the TC branding, attention must be given to establishing the same kind of “identity” by the surrounding community – the city, county, state and region. TC has an advantage in this area because of its close proximity to the Talladega NASCAR motor speedway. Partnership with the city and the motor speedway organizational leadership was immediately established. TC hosted marching band showcase events, Band Day for High School Students, student recruitment events and special TC gatherings. The TC *Great Tornado Marching Showband* performed during holidays, on and off-campus festivities and pretty much any city, state or regional event to which invitations were received, including, but not limited to: Honda Battle of the Bands, Queen City Battle of the Bands, New Orleans Mardi Gras, Halftime Performances for several NFL teams and games, Opening Act for Frankie Beverly and Maze, Senior Bowl Halftime Performance, and the 58th Presidential Inauguration Parade.

During those early days, TC’s marketing department faced the challenge of branding, promoting, publicizing and telling the “marching band story” without the benefit of any

“normal” visual resources usually part of a serious advertising initiative – video of marching band performances, photos of the dance line, or recordings, etc. Yet, even without adequate publicity resources, the marketing department was responsible to present the new *TC Great Tornado Marching Showband* as equal to or better than any other HBCU program, already well established and part of the institution’s culture.¹²³

Problem 2: Establishing a Multicultural Marching Band Community

Talladega College leadership’s main goal in establishing the Marching Band as its “own” community was to build extensions of collaboration and strategically put resources into education, musicianship, leadership development, and capacity. They sought to build a band community to help Talladega College's marching band students achieve their potential. They did this through two strategic initiatives: 1) Establish a multicultural, multi-ethnic community; and, 2) Establish the band membership itself as a loving, nurturing inclusive community.

Multicultural Marching Band Community

From the beginning, Talladega College (TC) leadership took a clear position that recruitment of band membership was to be strictly multicultural and multi-racial. To achieve this goal, marketing of the band had to encourage students of all cultures to join the ensemble for the purpose of self-expression, educational enrichment and cultural engagement. And, that it was essential for students to feel a sense of belonging to a musical group deeply dedicated to actively

¹²³ As of fall 2020, HBCU bands included but are not limited to: Tuskegee University (HBCU’s oldest band, established in 1881), Talladega College, Grambling State University, Tennessee State University, Norfolk State University, Texas Southern University, South Carolina State University, North Carolina A&T State University, Florida A&M University, Bethune Cookman University, Winston-Salem State University, Fayetteville State University, Shaw University, Southern University, Jackson State University, Alabama State University, Miles College, Stillman College, Lane College, Arkansas State at Pine Bluff, Prairie View A & M University and Hampton University. <https://oneyard.co/articles/top-10-hbcu-marching-bands/>

performing. The TC upper administration felt it imperative that membership in the marching band be a representation of Blacks, Whites, Hispanics, Asian and Black Africans, and other mixed racial groups.

It took at least two semesters for the organization to be fully recognized as a loving, affirming community thoroughly committed to accepting people of all ethnicities. This was in great part accomplished through a student-led effort that focused on strengthening the minority communications capacity between the various ethnic groups – giving each group a “listened to voice” within the marching band community. This initiative proved to be naturally “organic” in structure. It provided unique opportunities for Latino, African, Asian, White and other minority students to obtain information and guidance on how they can successfully receive and enjoy an educational and show-style marching band experience at Talladega College, within a predominately African American population and at a HBCU institution. This alone, forced the community to reach out and embrace people of different ethnicities and cultural heritages.

Once this goal of building community was achieved, along with a strong branding effort of the band with photographs and video demonstrative of a broad ethnic identity, recruiting students representing the various ethnic groups became much easier and established a new norm for HBCU. Students coming from non-black environments and band experiences were quickly assimilated into the community by fellow students. Making great music and delivering a “stunning performances” became the unifying goal.

A Loving, Nurturing & Inclusive Community

The TC Great Tornado Marching Showband is officially a part of the Department of Student Affairs and not governed or controlled by the Department of Music. Although official partnerships and collaboration initiatives with the Department of Music are encouraged, the *TC*

Tornado Marching Showband is able to provide a much broader campus student-wide interaction and social communication to the entire campus population through the Department of Student Affairs. This “Department of Student Affairs arrangement” provides opportunity for band students to participate in numerous campus organizations that help instill character, personal integrity, spiritual fortitude, emotional stability, and academic accountability.

Within the band itself, these groups include: The Alabama Bandmasters Association, Renegade Percussion Section, Dega Diamond Dancers, Hispanics of the Band, Africans of the Band, Dance Committee, Internal Ambassadors, External Ambassadors, Band Leadership Team and F5 Drum Majors.

The retention rate among *TC Great Tornado Marching Showband* membership is consistently ranked among the highest of any extra-curricular or officially sanctioned academic organization on campus.

Student Affairs provide opportunity for the students to join the Greek Fraternity and Sororities,¹²⁴ campus-wide organizational clubs and societies,¹²⁵ and honor service organizations.¹²⁶

¹²⁴ TC Fraternities and Sororities: Alpha Kappa Alpha Sorority, Chi Chapter, Alpha Phi Alpha Fraternity, Alpha Beta Chapter, Delta Sigma Theta Sorority, Alpha Zeta Chapter, Kappa Alpha Psi Fraternity, Gamma Gamma Chapter, Omega Psi Phi Fraternity, Gamma Psi Chapter, Phi Beta Sigma Fraternity, Epsilon Tau Chapter, Sigma Gamma Rho Sorority, and Delta Chi Chapter. "Student Organizations | Talladega College", Talladega.Edu, Last modified 2021, <http://www.talladega.edu/student-organizations/>. Accessed January 15, 2021.

¹²⁵ TC Campus Wide Organizations include: Amistad Staff, Art Club, Biology Club Business & Economics Club, Cheerleaders, Chemistry Club, Crimson Ambassadors, Crimsonette Dance Team, Debate Club, English Majors Association, Faith Outreach Campus Ministry, Foreign Language Club, Masonic Order, Marketing Club, Pan Hellenic Council, Pom-Pom Squad, Pre-Alumni Council, Pre-Law Society, Pre-Medical Society, Social Work Club, Society of Physics Students, Student Activities Council, Student Alabama Education Association, Student Government Association, Students In Free Enterprise, Talladega College Choir, Talladega College Computer Science Club, Talladega College Dance Company, and the Talladega College Film Club. Ibid.

¹²⁶ TC Honor and Service organizations include, but are not limited to: Alpha Chi, Beta Beta Beta (TriBeta) Biological Honor Society, Beta Kappa Chi Scientific Honor Society, Delta Omicron International Music Fraternity, Delta Omicron Fraternity, Epsilon Eta Chapter, Gamma Phi Delta Christian Men Fraternity, Gamma Sigma Epsilon National Chemistry Honor Society, Phi Alpha National Social Work Honor Society, Psi Chi, The Crimson Ambassadors, College Choir and The Student Government Association. Ibid.

Problem 3: Establishing Marching Band as a learning Community

When initially organizing the TC Great Tornado Marching Showband, it was determined that the band as an organization itself must be an actively engaging learning community. Every band experience – whether on campus, touring on the road, in front of presidents, playing to thousands of fans, meeting football celebrities or performing with entertainers – must provide a meaningful learning platform for every student. As a result, **Talladega College** aggressively sought to establish the marching band as an academic learning community. This concept of community was based upon the idea that students needed to thoroughly understanding that the music experience, at its very foundational organization, has intrinsic and extrinsic factors (or DNA) that assists individuals in building personal and group relationships.

In general, it is felt by the long-range planning committee on recruitment and retention, Student Affairs Department leadership, and marching band personnel that that the group learning process itself builds community. Additionally, and in accord with this general philosophy, Talladega College provides opportunities for students to receive the additional help needed to be successful in their academics through the Student Success Center:

“The Student Success Center is designed to assist Talladega College in implementing its Quality Enhancement Plan (QEP), a major component of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation process.

The Student Success Center houses a state-of-the-art computer laboratory for on-line assessment, instruction and testing; a library which can be utilized by students and the faculty; a multi-use area conducive for small group classes or meetings; and an area for one-on-one student advisement.”¹²⁷

¹²⁷ "Student Success Center | Talladega College", Talladega.Edu, Last modified 2021, <http://www.talladega.edu/student-success-center/>. Accessed January 20, 2021.

Graduation rate of the students in the *TC Great Tornado Marching Showband* is within the top 1% of all HBCU Marching Bands nationally.¹²⁸ Enrollment statistics for the Marching Showband itself continues to show measured improvement. This within the first five years of the birth of the organization. By the 2017-2018 band enrollment topped 302 with a 94.5% retention rate and 51 students successfully graduating.¹²⁹

During the 2018-2019 band enrollment topped 357 with a 96.5% retention rate and 48 graduates.¹³⁰ The 2019-2020 enrollment continued to show improvement with a total number of students participating topping 361 with a 96.5% retention rate and 42 graduates.¹³¹ By the 2020-2021 school year, and during a pandemic, band enrollment surged to 402 with a 97.1% retention rate and 61 graduates.¹³²

Problem 4: Overcoming Financial Issues of Creating a Marching Band

Typically, institutions with no marching showband do not realize the critical benefit of creating a marching band, specifically for the purposes of recruiting. Additionally, smaller Institutions with low enrollment typically have financial strains and issues that often prohibit administration to embrace the idea of funding a large, multi-ethnic marching band. **Talladega College's** past financial status and challenges could not support a marching band of 200 plus

¹²⁸ Band Statistics". THE GREAT TORNADO BAND, Last modified 2021. <http://www.degaband.net/band-statistics.html>. Accessed January 20, 2021.

¹²⁹ 2017-2018 TC Great Tornado Marching Showband Statistics: Band Enrollment by the end of Spring Term: 302; New Freshmen Band Enrollment at the beginning of Fall Term: 140; Female enrollment: 69 (28.75%); Male Enrollment: 233 (71.25%); Retention Rate Organizationally: 94.5%; GPA: 2.67; Graduates: 51.

¹³⁰ 2018-2019 TC Great Tornado Marching Showband Statistics: Band Enrollment by the end of Spring Term: 357; Freshman Band Enrollment at the beginning of Fall Term: 181; Female enrollment: 86 (31.73%); Male Enrollment: 271 (68.27%); Retention Rate Organizationally: 96.5%; GPA: 2.73; Graduates: 48. Ibid.

¹³¹ 2019-2020 TC Great Tornado Marching Showband Statistics: Band Enrollment by the end of Spring Term: 361; Freshman Band Enrollment at the beginning of Fall Term: 185; Female enrollment: 88 (31.73%); Male Enrollment: 273 (68.27%); Retention Rate Organizationally: 96.5%; GPA: 2.81; Graduates: 42. Ibid.

¹³² 2020-2021 TC Great Tornado Marching Showband Statistics: Band Enrollment by the end of Spring Term: 402; Freshman Band Enrollment at the beginning of Fall Term: 226; Female enrollment: 106 (31.73%); Male Enrollment: 296 (68.27%); Retention Rate Organizationally: 97.1%; GPA: 2.97; Graduates: 61. Ibid.

“walking” members. However, key to the success of their band program was the idea that until such time as the college could sustain the on-going expense of the ensemble, the organization itself must raise its own operational funds. Thus, it was critical to create a “marching band organization” that could generate revenue to the institution through enrollment growth, student retention, and multi-level corporate sponsorships. Once growth trends were established, the enrollment growth itself displayed the level of impact of marching band member’s recruitment on the Talladega College’s institutional financial health.

Conclusion

In conclusion, Talladega College band was established in 2012, during a time when the institution was struggling with financially and challenged by low enrollment trends. After creating a marching band of 250 members and with the popularity of the showband itself, Talladega College enrollment began to demonstrate unexpectedly and tremendously diverse growth.

This chapter dealt with four problems Talladega College overcame in order to obtain success in this important area of institutional survival. Addressing these four problems can potentially provide a platform for establishing the “TC Great Tornado Marching Showband Model” as a new paradigm for HBCU to use in using musical ensembles as a primary tool for meeting institutional recruiting and retention goals.

CHAPTER SIX: Summary and Conclusion

This chapter is grouped into several strategic sections: Summary of the Research Study, Organizational Purposes for Each Chapter, Significant Findings and Discoveries, Significant Conclusions as Applied to Music as a Collegiate level recruitment and retention agent, and Recommendations for Future Research in the area of Marching Band.

Summary of Research Study

The purpose of this thesis was to investigate the history, practice, process, organizational application and need of using the marching band as a primary recruiting and retention tool at Talladega College. Nationwide, student enrollment and retention at Historically Black Colleges and Universities (HBCU) continues to demonstrate an alarming rate of decline. As part of an innovative recruiting and retention initiative deployed in 2012 by TC president, Dr. Billy C. Hawkins at Talladega College, a “marching showband” was organized and established for the sole purpose of addressing the issue of declining enrollment.

Among many significances of this study is the fact that research discoveries may indeed establish a paradigm for HBCU institutions for using Marching Showbands as a primary agent for student recruitment and retention. That which was established at Talladega College in 2012 may possibly serve as a paradigm for HBCU institutions to follow.

Four research questions helped in guiding the study:

RQ1. Is there historical precedent for using marching band as a recruiting tool in HBCU institutions?

RQ2. In what ways has the “marching showband” been used to advance the broad musical and cultural experiences of secondary and college-age music students?

RQ3. What essential pedagogical techniques help equip a marching band to assume the various recruiting roles at a HBCU institution?

RQ4. How does the marching band experience contribute to the overall life-equipping process of a student?

Five hypothesis, mostly focusing on HBCU need, helped establish parameters for the study:

H1: There is significant need to establish a paradigm for using marching band as a primary recruiting and retention tool at HBCU institutions.

H2: “Marching Showband” at the college level provides students a broader opportunity for music experience and expression.

H3: There is need to establish a formal collegiate level standard for using marching band as a primary recruiting and retention tool at HBCU institutions.

H4: There is evidence that “marching showband” serving in a recruiting and retention capacity for a college impacts and broadens social, cultural, peer, student inter-action and relationships.

Historical and descriptive research design was the most appropriate methodological process for this study. This study’s focus was on the historical precedent and trends of student recruitment at Talladega College (T.C.). And, the fact T.C. Marching Band may establish a new, practical paradigm for HBCUs to consider in adapting strategy for their institution provided application for the study. This study was not a quantitative or qualitative research project nor was it used as a platform for discovery of the “TC Great Tornado Marching Showband’s” role in social or political movements. There was no attempt to measure the effectiveness of the “TC Great Tornado Marching Showband” in music education or provide an assessment of program learning outcomes used in the establishment of any curriculum.

Structure and Organization

Chapter One included the Statement of Research, Methodology, Limitation, Research Questions, Organization of Thesis, and Key Terms. Chapter Two provided details regarding related research was divided into six sections, including: 1) Research Related Historically Black Colleges and Universities; 2) Research related to Marching Bands in Higher Education; 3) Research Related to Marching Bands and Student Learning Outcomes; 4) Research related to

Finance in Historically Black Colleges and Universities; 5) Research related to Recruiting in Higher Education; and 6) Research related to Retention in Higher Education.

Chapter Three investigated the historical precedent of “marching showband” at Talladega College. Additionally, research included a historical overview of Talladega College, “Mission Statement and Purposes of TC,” accreditation, assessment and curriculum review, student demographic, and retention processes.

Chapter Four described and expanded upon the strategy for Marching Bands at Talladega College. Also included was a background study of the marching showband at Talladega College, demographics and recruitment of the Marching Band, community culture of the Marching Band itself, intrinsic and extrinsic influences on the students and the band organizationally, and an overview of the marching band as a “Learning Community.”

Chapter Five investigated the possibility of the using the “TC Great Tornado Marching Showband” as a recruitment paradigm for other HBCU to follow. Four problems were dealt with in a comprehensive manner: 1) Establishing Awareness of a Marching Showband, 2) Establishing a Multi-cultural Environment, 3) Establishing a Marching Band Learning Community, and 4) Overcoming Financial Issues.

Discoveries and Research Findings

Three research findings were found and documented in Chapter Three: Discovery 1: Talladega College is the first Historically Black College in the State of Alabama; Discovery 2 - Talladega College experienced declining enrollment from 2008 to 2012; and, Discovery 3 - In responding to declining enrollment the President and Board of Trustees at Talladega College initiated a recruiting initiative that included establishing a marching band as a primary public relations entity for the institution.

It was also discovered that TC has an aggressive tradition of bringing the world to Talladega via workshops, gatherings, lectures introduced by acclaimed artists, scientists, political, business, and city leaders. Significant emphasis is placed on the institution's push for academic excellence in four dynamic areas: health, science, faith and leadership. And, the college has grown tremendously since 2010. In 2011-12 Talladega College had an enrollment of 572 students and the end of the 2019-2020 academic year, the college resident campus enrollment increased to 1331 with an increase in “TC Great Tornado Marching Showband” to more than 450 students.

It was also discovered and documented in Chapter Three that the growth of enrollment at Talladega College, the institution is now able to expand academic programs so that students now have an opportunity to attend well established graduate programs, medical colleges, law schools, and various professional level degree granting institutions.

Several discoveries were made and documented in Chapter Four: 1) The TC Great Tornado Marching Showband is a close-knit, warm, dynamic, loving community of student musicians and capable music leadership professionals. Most importantly, the “T.C. Great Tornado Marching Showband” itself is now a strategic to the Talladega College Mission.

2) This chapter investigated the use, practice and strategy for marching bands at Talladega College. Discovery findings were divided into four areas: a) Background Study of the Marching Showband at Talladega College; b) Demographics and Recruitment of the Marching Band; c) Community Culture of the Marching Band, including intrinsic and extrinsic influences; and d) The Marching Band as Learning Community.

3) It was discovered and documented in Chapter Four that membership in this impressive and large musical ensemble include students of multiple ethnicities, with a variety of career

aspirations, that are devoted to one another as a close-knit community. And, that these students are dedicated to the goal of presenting the highest quality music performance and entertainment in a time when people are looking for hope and something positive to believe in. Apparently, marching band members of all ethnic backgrounds aggressively accept the challenge to be recruitment and retention agents for the college that they love and so deeply admire.

Discovery and research for Chapter Five includes articulating four problems that Talladega College overcame in order to obtain success in this important area of institutional survival. Addressing these four problems can potentially provide a platform for establishing the “TC Great Tornado Marching Showband Model” as a new paradigm for HBCU to use in using musical ensembles as a primary tool for meeting institutional recruiting and retention goals.

These four questions were essential as guidelines for establishing:

1. An Awareness of the “marching showband” process in student recruitment.
2. A Multi-cultural Environment.
3. A Marching Band Learning Community.
4. A platform for overcoming Financial and Student Recruitment Issues.

Possible Research Initiatives

Based on the research discoveries of this writing project, the following areas for future investigative analysis are suggested and recommended:

1) A thoroughly investigative quantitative study of the effectiveness of using marching band as a recruiting & retention agent on the collegiate level should be completed.

This study should include select institutions already part of the HBCU community.

2) A qualitative study measuring the levels of success in using marching band as a recruiting & retention agent on the collegiate level should be completed among select HBCU

institutions. This study should be a comparative in nature and include HBCU institutions with and without marching showbands.

3) There needs to be a qualitative study investigating how marching band enriches people spiritually, intellectually and physically.

4) A quantitative study on the effectiveness of marching band in the community should be completed at the top five Marching Showbands at HBCU institutions.

5) A comparative study should be initiated to see if the “T.C. Marching Showband Model” discussed in this paper will produce the same recruitment and retention results in non-HBCU Institutions.

6) A descriptive study of recruitment practices by marching bands in select HBCU institutions will provide data that will enable future researchers to craft in-kind studies for successful recruiting initiatives.

7) A quantitative study on how marching band contributes to the financial stability of select HBCU institutions will provide a framework for establishing marching showbands at sister institutions. Results from this study may serve as a guideline for administrative leadership at HCBU institutions to establish and build practical budget expectations for beginning a marching showband at their campus.

Conclusion

Over the last decade, enrollment in many HBCU have demonstrated a serious decline. Many institutions have suffered financial disappointment and support for their existences has been inconsistent, at best. Part of the purpose for this study was to demonstrate how this trend in the HBCU institutions can be reversed. From 2008-2012, Talladega College faced similar circumstances. Enrollment was on the decline. The institution faced serious financial

challenges. Fortunately, Dr. Billy Hawkins, President of Talladega College (TC) launched an initiative in 2012 that changed the trajectory of the entire institution. Dr. Hawkins took the bold step to organize a marching showband as a primary recruitment and retention agent for the college. Enrollment grew from 574 in 2012 to more than 1331 in 2021. It is believed that the TC experience with a marching band taking on the primary role of recruitment and retention can serve as a model for other HBCUs in the future.

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**STRATEGIES FOR RECRUITMENT, GROWTH AND RETENTION
THROUGH MARCHING BAND ENROLLMENT AT TALLADEGA
COLLEGE**

**LIBERTY UNIVERSITY
SCHOOL OF MUSIC**

**A THESIS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MUSIC EDUCATION**

MARCH 2, 2021

MIGUEL ANTIONE-JULIUS BONDS

Introduction



College and University's are responding to concerns about low or declining enrollment at their institutions.



Institutions suggest marching "showbands" serve as recruiter and ambassador for their College.



Talladega College witnessed institutional growth from 574 in 2012 to 1330 in 2020

BACKGROUND

- Since 1826, when Blacks were used in the Army to play “drums and fifes,” the existence and use of marching bands on the collegiate level has played an important role in student-life community and development.
- Research supports the idea that marching bands at Historically Black Colleges and Universities (HBCU) are often the primary vehicle driving successful student recruitment and retention.

PURPOSE

The purpose of this thesis is to investigate the history, need, practice, process, and organizational application of using the marching band as a primary recruiting and retention tool at Talladega College.

Problem

Nationwide, student enrollment and retention at Historically Black Colleges and Universities (HBCU) continues to demonstrate an alarming rate of decline.

As part of an innovative recruiting and retention initiative deployed in 2012 by TC president, Dr. Billy C. Hawkins, a “marching showband” was organized and established for the sole purpose of addressing the issue of declining enrollment.

That which was established at Talladega College in 2012 may now serve as a paradigm for HBCU institutions to model.

Significance of Study

This study provides a paradigm for HBCU institutions to use Marching Band as an agent for student recruitment and retention.

RESEARCH QUESTIONS & HYPOTHESIS

Research Questions

1. Is there historical precedent for using marching band as a recruiting tool in HBCU institutions?
2. In what ways has the “marching showband” been used to advance the broad musical and cultural experiences of secondary and college-age music students?
3. What essential pedagogical techniques help equip a marching band to assume the various recruiting roles at a HBCU institution?
4. How does the marching band experience contribute to the overall life-equipping process of a student?

Hypothesis

H1: There is significant need to establish a paradigm for using marching band as a primary recruiting and retention tool at HBCU institutions.

H2: “Marching Showband” at the college level provides students a broader opportunity for music experience and expression.

H3: There is need to establish a formal collegiate level standard for using marching band as a primary recruiting and retention tool at HBCU institutions.

H4: There is evidence that “marching showband” serving in a recruiting and retention capacity for a college impacts and broadens social, cultural, peer, student inter-action and relationships.

METHODOLOGY & LIMITATIONS

▶ Methodology

- ▶ Historical and descriptive research design seems the most appropriate methodological process for this study.

▶ Limitations

- ▶ This study focuses on the historical precedent and trends of student recruitment at Talladega College.
- ▶ T.C. Marching Band Model establishes a paradigm for HBCUs to consider
- ▶ This study is not a quantitative or qualitative research project nor is it used as a platform for discovery of the “TC Great Tornado Marching Showband’s” role in social or political movements.
- ▶ There is no attempt to measure the effectiveness of the “TC Great Tornado Marching Showband” in music education or provide an assessment of program learning outcomes used in the establishment of any curriculum.

Organization

Chapter 1 – Statement of Research, Methodology, Limitation, Research Questions, Organization of Thesis, Key Terms

Chapter 2 – Related Research. Marching Showband Practices, Collegiate Recruitment and Retention Practices, Marching Band Influences on Social, Community and Educational Cultures, Comparative Studies of Various Influences on Recruitment by Collegiate Level Musical Ensembles, Various HBCU Practices and Policies.

Chapter 3 – Historical Precedent of “Marching Showband” at Talladega College. Historical Overview of Talladega College, Mission Statement and Purposes of TC, Accreditation, Assessment and Curriculum Review, Student Demographic, and Retention Processes at Talladega College.

Organization

Chapter 4 – Overview of the strategy for Marching Bands at Talladega College. Background Study of the Marching Showband at Talladega College, Demographics and Recruitment of the Marching Band, Community Culture of the Marching Band, including intrinsic and extrinsic influences, and The Marching Band as Learning Community.

Chapter 5 – The Marching Band Recruitment Model at Talladega College. Establishing Awareness of a Marching Showband, Establishing a Multi-cultural Environment, Establishing a Marching Band Learning Community, and Overcoming Financial Issues.

Chapter 6 – Summary- Conclusion. Organizational Summary of the Research Study, Organizational Purposes for Each Chapter, Significant Findings and Discoveries, Significant Conclusions as Applied to Music as a Collegiate level recruitment and retention agent, and Recommendations for Future Research in the area of Marching Band

Documentation and Discoveries: Chapter 3

Discovery 1: Talladega College is the first Historically Black College in the State of Alabama

Discovery 2: Talladega College experienced declining enrollment from 2008 to 2012

Discovery 3: In responding to this declining enrollment the President and Board of Trustees initiated a recruiting effort that includes establishing a marching band as a primary public relations entity for the College.

Documentation and Discoveries: Chapter 4

Discovery 1: The Band as an Organization can sustain a primary role in student recruitment & retention.

Discovery 2: Enrollment at the College increases from 574 in 2012 to 1330 in 2020 in just seven years.

Band enrollment increases from 150 in 2012 to over 400 by 2020.

Discovery 3: There is a strong emphasis on developing a multi-ethnic community.

Documentation and Discoveries: Chapter 5

Discovery: new T. C. Marching Band model is Established that addresses the following:

1. Establishes an Awareness of the “marching showband” process in student recruitment
2. Establishes a Multi-cultural Environment
3. Establishes a Marching Band Learning Community
4. Establish a platform for overcoming Financial and Student Recruitment Issues

Possible Research Initiatives

Based on the research of this Project the following areas of discovery are suggested:

- 1.) Quantitative Study of the effectiveness of using marching band as a recruiting & retention agent on the collegiate level.
- 2.) Qualitative Study measuring the levels of success in using marching band as a recruiting & retention agent on the collegiate level.
- 3.) Qualitative study of how marching band enriches people’s lives spiritually, intellectually and physically.
- 4.) Quantitative study on the effectiveness of marching band in the community
- 5.) A Comparative study to see if the T.C. model will have the same recruitment and retention results in non-HBCU Institutions.
- 6.) A descriptive study of recruitment practices by marching bands in HBCU Institutions.
- 7.) Quantitative study on how marching band contributes to the financial stability of HBCU Institutions.

Final Summary

Over the last decade, enrollment in many HBCU have demonstrated a serious decline. Many institutions have suffered financial disappointment and support for their existences has been inconsistent, at best. Part of the purpose for this study was to demonstrate how this trend in the HBCU institutions can be reversed. From 2008-2012, Talladega College faced similar circumstances. Enrollment was on the decline. The institution faced serious financial challenges. Fortunately, Dr. Billy Hawkins, President of Talladega College launched an initiative in 2012 that changed the trajectory of the entire institution. Dr. Hawkins took the bold step to organize a marching showband as a primary recruitment and retention agent for the college. Enrollment grew from 574 in 2012 to more than 1331 in 2021. It is believed that the TC experience with a marching band taking on the primary role of recruitment and retention can serve as a model for other HBCU in the future.

