

# 2023 Collegiate Marching Band Member Experience Survey

*Research conducted by the Marching Arts Access, Safety and Inclusion Network*

## **About Participants and their Ensembles**

Which of the following best describes your status as a college/university student for the Fall of 2023?

Freshman/First year - 4

Sophomore/Second year - 5

Junior/Third year - 2

Senior/Fourth year - 3

Super senior/Fifth(+) year - 1

*Total responses: 15*

Which section(s) did you participate in this past season? (Choose all that apply)

Battery/Marching Percussion - 5

Brass - 6

Colorguard - 1

Front Ensemble/Pit Percussion - 1

Woodwind - 3

Drum Major/Conductor - 2

*Total responses: 15, 2 in multiple sections*

Please select the statement that best applies to you:

I attend a different college/university than the marching ensemble - 1

I attend the same college/university as the marching ensemble - 14

*Total responses: 15*

What is your current major(s)?

Music Education - 6

Music Performance - 1

Music (other, including music minor) - 4

Biochemistry - 1

Biology - 1

Criminal Justice - 1

Political Science - 2

Mathematics - 1

*Total responses:* 15, 3 with multiple majors

What type of institution best describes your ensemble's college/university?

Private college/university - 2

Public college/university - 13

*Total responses:* 15

Which region/country (choose one) is the college/university located in? (If you select Canada or Mexico, please fill in which province or state in the "Other" section)

Midwest - 1

Northeast - 4

South - 8

West - 2

*Total responses:* 15

Is this ensemble considered a class at the college/university? (ie: did you have to enroll in the class to participate?)

Yes - 15

*Total responses:* 15

In addition to any course/credit costs, how much were any dues to participate in the ensemble in USD?

\$0 - \$50 - 8

\$50 - \$100 - 2

\$150 - \$200 - 2

\$200 - \$250 - 1

\$400 - \$450 - 1

\$900 - \$950 - 1

*Total responses:* 15

Did you receive any scholarships towards your education costs for participating in the marching ensemble?

No - 7

Yes - 8

*Total responses: 15*

Would a scholarship or financial assistance have made marching in a collegiate ensemble more accessible to you?

Does not apply - 6

No - 3

Yes - 6

*Total responses: 15*

Is there anything else you would like to mention about your marching ensemble's scholarships/financial situation?

Participants shared that dues fluctuated when the collegiate team traveled for larger conference games. Participants indicated that scholarship amounts were not final, and, in some cases, were lowered in amount due to absences.

*Total responses: 6*

### **Rehearsal Overview**

How many days of Band Camp/pre-season rehearsals did you have?

4-6 Days - 3

6-8 Days - 4

8-10 Days - 1

10-12 Days - 3

12-14 Days - 2

14-16 Days - 2

*Total responses: 15*

How difficult/challenging were pre-season rehearsals for you?

*On a scale of 1-5, where 1 is easy and 5 is challenging.*

1 - 5

2 - 2

3 - 6

4 - 0

5 - 2

*Total responses: 15*

How many hours in a typical week did your marching ensemble rehearse?

1-3 hours - 2

5-6 hours - 4

6-8 hours - 5

More than 8 hours - 4

*Total responses: 15*

How difficult/challenging were regular season rehearsals for you?

*On a scale of 1-5, where 1 is easy and 5 is challenging.*

1 - 5

2 - 4

3 - 5

4 - 1

5 - 0

*Total responses: 15*

How would you rate the total amount of rehearsal you had this season?

Not enough rehearsal - 3

Right amount of rehearsal - 8

Too much rehearsal - 4

*Total responses: 15*

How would you rate the productivity of your rehearsals?

*On a scale of 1 to 5, where 1 is not productive and 5 is very productive.*

1 - 3

2 - 3

3 - 3

4 - 1

5 - 5

*Total responses: 15*

How would you rate the tone of feedback in your rehearsals?

*On a scale of 1 to 5, where 1 is always negative and 5 is always positive.*

1 - 1

2 - 3

3 - 4

1 - 2

5 - 5

*Total responses: 15*

Did you practice on your own/as a section outside of rehearsal time?

Yes - 9

No - 6

*Total responses: 15*

Is there anything else you would like to mention about your marching ensemble's performances?

Participants noted that the number of home games impacted frequency of rehearsals.

Participants' experiences varied significantly based on their director's organizational skills and ability to provide helpful feedback.

*Total responses: 3*

### **Performance Overview**

How many performance days did your marching ensemble have? (Includes pre-game/halftime/post-game shows, exhibitions, festivals, etc.)

0-5 - 2

6-9 - 3

10-14 - 8

15-19 - 1

20-24 - 1

*Total responses: 15*

In general, do you feel that your rehearsals prepared you for your performances?

Yes - 13

No - 2

*Total responses: 15*

Overall, did you enjoy performing with your marching ensemble?

Yes - 11

No - 4

*Total responses: 15*

Is there anything else you would like to mention about your marching ensemble's performances?

No responses

*Total responses: 0*

### **Travel Overview**

Did your marching ensemble ever have to travel to any performances?

Yes - 14

No - 1

*Total responses: 15*

Please select the methods of transportation the marching ensemble used: (choose all that apply)

Coach Buses - 13

School Buses - 4

Members Drive - 8

Airplane - 4

Train/Transit - 1

*Total responses: 14*

Did your marching ensemble ever travel out of state/country?

Out of the state - 10

Out of the country - 2

*Total responses: 10*

If your ensemble has a specific Code of Conduct for travel, what are the differences between travel conduct and at-home conduct?

No college gear if you go out for fun.

*Total responses: 1*

Did your ensemble ever provide you with a per diem (stipend) for football games/shows?

Yes - 6

No - 8

*Total responses: 14*

Do you feel it was worth it for your marching ensemble to travel to performances?

Yes - 10

No - 4

*Total responses: 14*

Is there anything else you would like to mention about your marching ensemble's travel?

Participants shared they experienced logistical challenges, that low funding prohibited overnight travel, and that they only received per diems when traveling to a bowl game.

*Total responses: 4*

### **Leadership Overview**

Did you have a leadership role in the ensemble? (horn sergeant, section leader, field staff, etc)

Yes - 6

No - 9

*Total responses: 15*

Did you enjoy your experience in a leadership role?

Yes - 2

No - 3

*Total responses: 5*

Do you feel you were respected in your leadership role by other ensemble members?

Yes - 3

No - 2

*Total responses: 5*

Do you feel like you were respected in your leadership role by your band director/higher-level instructional staff?

Yes - 3

No - 2

*Total responses: 5*

Were you provided any leadership training?

Yes - 3

No - 2

*Total responses:*

If you answered "Yes," could you describe the type of leadership training you were provided? (include duration, when you received this training during the season, focuses of the training, and whether the training was student-led)

Participants' leadership training ranged from 2-3 days. The content varied from diversity, equity, and inclusion education, to leadership, to logistics and planning.

*Total responses: 3*

Were you compensated or provided financial support (e.g., scholarships) for being in a leadership role?

Yes - 1

No - 4

*Total responses: 5*

Is there anything else you would like to mention about your experience in a leadership role?

A participant shared that they enjoyed observing new members come to understand how marching band works. Another participant noted that their instructor(s) made their leadership duties extremely difficult.

*Total responses: 2*

### **Instruction Overview**

Would you consider your marching ensemble to be more student-led or faculty-led?

Faculty-led - 8

Student-led - 7

*Total responses: 15*

Overall, do you feel your ensemble leadership/staff was transparent about expectations (e.g., performance schedule, skill level, time commitment, etc)?

Yes - 10

No - 5

*Total responses: 15*

How would you rate the quality of instruction you received?

*On a scale of 1 to 5, where 1 is low- and 5 is high-quality.*

1 - 4

2 - 1

3 - 2



4 - 3

5 - 5

*Total responses: 15*

Is there anything else you would like to mention about your experience with ensemble staff/leadership?

A participant reported that another member who had been accused of assault received an award. Another shared that recent growth in staff size was a positive aspect of their experience, as it alleviated some of their leadership burden.

*Total responses: 3*

### **Member Wellbeing Overview**

What was your ensemble's illness/COVID-19 management approach?

Some participants' ensembles instructed their members to follow CDC recommendations for COVID-19, including quarantining, masking, rehearsing in smaller groups, and social distancing. Several participants noted that their ensemble did not adhere to these guidelines.

*Total responses: 7*

Do you feel your ensemble adhered to its illness/COVID-19 approach?

Yes - 2

No - 1

*Total responses: 3*

If you felt sick/ill did you feel pressured to attend rehearsals/performances?

Yes - 4

No - 8

*Total responses: 12*

Was there ever a time during rehearsals or performances that you felt you did not have enough water/water breaks?

Yes - 9

No - 6

*Total responses: 15*

Was there ever a time during rehearsals or performances that you felt you did not have enough food/snack breaks?

Yes - 9

No - 6

*Total responses: 15*

Was there ever a time where the ensemble rehearsed or performed in extreme weather (extreme cold/extreme heat/thunderstorms?)

Yes - 6

No - 9

*Total responses: 14*

Did you ever experience or witness any forms of hazing/initiation rituals?

Yes - 4

No - 11

*Total responses: 15*

Is there anything else you would like to add about member safety and well-being in your ensemble?

Participants shared that they experienced issues with extreme heat and cold, that too many absences could lower their grade, and that their ensembles encouraged them to go home if sick.

*Total responses: 3*

### **Discrimination/Harassment Overview**

Did you witness or experience instances of discrimination or harassment?

Yes - 3

No - 12

*Total responses: 15*

What was the basis of discrimination or harassment that you witness or experienced? (choose all that apply)

Sex - 3

Gender identity - 1

Sexual orientation - 1

Skill discrepancy - 1

*Total responses: 3*

Who were these instances of discrimination/harassment carried out by? (choose all that apply)

Members - 3  
Leadership - 2  
Instructional Staff 1  
*Total responses: 3*

Were these instances follow up upon by your ensemble's administration/community, or the league's administration/community?

Yes - 0  
Unsure - 2  
No - 1  
*Total responses: 3*

Is there anything else you would like to add about harassment/discrimination in your ensemble?

Participants identified a lack of differentiated instruction as a cause for discrimination or harassment against members based on their skills, and that female percussionists experienced significant discrimination or harassment.

*Total responses: 2*

### **Ensemble Culture Overview**

How much influence do you feel drum corps (DCI/DCA) has on your ensemble?

*On a scale of 1 to 5, where 1 is little influence and 5 is significant influence.*

1 - 3  
2 - 3  
3 - 7  
4 - 1  
5 - 1

*Total responses: 15*

What were your main motivating factors for participating in your ensemble? (choose all that apply)

Friends - 12  
Continue Playing Instrument - 10  
Get Better at Instrument - 6  
Degree Requirement - 7  
Love of Marching Arts - 11  
Support Athletics - 4

Travel with Athletics - 6

*Total responses: 15*

What were the main motivating factors in your ensemble's rehearsals? (choose all that apply)

Fun/Enjoyment - 11

Success - 11

Community Building - 5

Promise of Opportunity - 5

Education/Learning - 10

Self-Growth - 9

Free Admittance to Athletic Events - 4

Ensemble Culture - 7

Travel Opportunities - 1

Leadership's Desires - 1

Money/Retaining Scholarships - 4

*Total responses: 15*

Do you feel participating in your ensemble had an impact on your academic performance?

Yes - 7

No - 8

*Total responses: 15*

Is there anything else you would like to mention about your ensemble's culture?

Participants liked that their ensemble is actively defining leadership goals, that their ensemble has a great culture. Participants also noted that Greek life has a negative impact on ensemble culture and that the time required to participate in marching band negatively impacts their ability to work outside of school.

*Total responses: 4*

### **High School Experience Overview**

Which of the following best describes your high school/pre-university experience?

All participants reported that they participated in their high school's marching band.

*Total responses: 15*

Did your high school marching band compete in a competitive circuit?

93% of participants reported that their high school marching band competed in a competitive circuit.

*Total responses: 15*

How does your college/university marching ensemble experience compare to high school?

58% of participants reported that they enjoyed their college or university experience more, 33% reported that they enjoyed their high school experience more, and 25% reported that they enjoyed them about the same.

*Total responses: 15*

Did you participate in other music/performing arts ensembles prior to joining a college/university marching ensemble? (choose all that apply)

Every participant (n=15) reported that they participated in at least one other performing arts activity prior to joining their college marching ensemble. The most common activities were Concert Band, Jazz Band, Chorus, and Pep Band or other Athletic Band. 93% (n=14) participated in Concert Band, 53% (n=8) participated in Jazz Band, 47% (n=7) participated in Chorus, and 40% (n=6) participated in Pep Band or other Athletic Band.

*Total responses: 15*

What motivated you to participate in a marching ensemble in college/university?

Participants reported intrinsic motivations for participating in their college marching ensemble, such as pride, the desire to continue performing, and community. They also reported transactional motivations, such as course credits, degree requirements, and scholarship opportunities.

*Total responses: 9*

What is one thing you wish you knew before joining a college/university marching ensemble?

Participants reported that they wished they had known the full extent of the physical and time requirements of the activity before participating in their college marching ensemble. They also reported that they wished they had considered or been aware of their college marching ensemble's culture and values before joining.

*Total responses: 9*

How do you think MAASIN can support performers in college/university marching ensembles?

Participants stated that MAASIN could support performers in college and university ensembles by advocating for visual ensemble members to get fair scholarships and for external eyes to be kept on fraternity and sorority performance within the marching band, giving pointers or advice to those new to the marching band scene and veterans, and providing resources to those in need

*Total responses: 6*

**End Survey**