Facilitating the Alumni Relationship: A Comparative Study

Thesis

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By

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Abstract

Connecting the student experience to the alumni relationship is important for colleges and universities as administrators seek to promote the institution, maintain contact with graduates and to increase development funding. Understanding the organizational experience and structure that may influence alumni engagement will in turn benefit the institution. The study asks what are the possible influences on members of student organizations that promote alumni activity, what are the relevant environmental influences, organizational culture and group values, and does the structure of the organization impact the relationship between the individual and the entire group?

The Ohio State University Men’s Glee Club and Marching Band were selected for comparison because of their similar organizational characteristics but different levels of alumni activity. The study consisted of a mixed-method electronic survey distributed to the active and alumni members. Survey items collected information on the organizational culture and values that influence the alumni activity. Environmental observations, performances attendance and individual interviews supplemented the survey data.

Findings on the use of culture, environment and perception of values illuminate the difference of alumni activity between the two organizations. Aspects of the organizational experience identified by both active and alumni members that influenced their desired and actual involvement as an alumnus were defined roles and responsibilities of membership, transmission of traditions and use of symbols throughout generations, exclusiveness of the organization and clearly articulated forms of alumni
engagement. The organization’s intentional use of culture, structure of environment and reinforcement of group values during the student experience led the alumni to maintain their connection with the organization post graduation; comparison of survey responses from the active and alumni respondents found consistency in rankings and scoring, supporting the hypotheses. Findings from the study illustrate the difference in the two organization’s alumni activity and provide insight for university administrators and organization leaders on effective use of culture, environment and transmission of values for enhancing the student experience and increasing alumni activity.
“We all shared in a special organization and in the sense of pride associated with continuing and building on a tradition of excellence that was earned by others before us. There is a special bond that lasts a lifetime”.
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Chapter 1: Introduction

Problem to be investigated

Alumni associations at large university campuses struggle to generate large attendance numbers at class based reunions. It has been found that student “commitment can be influenced by both personal predispositions and organizational interactions” (Wiener, 1982). Recognizing the interactions students have with organizations during the collegiate experience will help illustrate the connections they feel as alumni. Due to these relationships, many alumni associations have reexamined their reunion models to attract students and alumni through their group affiliations. The student experience is complex and satisfaction is influenced by the academic and extracurricular activities during the undergraduate years. The culture of an organization is embodied by the individual through their interaction and participation with other members (Harris, 1994).

Understanding how the culture and environment of student groups influences the individuals’ relationship with the campus, and their desire to remain active as an alumnus is important for the alumni associations, campus groups and institutional departments

Purpose of the study

The purpose of the study is to examine specific campus organizations and how these groups build alumni relationships. What are the cultural and traditional experiences for members, what values are similar to the greater campus and what are the predicted and actual alumni relationships of these group members?
Justification of the study

The study will help student affairs professionals, campus administrators and university departments understand the power of student organizations. Learning what group cultures and traditional components are successful at generating bonds to the institution and organization during the new millennium will assist understanding the new student population and their needs. Little has been done to connect the institution with the values and relationships generated through student groups. Alumni associations in the twenty first century are now marking this shift in organization versus institution values with the restructuring of university reunion models, thus institutions need to restructure their approach to student organizational understanding during the undergraduate years.

Research question and hypothesis

There were two questions guiding the research: What are the cultural and environmental influences on a specific campus group that influence an active alumni relationship and How do these cultural influences create and strengthen the group relationship? The hypotheses are; shared experiences with an organization, through culture, symbols and traditional activities, will enhance the group relationship; students that feel valued by an organization are more likely to return to the group the following year and are also more likely to become supportive of alumni activity and; the difference between alumni engagement levels can be determined through examination of the student experience with the organization.
Definition of terms

Several terms and abbreviations are used throughout the study. Terminology used to guide the research and analyses include working definitions of student organization, alumni, culture, symbols, traditions and environment.

Student organization is defined as a campus group comprised of undergraduate students to fulfill either an academic or personal need. Students can hold membership during any of their undergraduate years. The organization may have an academic or university contact to sponsor activities and events and or funding.

Alumni are any individual that is not longer attending the Ohio State University; past students may or may not have earned their degree from the institution.

Culture includes symbols, ritual, behavior and values. The culture of an organization is how they are identified and present their identity to other students and individuals. A symbol is a recognizable artifact, image, icon or identity used to illustrate a greater idea, represent an individual or a group (Gioia, Thomas, Clark and Chittipeddi, 1994). Traditions in the study are defined as rituals, behaviors and events that are repeated throughout the student’s organizational experience. The environment is defined as the setting in which individuals and organizations operate.

Abbreviations are used to simplify the presentation and discussion of findings. The four sample populations will be referred to by the following abbreviations throughout the paper: Marching Band (MB), Alumni Marching Band (AMB), Men’s Glee Club (MGC) and Alumni Men’s Glee Club (AMGC).
Brief history of the organizations

The Ohio State University Men’s Glee Club

The Ohio State University Men’s Glee Club was founded in 1875. The MGC remains the oldest active student organization at the university (The Ohio State University Men’s Glee Club, 2009). The MGC was the first American ensemble to win the title “Choir of the World”, which was awarded in 1990 while the organization was under the direction of Dr. James Gallagher (2009). The MGC is open to any male university student, regardless of rank or major, through an audition at the beginning of each academic year. Members receive one academic credit per quarter for their participation in the MGC. The organization rehearses for 50 minutes, three times a week, in Weigel Hall; additional evening rehearsals are scheduled throughout the year. Members of the MGC are distributed the official uniform which is worn during performances and outreach engagements.

The MGC includes a smaller ensemble, The Statesmen, which represents the organization by performing at engagements throughout the state. The Statesmen are open to all MGC members through a separate audition. This smaller entity requires additional rehearsal time outside of the larger group.

The Ohio State University Alumni Men’s Glee Club

Organized in 1992 to connect alumni members of the Men’s Glee Club to one another and to provide performance opportunities, the Alumni Men’s Glee Club is a registered alumni society with the Ohio State Alumni Association. Members of the Alumni Men’s Glee Club perform at various events throughout the state and are invited to the annual Alumni Concert with the active Men’s Glee Club in the fall. Members of
the alumni organization contribute to fundraising efforts, attend social functions and participate in rehearsals and performances. Dr. James Gallagher, previous director of the Men’s Glee Club, leads the Alumni Men’s Glee Club in rehearsals and performances on campus and in the local region.

*The Ohio State University Marching Band*

The Ohio State University Marching Band was founded in 1878 as a drum corps with 12 members. The group of musicians performed at various functions throughout the academic year, concluding with spring commencement ceremony of 1879 (Aho, 1979). The military department sponsored the band in 1879, appointing Gustav Bruder as director; students interested in the ensemble were now required to try out. The next century brought many changes to the band including expansion of membership, marching techniques and traditions. Ohio Stadium’s dedication in 1922 was accompanied by new band uniforms and a ramp entrance beginning in 1928. A three way agreement created the structure of leadership for the band with the military department providing advisors, athletics funding the ensemble and the music department hiring the staff.

One of the most recognized traditions of the OSUMB is Script Ohio, trademarked by Eugene Weigel on October 10, 1936. Weigel brought this famous marching formation as well as skull sessions and the all brass composition to the band. The alumni club formed in 1964 to promote the marching band and to provide a musical experience for graduates of the band. Change to the group dynamic in the 1970s included the addition of female members under Title IX. Twelve years later under Dr. Woods the most prestigious award for marching bands was awarded to the OSUMB, The Sudler Trophy. Through the twentieth century the band continued to expand to its current size of 245 members (225
marching and 20 auxiliary staff and drum majors). With donations and fundraising, the Steinbrenner Band Center was constructed in Ohio Stadium to provide practice, storage and office spaces to the marching band. The ensemble holds auditions in the summer and rehearses for extended hours until the academic year begins. During autumn quarter the band is most active, with their rehearsals, performances and practices constructed around the football schedule.

The Ohio State University Alumni Marching Band

Founded in 1958, the Ohio State University Alumni Marching Band Association, known as TBDBITL marked its fiftieth year of organization in 2008. The Alumni organization is registered as an alumni society through the Ohio State University Alumni Association, and holds formal meetings periodically throughout the year. TBDBITL operates formally, with a constitution, bylaws and officers presiding over each meeting. There are various activities for alumni members, including bands, football game performances, fundraising and social events. Different levels of alumni membership also exist; individuals who were listed on the roster of the marching band as students can join the alumni association, the Script Ohio Club which is a fundraising organization for the band, the Active Band or the Hyperactive Band. Previous Ohio State Marching Band Director, Dr. Paul Droste conducts the alumni bands, which rehearse in Columbus two to three times a month. Quarterly newsletters are distributed to members of the alumni association in addition to electronic message updates through the e-mail database.

Brief overview of the study

A mixed method survey and interview design was created to determine the cultural and environmental influences on the Marching Band and Men’s Glee Club that
possibly influence the development of active alumni. Electronic surveys with forced choice, multiple selection and open ended questions were distributed to the active and alumni members of both organizations. The surveys were distributed to each organization separately, and the data was collected and stored with the respondent’s respective organization. Active members of the MB and MGC were also invited to participate in interviews to describe the organizations.

Invitations to participate in the surveys were distributed electronically through each of the organizations’ e-mail databases. The electronic survey was composed of six categories of questions; demographics, involvement with the organization, other musical affiliations, organization satisfaction, symbols and traditions, and alumni awareness. Participant population sizes in relationship to the sample size were 37.6 % of the MGC, 3.17 % AMGC, 28.6 % of the MB and 20 % of AMB members. Three of the respondent populations are large enough for the data to be generalized to the greater membership, the Alumni Men’s Glee Club survey yielded only 11 total respondents and these responses are used to provide illustrative information on the Men’s Glee Club alumni experience.

Survey questions and open response items were framed to reveal possible shared experiences of the groups and to rank the values of membership in each respective organization. Several questions asked participants to rank the value of their experience and relationship with the group. Open response items allowed the participants to identify aspects of the organization that were memorable and important to the group experience. From these two categories, correlations were made to determine what shared experiences members have within their organization that could possibly influence the desire or actual alumni participation.
Observations of each organization’s environment were made through visiting each location and attending two performances or public events of both the Marching Band and the Men’s Glee Club. The findings of the study are supportive of the efforts of the Men’s Glee Club and Marching Band to enhance the student experience and to maintain membership involvement with the organizations post graduation. Understanding how cultural influences create and strengthen a group relationship, and which cultural or environmental influences develop active alumni relationships benefits the organization, its members and the greater campus community.
Chapter 2: Literature Review

Background and review of related literature and studies

The relationship students share with the institution depends on the environmental influences faced during the undergraduate years. Symbols, culture and values influence the engagement of an individual, and thus shape the alumni relationship. Research on culture and symbols, alumni development and environment measurement finds that the student does not have an isolated experience, but is exposed to numerous stimuli during their years of study.

Institutional culture varies across and within campuses. The greater campus may hold one identity, while subgroups have different or even conflicting values and behaviors. Knowledge of the culture and symbolic importance on a campus helps administrators to successfully connect with the student population. Students can actively participate in an environment they understand and alumni remain connected with a campus they identify with. Studies of culture and symbols have found that there is difficulty in assessing and generalizing data due to outside variables and influences on the student experience.

Environmental and symbolic development

Developing a university and projecting its values is important for administrators. Sporn (1996) focuses on organizational culture and how administrators can utilize information to enhance the institution. The characteristics of a university must first be
recognized, then analyzed to be resourceful for the administrator (1996). Subcultures on campus serve distinct groups, yet can also contribute to the institution’s purpose. Sporn (1996) defines culture as “the values and beliefs of university members which are developed in a historical process and transmitted by language or symbols” (p. 45). This definition shall be used during the exploration of how a student’s interaction with symbols and environment determines their alumni relationship. While Sporn acknowledges that the study of culture is difficult, due to outside and unexpected influences and the variety of experiences an individual has, the administrators can use this data with the understanding of its limitations while making changes at the institutional level. Sporn’s 1996 study does not demonstrate how administrators could utilize a culture scale, but rather states that awareness is important.

Administrators attempt to understand how culture shapes the student experience, but administrators also mold the campus culture. Campus tours, events, and rituals at the University of Miami, Ohio were studied by Magolda (2000) to assess their influence on student and campus identity. Key findings were that the ritual experiences must include both formal and informal practices, community is built through ritual, rituals are an expected part of the educational experience, and, although seldom scrutinized, reveal information on the social-cultural conditions, reveal information about the participants and communicate expectations and norms of behavior and performance (p. 32). Campus rituals are passed down as students become normalized to the behaviors and identity of their institution. Sub groups can also maintain their own rituals. Magolda (2000) found a better understanding of the community after observing and participating in the rituals. The article focuses on one distinct campus; while the specific rituals cannot be
generalized, the concepts can. Rituals create community and help students feel belongingness. Rituals maintain tradition, history and connect students and alumni through the common experience.

College life as a whole is observed in Hartshorne’s (1943) study. The physical and social structure of the campus, student organizations, subcultures and the student experience are measured. Hartshorne found that the use of symbols is highly important for students in recognizing, honoring and distinguishing themselves (1943). Symbols present and maintain the identity of a campus because of their universality and durability. The article however is outdated and does not apply to new campus environments such as the Community College or Internet University. Gioia, Thomas, Clark and Chittipeddi (1994) provide a more recent interpretation on the use and power of campus symbols. The study observes ethnographic data to determine how symbols are influential and how meaning is made by the individual. Because human understanding occurs through symbols and allusion, leaders at a university can successfully project values and behavior norms through icons and ideas (1994). Hummon (1994) observed students from Massachusetts and California to determine how symbols and language shaped student identity and culture. The findings were that each campus had a unique language and values attributed to social groups. The students identified with a name or label, but the two campuses exhibited different characteristics and group behaviors. Due to the geographic influence and different campus structures (private versus public) the study cannot be generalized to undergraduate experiences nationally, but does lend observational tools for assessing student relationships to symbols and student identity development.
Environment is both determined and shaped by culture. Different levels of culture can exist within an institution; this is exhibited by the variety of groups and organizations with different perspectives, purposes and values. National, institutional and sub cultural levels of culture are studied by Kuh (1990) with the College Student Experience Questionnaire (CSEQ). The quantitative study was used to determine twenty one goal areas of student engagement and philosophy. The dominant culture on a campus will socialize other groups and incoming students according to Kuh (1990). Also, Kuh found that the engagement of students in certain cultures and groups on campus can negate the educational philosophy or learning goals of the campus. However, the support of athletic groups and their subgroups is because “students are satisfied with college life, loyal to the institution, attract new students contributing alumni, participate in and perpetuate traditions” (Kuh, 1990, p. 56). It is important then for campuses to provide for and support these athletic focused groups as they instill the identity of the campus and maintain a connection to the school post graduation. Athletic centered groups perpetuate the identity and values of the institution; however, it is questionable that this exists at campuses with failing athletic programs. Athletically successful schools will attract students to this mentality but the student’s experience prior to college and their involvement with athletics at that time should also be considered.

Baird (2005) cites Strange (1994): “Educational environments exert a conforming influence through the collective, dominant characteristics of those who inhabit them” (Baird, 2005, p. 512). This means that the majority can change or direct the behaviors of their own environment. The power of peers is great on a university campus. However, the impact of history and imposed values from the institution or prior group members can
shape the environment as well. Though students enter with their own identities and values, the existing structures can also shape their perceptions. Baird’s article describes several prior studies on the campus environment and how they detail influences that create a student’s perspective. The assessment tools used to gather this data are largely self-reporting surveys and questionnaires, which may be helpful, but may not gather the most accurate data possible. This is because participants may not understand the questions or the relevance of their answers. Each study notes that the environment is complex and contains multiple influences and outcomes, yet there still is no explanation of a control to reduce these factors, or a way to remove them from the study. People are too complex and current society does not allow for this type of control.

Alumni development

The student experience often determines the alumni experience. Studies seek to find how undergraduates develop their identity as students and future alumni. Predictors are difficult to establish due to the array of variables that make each campus, and even student, different from the next.

Cowly and Waller (1979) believed that sub groups influence the individual. Perhaps student traditions determine alumni relationships. Alumni influence, maintain and pressure the institutions, thus traditions may become ingrained in the culture. Cowly and Waller (1979) focus on indoctrination, the transmitting and enforcing of norms and values of a group (p. 380). The social sub groups on campus are more important and influential than the academic departments at the college. The article establishes a theory on alumni development using examples to support the statements. Observing American and English campuses and a wide range of campus formats, the article generalizes to a
broader collegiate experience. Specific reflective and observational studies must be conducted to support the claims and statements being made.

Cowly and Waller (1979) determined that group experience influences alumni involvement, while Mael and Ashforth (1992) look at organizational identification in a different way. Mael and Ashforth (1992) test if alumni attraction to the campus, student experience and involvement, and finally the strength of identity reflect the commitment to an institution post graduation. The study used 297 respondents from a sample of 700 alumni at a private religious all male college. Findings showed that individuals define themselves in terms of their environment and sense of belonging with the organization. Factors which help explain why individuals commit to a campus include: time spent on campus, elapsed time post graduation, the multiple identities of a student, faculty mentor, individual accomplishments and sentimentality with the campus (p. 108). The article makes statements on the rationale for alumni engagement and how undergraduate experience is influential in developing the relationships. However, from the data collected from self reported surveys, Mael and Ashforth (1992) found that not all the hypotheses were strongly proven.

Strange and Banning (2001) illustrate how student engagement with symbols and culture influences the alumni relationship. The “role of customs, symbols, beliefs, values, and other artifacts of organizational culture must also be considered” when determining the engagement of students groups (p. 153). The communication of these artifacts is important for the university; communication that occurs pre, during and post enrollment is most successful at instilling the university’s norms and values within the student identity (p. 153). Students adopt norms and values of the institution in order to form a
community they can identify with. Symbols are meant to help socialization on a campus; they promote the core values of the school and are perpetuated through their use and visibility (p. 178).

Strong alumni relationships are important to the university, and begin during the student’s enrollment years. Williams (1934) surveyed one hundred and six schools to find out how communication between the institution and the alumni was successful. The type of information exchanged between the groups and the events and traditions maintained for alumni participation influenced the satisfaction and involvement of the alumni community. Grant (1931) also studied alumni engagement, focusing on Amherst College in Amherst, Massachusetts. Student engagement after graduation included social and intellectual activities at this campus. Grant found that alumni have different needs post graduation than during their studies, but also that different groups have different needs (1931). Both articles found that maintaining communication and activities for alumni to participate in helped expand the relationships between the student and campus. Williams (1934) and Grant (1931) show the importance of alumni development; however, the research is outdated and focused on specific institutions, causing the data to be inapplicable to today’s campuses.

Alumni engagement with the institution is often measured by fiscal contributions. Cunningham and Cochi-Ficano (2002) tested institutional characteristics to find correlations with alumni donating. Determinants of alumni involvement included: student quality, institutional value, alumni commitment to giving, sports, religious affiliation and wage. The key finding was that alumni with stronger positive experiences were more likely to maintain a connection to their institution and to donate high amounts of money
and do so frequently (2002). The equations created to calculate the likelihood of alumni donations assumes that certain attributes in the undergraduate experience will influence their relationship with the campus. Though the study mentions that students may be predisposed, prior to enrollment, to be supportive alumni, there is no comparison to other institutions or student profiles.

Colleges and universities build alumni associations through various means in order to support the campus, enhance the student experience, promote the institution through its graduates and maintain post graduation contact. Feudo and Clifford (2002) find that alumni chapters are important to the institution but provide no information as to how students select or are contacted to become members of alumni chapters. Alumni engagement is often pivotal to the success of an institution and the recruitment of future students, however there is a lack of understanding how students become active alumni. Commitment to an institution is influenced by the relationship students hold with their campus, yet these relationships are formed through smaller group interactions (Harris, 1994). Individuals interpret their group experience and its meanings while developing a context for their relationship with the institution as a whole; often this relationship materializes through commitment of the individual to a smaller group or university entity (1994). Explanation of the relationship between undergraduate experience and alumni involvement requires further study and analysis.

*Environmental assessment*

Environment influences the student experience through physical and social interaction. Studies on types of environment and how changes can be made to enhance the student relationship to the university have been conducted to assess influences and
variables contributing to the perception of students. Astin’s (1968) study found that stimuli can change the experience for college students, and that there are a variety of inputs that cannot be controlled or measured. Subgroups and a larger campus identity can coexist even if goals and values are conflicting. Astin (1968) also found that certain campus groups, specifically athletics and administration, may influence the demeanor and values of the entire university. This study attempts to illustrate how and why campuses are different; though it is difficult to track all variables and inputs to the college environment, Astin attributes this struggle to the fact that each campus has a unique identity (1968).

Baird (2005) argues that understanding the environment will aid in evaluating behaviors and predicting future actions. Several instruments created to understand the college environment are used on various campuses to gather student data. The College Student Experience Questionnaire (CSEQ) is a survey used to collect data from students to determine similarities and differences of environment and experience. National Study of Student Learning (NSSL) is another resource for those studying the campus environment. These studies gathered longitudinal data from 23 two to four year colleges to show the influences that create a complex environment (Baird, 2005, p. 511). Baird states that the variety of studies helps illustrate the complexity of the environment and that there are unlimited perceptions that shape the campus. Though the studies and assessment of an environment exposes behaviors, values and trends, the ever changing student body reduces prediction of campus environment and leads to broad and vague terms and actions.
Strange and Banning’s (2001) text provides several chapters that are useful for understanding how the environment can influence a student’s experience at the university. Chapter four, Constructed Environments, discusses the importance of perception. How students view their environment’s demands and opportunities is the reality of the environment, regardless of the intention. Factors must be examined both together and separately to successfully evaluate an environment. The text provides stories to illustrate the importance of environment during the college experience. Institutions can control many factors including structures, institutional values, promotion and marketing, yet at the grassroots level it is up to the students to determine their own course (2001).

Through the socialization effect a greater group with similar experiences and values is formed: the alumni. How the alumni contribute to the environment is important, and should not be overlooked; often they are more politically powerful than those on campus.

Prior research has found that the college environment is complex, and the student relationship with the campus is determined through engagement and participation in the environment. Symbols, culture and institutional norms influence how students perceive their role in the environment and develop their experience. How students identify with their campus and what groups one participates in shapes the alumni relationship. Further observation of the influences of environment and the student relationship with the campus will predict how engaged students will be as they become alumni.

**Gaps and limitations**

The gaps in the literature include how specific groups and values influence active alumni relationships. There are student satisfaction surveys to assess the individual experience at the institution, but little on the group experience. In addition, these
satisfaction surveys are self reported causing for varied answers and limited reliability or generalization.

The literature focuses on specific aspects of the university experience. Studies focus on culture construction or influence, student satisfaction and administrator use of this information. Little has been done to connect all three to understand the student experience, and to prediction of involvement and actual alumni involvement.

Studies of affinity based relationships to a university are lacking. Large campuses have subgroups that attract student attention, and their connection to the institution is through group membership. Observing how the symbols, culture and environment of the subgroups interact with the greater campus is important for understanding a student’s alumni relationship to large institutions.

Most of the research on alumni relationships is conducted through survey and self report methods. There is a need for a mixed method study to examine the level of commitment and the rationale.

Related studies

Similar studies of student satisfaction with organizations reflected through alumni engagement have not been conducted. The measurement of alumni involvement with the university has primarily been conducted through financial donation records and number of alumni association memberships. The specific undergraduate experience leading to the alumni involvement has not been directly studied or measured.

Studies of alumni commitment founded on student experience and financial contribution to universities do exist. These studies examine the correlations between donation size and frequency with student activities and undergraduate experiences. Miller
and Casebeer (1991) studied influences on alumni donations. They found that student satisfaction with academic experiences influenced the level of donation the alumni gave to the institution (1991). Another study of activities that affected alumni giving was conducted by Young and Fischer (1996). The research focus was again on the aspects of the individual’s experience as a student or alumni that influenced the economic return to the university.
Chapter 3: Design and Methodology

*Purpose restated*

The alumni experience at large universities is often linked to the specific group or organization the individual was connected to as a student. Developing an understanding for how organizations build alumni relationships is important for both the organization and the institution. Relationships with the Men’s Glee Club and the Marching Band are shaped by the student’s interaction with the organization’s members, traditions and culture. The study examines the cultural and traditional experience the students and alumni identify as influential to their predicted or actual involvement as alumni.

*Procedures*

*Research design*

A mixed method research design would best obtain information about student organizations and the relationship students have with these groups and the campus. The survey distributed to all participants to determine value, satisfaction and behavior related to the student organization the individual participates in contained both quantitative and qualitative items (See Appendix A). This survey also was distributed to members of the respective organization alumni associations. Each survey was distributed twice between October and December, 2008 with a cover letter explaining the purpose of the study (See Appendices B and C). Following the electronic survey, interviews were conducted to gather qualitative information about the nature of the organization provided illustrations.
of organization membership interactions and helped to identify any existing cultural and environmental influences (See Appendices D, E, F and G).

Electronic survey responses were stored in a database and sorted for trend analysis. The interviews were audio recorded and also stored electronically. When soliciting participants for the interviews, individuals holding a previous relationship with the interviewer were excluded from the study.

Observations of the environments the active organizations operate within were conducted. The researcher visited the practice room for the MGC and the Steinbrenner Band Center and the practice field for the MB. Noting the uses of the space, the levels and forms of interactions in each location and the structure of the environment assisted in understanding the functioning of the respective populations. Attending two performances and public events of both the MB and MGC aided in understanding the data reported in the surveys. Also, one AMB meeting and one AMG performance were observed to gather information on the alumni organizations. Information was gathered from each of the four population’s web pages to provide background on each organization. A concrete vision of the organizations was constructed through observing the natural environments and materials presented to the public.

Sample

Four separate groups comprised the sample population. Ohio State University students enrolled in the Men’s Glee Club and the Marching Band during the autumn 2008 quarter formed two of the groups. The student sample populations attended the Columbus campus and range from undergraduate to graduate and PhD students. 101 students were enrolled in the Men’s Glee Club during the autumn quarter and 38 members, 37.6 %,
245 students (both marching and auxiliary members) enrolled in Marching Band during the autumn quarter with 70 participating in the electronic survey, 28.6% of the group.

Alumni previously enrolled at The Ohio State University who held membership in the Men’s Glee Club or Marching Band and subscribed to their respective group’s alumni e-mail list serve created the alumni sample. Three-hundred and forty-seven Alumni Men’s Glee Club and 2,403 Alumni Marching Band members received an invitation to participate in the electronic survey. Eleven Alumni Men’s Glee Club members participated in the study, 3.17%, and 481 Alumni Marching Band Members, representing 20.0% of the population participated. The Marching Band and Alumni Marching Band sample contained both male and female participants, while the Men’s Glee Club and Alumni were solely male.
Chapter 4: Data Collection

Instrumentation

The mixed method survey and interview designs collected quantitative and qualitative data on student and alumni involvement with the Men’s Glee Club and Marching Band, as well as on satisfaction with the group experience. Electronic surveys were distributed to each sample through the e-mail list serves of the organizations (See Appendix A). Data was stored online with an account through the electronic survey provider Survey Monkey. Respondents submitted completed surveys between October 20, 2008 and December 9, 2008. The data collected from the respondents was scored based on percentage of total survey participants and item responses. Active members of the MGC and MB were also invited to participate in individual interviews following the completion of the electronic survey (See Appendix D). The interview participants responded to twenty one items. Data from the interviews were audio recorded and transcribed to provide additional qualitative information on the organization.

The electronic surveys distributed to the active members of the MGC and MB contained 26 items. The categories of questions included four demographic items, six on group involvement, three focused on other musical organizations, four on social and personal value of the group, two on symbol and tradition, two on satisfaction, three on alumni awareness and intention of participation, one asking for other information and a
final item to collect contact information for possible participation in an individual interview.

Forced choice, multiple choice and open response items were all included in the electronic survey. The forced choice items were set on a four point Likert Scale, with no option for a neutral response. The forced choice items were placed on a four point scale, ranging from 1 to 4. Items with the least positive response were set at 1 while the highest positive responses were set at 4. Multiple choice items offered respondents the opportunity to list several reasons for involvement with the organization and its alumni affiliate. The open response items asked respondents to identify characteristics, symbols, traditions and values of the organization and to articulate personal reasons for the intended level of participation with their respective organization.

Individual interviews contained 21 questions focused on the characteristics and qualities of the organization (See Appendix E). Items were distributed among seven categories; mission, service and values of the organization, symbols and traditions, uniform, membership, environment, distinction at the university, and alumni recruitment and participation. The interview items were all open response, in an effort to yield qualitative data and provide descriptions of organizational trends, values and traditions. Statements made by the interview participants were compared to locate shared understanding of the organization, active traditions and values, and to supplement the electronic survey data.

Procedures

The study of alumni involvement based on university organizational experience was conducted at The Ohio State University. The Ohio State University Men’s Glee Club
and The Ohio State University Marching Band directors and alumni association presidents were contacted for approval to survey and interview the members. A presentation to the Alumni Marching Band was made to address survey items and gain approval to use the electronic list serve to access alumni.

Electronic surveys created on www.surveymonkey.com were distributed to the sample populations by the list serve administrators in October, 2008. Sample populations received a second invitation to participate in November, 2008 and the electronic survey data collection closed on December 9, 2008. Active members received a survey of 26 items, and alumni received 24 item surveys. Participants could complete the survey only once from their computer, except for Alumni Marching Band members, who were able to submit multiple responses from the same address (to allow married alumni to both participate in the survey).

Active members of the MGC and MB, following the completion of the electronic survey, were contacted to participate in an interview to further illustrate the organization’s values, purposes and traditions. The fifteen minute interviews conducted with the participants contained twenty one questions on the organization, uniforms, environment, values, traditions, symbols and alumni involvement. The interviews were audio recorded and transcribed.

Each survey was assessed independently, the active MGC and MB responses were compared, the alumni MGC and MB responses were compared, and the total membership of MGC and MB were also compared, generating four analysis summaries. Statements from the interviews were used to supplement the survey data and articulate the philosophies, experiences and practices of the organization members.
Observations of the organization’s environments were made between August and December, 2008. The researcher visited the practice locations for both the MB and MGC, observing images, space and interactions of members and non-members in each location. Two performances of both the MGC and MB were attended in addition to one AMGC performance and an AMB meeting. Notes were recorded on the operation of the four populations within their respective environments, the physical space and the cultural atmosphere.

Internal validity

The electronic survey uses a Likert Scale for items requiring value to be attributed. Through offering only four choices on items a “middle” answer is not available (this is to avoid null results and for the participants to make choices for their responses). The face validity for the survey is high, as the questions pertain to the participant’s experience, involvement and satisfaction with the organization.

Threats to the internal validity exist with the membership of the e-mail list serve, age, gender and geographic location of the respondents. The alumni subscribing to the AMGC and AMB electronic list serves are inherently more likely to participate in alumni activities because they are receiving information from the alumni organization. This participant characteristic, previously established communication with the alumni organization, threatens the internal validity of the survey. Alumni of the organizations who are not members of the electronic list serves were not solicited for participation in the study, eliminating a population that possibly do not have internet access, are unaware of the alumni organization or choose not to participate in alumni activities. Age is a second threat to internal validity of all four electronic surveys. The active members with
more organization experience would be more likely than the newer members to perceive their involvement with the organizations as valuable; the same may be true for the alumni.

Another threat to internal validity is gender. The active and alumni Marching Band contain female members, while the active and alumni Men’s Glee Club do not. The depth of female involvement in the band extends merely to 1972. Comparison of the values and experiences of the membership across organizations is impacted by the gender composition. The Men’s Glee Club creates a different environment, as it is gender exclusive, while the Marching Band environment has felt change when females were admitted.

Geographic location inhibits alumni participation and involvement. Active members of the MGC and MB may not be able to identify active alumni experiences due to the limitations of distance and travel. The alumni residing further from Columbus, Ohio would be less likely to participate in campus activities and alumni events due to the burden of travel and related expenses.

The qualitative data collection was conducted through an interview intended to obtain information on the nature of the organization. Biases may include participants’ relationship to the organization at the time, desire to communicate to the researcher the true experience and possible instrumentation influences. The interviews were conducted in my office, which may have influenced the responses of the participants, who as students at the university may have felt a presence of authority.

Data collector characteristics may threaten internal validity as I am a Graduate Administrative Assistant on campus and am involved with a choral ensemble in the
music department at The Ohio State University. As a female surveying the Men’s Glee Club and older alumni of the Marching Band, the participants’ responses to the survey about their experiences and traditions may vary. The questions and presentation of the survey were standardized to reduce data collector threats.

Content-related validity may be threatened by the researcher’s knowledge or lack of knowledge of the organizations. Many of the symbols, traditions and values of the MGC and MB are communicated through the members of the organizations overtly and covertly during rehearsals, performances and other social interactions. The researcher is not privy to those experiences, and thus the survey questions reach only to the surface of the organizations. The quantitative surveys were designed to measure the individuals’ relationship with the organization and the frequency of responses based on symbols and traditions. The format of the survey may inhibit the respondent’s reflection on the value of their experience with the organization. The electronic survey does not allow respondents to fully articulate their experience or to explore areas that were not explicitly stated by the researcher, thus limiting the scope of the research. Finally, construct-related validity is tested by the various research questions. Comparing the respondent’s satisfaction with their experiences in the organization to their activity as an alumnus reduces threats to construct-related validity.

Data reliability is based on the prior expectations of the group experience and the current state of the respondents. The survey was distributed during the fall quarter, when both the MGC and MB are highly active. The concentrated time, performances and other social engagements shared by the membership of the organizations, and the alumni events that occurred during the autumn quarter may influence the respondents’ responses.
Also, the time during the data collection when a participant completed the survey may influence their responses.

**External validity**

Data from the electronic survey is externally valid for three of the four groups. The MGC, MB and AMB respondents represented high enough percentages of the total group membership for the findings to be extended to the entire group. The AMGC only have 11 total respondents, representing only 3.17% of the alumni list serve, making the data helpful only for illustration purposes of the alumni experience with this organization but cannot be generalized to the entire AMGC population.

**Method of analysis**

Data collected through the survey was stored electronically. Responses for each question were calculated on the percentage of total survey participants choosing each option versus respondent selection. Each of the four surveys was scored separately. Qualitative responses were sorted for keywords and repetition of items. Responses were categorized to identify trends in responses. After each survey was individually analyzed, the active and alumni responses for the respective organization were compared, and then the overall active-alumni responses were contrasted with the other organization.

**Requirements for Human Subjects Review**

The survey and interview questions were submitted to The Ohio State University’s Office of Responsible Research Practices in August, 2008. The entire study received exemption status.
**Data collection process**

Data from the electronic surveys was collected and stored online through the survey provider. The survey questions and format did not differ from the original design. The questions were grouped into subject areas to reduce the length of the pages, which may have influenced the responses because participants completed each page before moving to the next set of questions. Participants were able to return to a previous page while completing the survey, which could have allowed the opportunity for responses to be changed depending on their relationship to the other survey questions.

Interview data was stored as an audio file and notes were taken during each interview. The interviews differed from the intended data collection because there were only three interviews conducted, two MGC and one AMB. More members from both active samples were contacted to participate in the interviews, but there were no volunteers from the MB. The information collected in the interviews will thus be used to support the findings in the electronic survey, rather than serve as additional qualitative data for assessment.
Chapter 5: Findings

Main Findings

Electronic surveys were distributed to four sample populations between October and December, 2008. The four populations were asked to respond to the quantitative and qualitative survey items to determine their satisfaction, experience and value of organizational participation, as well as their intended or actual participation as alumni. Findings from each of the four electronic surveys conducted will be outlined and discussed (See Appendices H, I and J). Comparison between the active and alumni members of the respective organizations and contrast between the total memberships of both organizations will also be conducted.

Men’s Glee Club

The Ohio State University Men’s Glee Club enrolled 101 students during the autumn quarter. Thirty eight members of the Men’s Glee Club, 37.6 %, participated in the electronic survey and two participated in the individual interview. Key findings from the Men’s Glee Club survey are supplemented by the information gathered from the interviews and the Men’s Glee Club web site.

Demographics

Demographic items in the electronic survey found the MGC members comprised of 92.1 % Ohio natives and 100 % identified as male. Class ranks vary within the MGC; 18.4 % rank one students (0-45 credit hours), the highest percentage of respondents were
rank two with 31.6 %, 23.7 % rank three, 23.7 % rank four and 2.6 % graduate or PhD. The respondent enrolled as a PhD student also participated in the MGC as an undergraduate.

*Organizational commitment*

Six items focused on involvement and time commitment to the organization. Only 8.1 % indicated involvement for only one to two quarters while 45.9 % identified involvement with the MGC for three quarters, and the remaining 45.9 % are involved year round. Enrollment in the MGC is elective for 92.1 % of the membership; only 7.9 % sing in the ensemble as a direct requirement for their academic major. Leadership positions within the group were held by 10 respondents, comprising 26.3 % of the total group. Scholarships to group members were distributed to only 13.2 % of respondents over the course of their participation with the ensemble.

Years of membership in the MGC is reflected by the overall rank of the members. Majority of the respondents were rank one or two students, having completed up to 90 credit hours, thus 39.5 % having participated in the ensemble for less than one year correlates with their overall time at the university. 36.8 % have been members for two to three years, 7.9 % for four years and 10.5 % for five years; this data shows that higher ranked students have made commitment to the MGC throughout their academic careers. In fact, 88.8 % of rank four students have been members of the MGC for two or more years.

Time commitment for members of the MGC consists of three 50 minute rehearsals a week, occasional retreats (longer evening rehearsals) and various group
travel opportunities. Respondents indicated that travel with the MGC occurred on average two to four times a year.

*Other musical affiliations*

Commitment to the MGC and musical ensembles may be enhanced by outside affiliations and experiences. 97.4\% of the respondents had high school choral or vocal experiences.

Several music based fraternities exist at The Ohio State University. Conditions of membership in the fraternities often include membership in a musical or performance ensemble. Only two respondents indicated membership in Phi Mu Alpha.

Cross referencing ensembles, only one respondent active in the Men’s Glee Club held membership in the Marching Band.

*Social value and involvement*

Connection to the organization, its members and value of the experience are assessed in four forced choice items. The mean for the item on connection to the MGC was 3.34 for the active members; the majority of the respondents, 55.3\%, felt *somewhat connected*. Connection to the organization is supported by the respondents’ social involvement reported at 3.03. The level of involvement and relationships built with other members are reinforced by the members’ need to belong. Membership in the MGC was the highest valued item scoring 3.53. Membership in the MGC was *very important* for 55.3\% and *somewhat important* for 42.1\% of the respondents. Dedication to an organization increases when the members feel that their time and efforts are valued. Contributions and time scaled 3.53 for the active respondents. 94.7\% of the MGC
respondents believed that the organization values their individual contributions (60.5 % strongly agreed).

*Symbols and traditions*

Creating a shared experience across generations is important for organizations that wish to have an active alumni group. Identifying common symbols, traditions and values helps the alumni to relate to one another and to develop a new relationship with the organization. The symbols and traditions of the Men’s Glee Club were solicited through open response items on the survey. Respondents indicated visual, behavioral and organizational symbols. Uniform, and specifically the red blazer, worn by the Men’s Glee Club during performances was the most frequent symbol articulated followed by the organizations’ crest.

The four categories of traditions are behavior, symbolic, ritual and value based traditions; each of these categories were indicated by members of the MGC in the open response item asking for organizational traditions to be identified. Snapping as a sign of approval and hissing for disapproval is evidence of behavioral traditions. Symbolic traditions included oval singing and *Buckeye medley*; the performance of the university songs at the conclusion of each concert and on Friday afternoons on campus transcend the membership of the MGC and serve as an identifying aspect of their performances and organization as a whole. The MGC has several rituals that members undergo during their tenure in the organization ranging from passing through the 6 in the Numbers Garden on campus to new members telling jokes on bus trips, from privileges associated with years of membership to the alumni being invited on stage to perform the Buckeye Medley at the close of a concert.
The respondents identified several symbols and traditions of the MGC. Most of the identified symbols and traditions are linked with performance and times where the entire organization is together. In both survey items several respondents stated that there were many more, indicating that the respondents did not feel they could list all the possible identifiable symbols and traditions or that there were symbols and traditions privy only to members.

*Organization satisfaction*

Maintaining membership in an organization is reflected through the individual’s satisfaction with the group experience. The MGC provides an environment where 94.7% of the respondents felt their contributions were valued. As the members continue to feel that their involvement benefits themselves and is meaningful to the organization they will be more likely to return to the organization. Respondents indicated their plans for membership next year, with 72.2% planning to return, 13.9% unsure, 2.8% not returning and 11.1% graduating or leaving the university. The MGC plans to have 72.2% of its active members returning next year and this will ensure that practices, traditions, group norms and values are passed on to the incoming members.

Satisfaction with an organization influences an individual’s desire to become and remain a member. Large organizations are unable to duplicate the same experience to all of the members, but do try to share similar qualities of membership with the group. The MGC respondents were asked what aspects of the organization help determine their satisfaction as members. The musical performance opportunities that the MGC provides to its members were the most valued aspect of the organization with 97.2% of the respondents describing them as valuable. Social networking and recognition were the
next valued aspects of the MGC, both with 83.3% of the respondents identifying meeting people with similar interests and group recognition on campus as determinants of their satisfaction with the organization. Traditions of the MGC influence satisfaction for 80.6% of the respondents, social activities influenced 69.4% of the respondent’s satisfaction and the group’s exclusiveness was important to 63.9%.

*Alumni awareness and involvement*

Fostering alumni relationships is important for an organization seeking lifelong commitment from membership, development of reputation outside of the university, increasing funding to the group for donors and extending the experience of the group past graduation. The Men’s Glee Club has an alumni group which draws its members from graduates of the ensemble. Any past member can join the Alumni Men’s Glee Club. Awareness that this opportunity exists is important for the survival of the alumni group, but also for the active MGC as it demonstrates that there are future opportunities for its membership. 80.6% of the respondents were aware that there was an Alumni Glee Club, while only 74.3% currently plan on being involved with the alumni organization. The AMGC participates yearly with the MGC in a performance and this was noted as the most concentrated visibility that the alumni members had with the active group. Visibility of the AMGC members varied by respondent; 45.5% of the respondents actively participated in events involving the alumni two to four times a year, while 45.2% felt hat the alumni were active one time or less. If the active members are unaware of how the alumni function, then participation will most likely be limited to the forms that are known to the students. The visible participation of alumni is reflected by the active respondent’s intended form of alumni involvement. 63.2% of the respondents plan to be involved with
the alumni through concert attendance, 50 % will use the e-mail list serve and attend events, 36.8 % intend to donate to the organization and 28.9 % will sing at Saturday football tailgates. The variety of participation with the alumni organization is limited geographically because the yearly concert occurs on Ohio State University campus, as are the Saturday tailgates. Those who did not plan to be active with the alumni organization felt this was because of either time, travel distance, lack of connection with the overall group or the uncertainty of their future situations.

*Alumni Men’s Glee Club*

*Demographics*

Members of the AMGC e-mail list serve were invited to participate in the electronic survey. The hyperlink to the survey was sent with a letter describing the purpose and hypothesis of the research. Of the 347 members on the alumni list serve, 11 participated in the electronic survey (3.17 %). Currently residing in Ohio were 90.9 % of the respondents and 100 % of the respondents identified as male. As students at The Ohio State University, 100 % of the respondents were members of the Men’s Glee Club as undergraduates, and 27.3 % continued their membership as they were enrolled as graduate students.

*Organizational commitment*

Involvement with the MGC as students influences involvement as an alumnus. All of the AGC respondents participated in MGC rehearsals, activities and engagements for three quarters and 9.1 % were involved year round. The respondents were enrolled in the MGC for multiple years, only 9.1 % of respondents participated for two years, while 54.5 % were active with the organization for four years and 36.4 % committed five or more
years of membership. 100% of the respondents chose to participate in the MGC as an elective course at The Ohio State University. Leadership positions in the organization were held by 72.7% of respondents, yet none were rewarded with a scholarship for their participation. Time commitment to the organization was identified as high, with a considerable amount of travel. The respondents traveled two or more times a year with the MGC; 54.5% traveled five or more times a year with the organization.

Other musical affiliations

Musical performance opportunities prior to and during the undergraduate years make students more likely to enroll in the MGC. 100% of the alumni respondents have sung in their high school choral or vocal ensembles. Fraternal affiliations focused on musicianship and service increased the longevity of membership in the MGC. Phi Mu Alpha promotes involvement in musical ensembles and is dedicated to providing opportunities for professional; 27.3% of respondents were members of Phi Mu Alpha Sinfonia, and 9.1% were brothers of Kappa Kappa Psi. The fraternity, Kappa Kappa Psi promotes the existence and welfare of the collegiate bands, which is reflected by the 18.2% of respondents who were also members of The Ohio State University Marching Band.

Social value and involvement

The alumni respondents indicated that the connection to the organization and value of their membership was important. The mean on the item of overall connection to the MGC was 3.82, and 100% of respondents felt that their membership was very important to their student experience. Involvement in the MGC was also high among the alumni respondents with an average of 3.18. The level of engagement with the
organization scored 3.82, and was supported by the entire alumni respondent population who felt that their time and contributions were valued by the Glee Club.

**Symbols and traditions**

The symbols and traditions of the MGC identified by the respondents were distributed in four different categories. Behavioral symbols included brotherhood and camaraderie, visual symbols were the uniform and MGC crest, and organizational symbols identified by respondents included the sound of an all male ensemble and the songs performed at the conclusion of concerts.

Traditions of the MGC reported by the alumni respondents were echoed by several of the survey participants. Symbolic traditions were singing *Carmen Ohio* at the conclusion of a performance or trip, behavioral traditions included snapping and hissing to demonstrate approval or disapproval from the group, rituals identified by the alumni were annual concerts and first year member initiation activities, and values of the MGC were pride for the organization, brotherhood and respect. In each area, the symbols and traditions identified by the alumni were repeated by several of the respondents.

**Organization satisfaction**

The AMGC respondents all enrolled in the ensemble for four or more years. Various aspects of the organization contributed to their satisfaction and desire to maintain active and alumni relationships. 100% of the respondents indicated musical performance opportunities as an aspect determining their satisfaction with the organization. Traditions of the AMGC were a valued aspect of the organization according to 81.8% of the respondents while group recognition on the university campus determined satisfaction for
72.7%. Meeting people with similar interests and social activities were determinants for 54.5 and 45.5% of respondents respectively.

Alumni awareness and involvement

Due to the nature of the data collection method, 100% of the respondents were aware of the AMGC. However, only 54.5% of the respondents indicated current involvement. The respondents who are active primarily participate through the e-mail list serve. Alumni attending concerts only reached 45.5% of the total survey respondents and 27.3% of the active alumni chose to attend other events or tailgate sing. Donating to the organization had the lowest percentage of participants at only 18.9%. Other ways the AMGC stay active included membership on the alumni board or participating in social engagements with fellow members.

The alumni not active with the organization provided several reasons for their non-participation. Time commitment and distance to campus were the two primary reasons for limited participation as an alumnus. Alumni respondents who never return to campus for a concert or performance opportunity reached 45.5% and 54.5% never participate in alumni events related to the Men’s Glee Club. Though the respondents provided reasons for lack of engagement, participation of the alumni members with the organization remains polarized; 54.5% never participate in alumni related events but 27.3% indicated that they engage in five or more events each year.
Comparison of Men’s Glee Club and Alumni Men’s Glee Club respondents

Demographics

The MGC and AMGC respondents share comparable demographics. All respondents identified as male, with over 90% from each sample residing in the state of Ohio.

Organizational commitment

Involvement with the MGC for both the active and alumni respondents indicated great commitment to the group. 90% of active members are currently involved with the MGC three quarters to year round, while 100% of alumni respondents shared this high level of involvement. The majority of the active and alumni respondents also enrolled as an elective course; only 7.9% of active respondents enrolled in the ensemble to fulfill a requirement for their major or degree.

Leadership positions contrasted greatly between active and alumni respondents. 72.7% of AMGC respondents held leadership positions while involved with the organization while 73.7% of active respondents have not held leadership roles.

AMGC respondents were less likely to have received a scholarship than active members. 13.2% of active respondents have received a scholarship from the organization, yet none of the alumni respondents received funding as a result of their participation.

Involvement with members of the MGC is concentrated when the group travels together. Both the alumni and active respondents travelled with the organization at least two to four times a year but the alumni respondents were more likely to travel five or more times a year with the MGC.
Other musical affiliations

The alumni and active respondents indicated similar experiences with other musical ensembles. Nearly all respondents sang in a high school choral or vocal ensemble; only 1 respondent from the active sample did not have a high school choral experience. Though only indicated by two active and three alumni respondents, Phi Mu Alpha was the most popular music based fraternal organization.

Social value and involvement

Connection to the MGC and its members may indicate participation in events and organization activities. In all four areas of social value and involvement the AMGC respondents ranked their experience higher than the active MGC respondents. The greatest differences between responses of active and alumni were the connection to the organization and its members and importance of membership. AMGC ranked connection to the organization a 3.82 and importance of membership a 4.0, while the MGC ranked connection to the organization and its members a 3.34 and importance of membership a 3.35 creating gaps of 0.48 and 0.47, respectively. Time and contribution to the organization held closer rankings, with a difference of 0.29 between the AMGC and the MGC respondents. The closest ranking occurred with the social involvement item, where a gap of only 0.15 existed between the active and alumni members. The AMGC respondents ranked each item higher than the active MGC respondents. The years of involvement and commitment to the organization held by the alumni may have an influence on these higher rankings.
Symbols and traditions

Various symbols and traditions were identified by both the active and alumni members of the MGC. The uniform and crest were the most frequently identified symbol of the organization by both the active and alumni respondents. Performance based traditions were identified as part of the MGC experience by both populations, including the specific songs in the Buckeye Medley and the singing of Carmen Ohio to conclude a performance or trip. Visual symbols and ritual traditions were the strongest aspects of the MGC to be identified by both groups, while behavioral traditions and values were also indicated, but with lower frequencies.

Organization satisfaction

Satisfaction with the Glee Club experience is demonstrated by the AMGC and MGC respondents. 90.9% of the alumni respondents held membership for four or more years. The active respondents indicated that they too would continue their membership, with 72.2% intending to return in the following year with a wide variety of class ranks among the population. Key determinants of membership satisfaction were shared by both the active and alumni respondents. Musical performance opportunities were shared as the most popular aspect of the organization, followed by traditions, group recognized on campus and meeting people with a similar interest. Active respondents indicated that traditions were their fourth priority, while the alumni ranked it as second. In both populations academics and leadership opportunities were ranked as least important for determining the respondent’s satisfaction with the organization.
Alumni awareness and involvement

Awareness of the Glee Club Alumni will increase the likelihood of involvement with the alumni organization. All alumni respondents are on the alumni list serve thus were aware of the organization, and 80.6 % of the active respondents were aware of the alumni. Intended participation and actual involvement as an alumni differed by 19.8 % (54.5 % of alumni respondents are currently involved but 74.3 % of active MGC members intend to be active alumni).

Marching Band

Demographics

Seventy active members of The Ohio State University Marching Band participated in the electronic survey, 28.6 % of the current membership. MB members are primarily residents of Ohio, 94.1 %. The MB respondents were comprised of 58 % male and 42 % female. Current university rank was widespread among the respondents. The majority, 52.2 %, were rank four students, followed by 26.1 % rank three, 10.1 % rank two and one. The 1.4 % of respondents that identified as graduate students also held membership in the MB as undergraduates.

Organizational commitment

Commitment to the organization is illustrated through time and level of participation with the MB. The majority of the respondents are involved with the MB for one academic quarter only, with 74.6 % indicating this limited time commitment. 11.9 % continued involvement through two quarters and an additional 11.9 % of respondents indicated year round commitment to the MB. Enrollment in MB as an elective course was
the experience for 100% of respondents. Years of engagement varied greatly. The most common number of years involved is three which shared by 23.5% of respondents, 17.6% continued membership for four years and 14.7% have been members for five or more years. Time commitment to the Marching Band varies depending on the year of membership, yet 82.4% travelled two to four times per year with the organization. Few respondents have held leadership positions in the MB, comprising only 16.2% of the total survey respondent population. Scholarship recipients among the respondent population also were low; funding was granted to only 22.1% of the population.

*Other musical affiliations*

Musical experiences prior and during membership in the Marching Band shape the engagement of the respondents with their organization. Nearly all respondents, 97.1%, participated in high school music or instrumental ensembles. Fraternal organization membership was also high among the respondents. Of the respondents, 25.7% were Tau Beta Sigma sisters, 10% Kappa Kappa Psi brothers, 4.9% Phi Mu Alpha and 1.4% Sigma Alpha Iota; these fraternal members compose 40% of the respondent population.

Cross referencing organizations, only 5.9% of respondents were also members of the Women’s Glee Club. There were no male respondents who were also in the Men’s Glee Club.

*Social value and involvement*

Connection to the organization and value of individual contributions was high for MB respondents. 77.9% felt very connected and 19.1% felt somewhat connected to the MB. The contributions and time spent with the organization were perceived to be valued
by the group. 48.5 % of respondents strongly agreed and 41.2 % somewhat agreed that their efforts and time was valued by the marching band as a whole. The great time commitment to the organization yielded high social involvement with peer members for 70.6 % of respondents. An additional 23.5 % felt somewhat involved socially with other members. Maintaining membership in the MB was important for 98.5 % of respondents. Marching band membership was determined to be very important for 77.9 %.

Symbols and traditions

The Marching Band respondents identified many organizational symbols and traditions. The most reported symbol of the marching band was the uniform, followed by specific performance entities such as the ramp entrance during football games, the crest, university songs and the Script Ohio formation. MB respondents also identified two individuals that serve as symbols to the organization: the drum major and the i-dotter. These specific members are iconic to both the organization and to the public’s perception of the marching band. The traditions of the marching band included symbol, ritual, behavior and value based items. Symbol based traditions were the uniforms remaining relatively unchanged, the performance of Script Ohio during pregame and the band’s crest that has been part of the organization for several decades. Rituals include try-outs and rank placements, various initiations into the band or row and earning a place on the field through competition. Behaviors exhibited by the MB include dedication to the organization or row, perfection of performance and relationship development with peers in the band. Values shared by the members in the marching band were excellence in performance and the honor associated to membership in the “best damn band in the land”.
Organization satisfaction

Each year students, new and veteran, must audition for the marching band. Knowing that membership is not guaranteed, 62.1% of respondents intend to return to the marching band next year. A large percentage of respondents were higher ranked students, thus 27.3% indicated that they do not intend to return to marching band as they plan to leave the university or graduate.

Returning to the MB is influenced by the individual’s satisfaction with the organization and their experience. Several aspects of the MB determined the respondents’ satisfaction with the organization. The most prominent aspect of the MB was the traditions, valued by 98.5% of the respondents. Social activities were important to 93.9%, musical performance opportunities to 90.9%, group recognition on campus to 87.9% and exclusiveness of the MB was valued by 86.4%.

Alumni awareness and involvement

Awareness of the marching band alumni may promote future involvement with the band through this capacity. 98.5% of respondents were aware of the Marching Band Alumni and 92.4% planned to become involved with the alumni group. Anticipated involvement with the Marching Band Alumni ranged from 86.4% predicting performance opportunities as the most frequent form of engagement; other events, the e-mail list serve, and concert attendance followed respectively. Awareness of the alumni and opportunities for post-graduation involvement stems from interaction with the alumni groups. Over 50% of the current Marching Band members participate in at least two to four events yearly that include alumni members. Exposure to alumni increases the likelihood for students to in turn become active, there were few reasons listed by
respondents who do not predict activity with the alumni group. Only four respondents wrote why they planned to not be involved, and the primary reason was time commitment to the organization may be a challenge to negotiate with their other plans and responsibilities.

*Alumni Marching Band*

*Demographics*

Four hundred and eighty one Alumni Marching Band (AMB) members participated in the electronic survey. 68.5 % of the AMB currently reside in the state of Ohio. Gender identity was heavily male, 74.9 %, which is reflective of the OSUMB existing as an all-male ensemble until 1973. Undergraduate membership in the organization included 99.8 % of the respondents, while 8.5 % were active at the graduate level.

*Organizational commitment*

Alumni respondents indicated a range of commitment to the marching band both as students and as alumni. As students, activity with the OSUMB varied from 56.4 % spending one quarter per year only, to 17.2 with two quarters, 5.7 % with three quarters and 20.8 % dedicating year round service to the organization. The organization holds yearly auditions for the entire membership, reflected by the range of alumni years of membership in the band. Five or more years of membership was reported by 32.5 % of respondents, four years by 32.1 %, three years by 14.7 % and two years or less by 20.8 %; the average number of years in the marching band was 3.6 years. The majority of alumni, 97.7 % of respondents, chose to enroll in Marching Band as an elective course.
Travel provided concentrated group activity, and 81.7 % of AMB respondents indicated that they traveled at least two to four times a year with the marching band.

Scholarship and leadership were split among the alumni respondents. 47.7 % of alumni respondents had held a leadership position, but only 22.2 % of respondents were awarded scholarships.

*Other musical affiliations*

Previous to enrollment at The Ohio State University, 97.5 % of AMB respondents had some form of music or instrumental ensemble experience. During their collegiate years, AMB respondents were brothers and sisters of Kappa Kappa Psi, Phi Mu Alpha, Tau Beta Sigma and Sigma Alpha Iota. These band and professional music fraternities and sororities grant privilege of membership to individuals that excel and are dedicated to music and band. Kappa Kappa Psi was the predominant fraternity among AMB respondents, 30.4 % of whom held membership in the fraternity. Tau Beta Sigma, Phi Mu Alpha and Sigma Alpha Iota were represented by 11.4, 9.4 and 1.0 % of respondents respectively. Of all the fraternal organization memberships, 7.5 % of AMB respondents are also life members.

Cross referencing involvement, 5.5 % of total respondents were also members of the MGC, and 12 respondents were members of the Women’s Glee Club.

*Social value and involvement*

Connection to the OSUMB as students and membership in the organization was valued by the AMB respondents. During their active years, 13.3 % of AMB respondents felt *somewhat connected* and 84.2 % felt *very connected* to the Marching Band. Agreeing that membership was *very important* as a student were 87.9 % of AMB respondents.
AMB respondents also indicated that their time and contributions were valued by the MB as a whole; 73.0% of respondents indicated that they strongly agreed and 21.7% somewhat agreed that their time and contributions were recognized by the organization. AMB respondents largely felt that their involvement with the OSUMB was valued and important to their student experience yet the degree of social involvement with other members varies. 50.7% of respondents felt very involved with OSUMB members outside of rehearsals and games. 36.0% felt somewhat involved with members; this totals 86.7% of the respondents being involved with their peers in other settings, yet the distinction between very and somewhat is striking in comparison to the other survey items focusing on social value and involvement.

Symbols and traditions

The AMB respondents recorded numerous symbols and traditions related to the marching band experience and organization as a whole. The symbols of the organization can be simplified into the following categories: members or individuals, instrumentation, uniform, organization logos, performances, music and style. The traditions of the marching band were also broad and numerous. Symbolic traditions identified by the AMB respondents were Script Ohio, specific members such as the drum major or sousaphone player, uniforms, the band’s crest and various logos used to identify membership within the band or the band as a whole. Many respondents indicated that there were both public and private rituals shared during their experience in the band. Tryouts and auditions, Monday lake parties, i-dotting and rookie initiations were identified as traditions of the marching band. Group mentality was an important aspect of the experience for the AMB respondents, thus commitment to perfection in performance
and striving for excellence are exhibited through the behaviors and actions of members. Values exhibited by the alumni respondents included a positive relationship with athletics, music memorization and perfection in presentation of performance. The traditions and symbols listed by the AMB are expansive, yet nearly all were echoed by numerous respondents, illustrating the depth and breadth of the experience in the marching band.

*Organization satisfaction*

Several factors of the OSUMB experience shape the satisfaction of its members and alumni. The most selected aspect that influenced AMB members’ satisfaction is the organization’s traditions; 94.6% of the respondents indicated that traditions were integral to their experience. A gap of 9.0% separates musical performance opportunities as the second most selected aspect influencing satisfaction. Group recognition, exclusiveness of the organization and meeting others with similar interests followed respectively.

*Alumni awareness and involvement*

The respondents are all members of the Ohio State University Marching Band Alumni e-mail list serve. The list serve distributes information about the alumni group and events upcoming at the university. Of the respondents, 69.2% are currently involved with the alumni group. Those that are involved indicated that participation with the e-mail list serve was the primary form of interaction with the group, at 53.0% total survey respondents. Performance opportunities, donations and attending other events followed as the other frequent forms of participation, but less than 43.4% of total survey respondents participated in these ways. Alumni who are not currently engaged stated their interaction was limited because of time commitments, distance from campus, physical limitations or
lack of interest. Another reason for limited involvement was that the alumni band asks members to participate in performances, and the individuals’ ability to march or play may have decreased or is limited by their age or health.

Events specifically related to the OSUMB or AMB require travel and expense for the alumni. 44.8% of respondents return to campus once a year at best to attend a MB event or performance, while 21.2% never come to campus. Similar numbers are present for alumni events related to the Marching Band. 38.6% participate in at least one event per year yet 34.4% never participate.

Comparison of Marching Band and Alumni Marching Band respondents

Demographics

The MB and AMB respondents shared similar gender composition. 58% of the MB respondents while 74.9% of the AMB respondents identified as male. The higher percentage of male respondents in the AMB survey can be attributed in part to the marching band remaining exclusively male until 1973. Maintaining residency in the state of Ohio allows members and alumni to participate in more marching band functions, and reduces travel costs, time and inconveniences. Active MB respondents are primarily from Ohio, 94.1%, but only 68.5% of AMB respondents currently reside in-state.

Organizational commitment

Involvement and commitment levels to the marching band were again, comparable between the MB and AMB respondents. The majority of respondents from the marching band were actively involved with the organization 1 quarter only each year. Years of membership in the marching band varied. The MB respondent years of
membership were an average of 2.7 years but the AMB respondents had remained involved for an additional year on average, with an average of 3.66 years.

Enrolment in the marching band was primarily an elective course for both the MB and AMB. Only 2.3% of the AMB fulfilled a requirement for their degree or major through participation in the marching band.

Leadership within the organization was 31.5% higher for AMB respondents than active members. However, scholarship recipients were nearly equal in both respondent groups, with 22% having received a scholarship for their participation in the band. Over 74.1% of AMB and 82.4% of MB respondents indicated travel at least 2 – 4 times a year with the organization.

Other musical affiliations

Experience in other musical organizations and groups influence the likelihood of both participation in and satisfaction with the marching band. MB and AMB respondents both indicated high school music and instrumental experience, with less than 3.0% of each respondent population having no high school experience. Greek organizations were also popular for both active and alumni respondents. Kappa Kappa Psi and Tau Beta Sigma were the fraternities with the highest percentage of members among MB, 35.7%, and among AMB respondents, 41.8%. A small percentage, 5.5%, of AMB respondents also held membership in the MGC.

Social value and involvement

The MB and AMB respondents indicated different values regarding their social and organizational relationships. Peer relationships and social interaction were ranked of higher value for the MB respondents and organizational commitment was ranked higher
for the alumni. *Connection* and *social involvement* with the organization and members was important for current students. MB respondents ranked *social involvement with members outside of the classroom* higher than AMB respondents by 0.32, creating the largest difference in the social value and involvement section. AMB respondents indicated *membership in the organization and time and contributions valued by the organization* as most important. With a score of 0.31 higher than the MB respondents, AMB ranked *time and contributions* as important. *Membership in the organization* held the highest ranking from both respondent populations, and was ranked higher than any other item in the section by both populations as well (MB average scored 3.75 and AMB average scored 3.86). Membership was the highest scored item and reflects the difficulty of become a member of the marching band. The difference in scores for the active and alumni members of the marching band may be influenced by the individual’s distance from their activity in the marching band. Current students would be more likely to value social aspects of the organization while alumni felt their time and efforts were most valuable to their experience.

*Symbols and traditions*

The MB and AMB respondents identified similar symbols and traditions. The two populations recognized the uniform, logo, crest and Script Ohio as important symbols of the marching band. The AMB also felt that the style of the band, including both marching style and instrumentation, were symbolic to the organization. Traditions of the band ranged from social and behavioral to rituals. The MB and AMB both experienced tryouts and auditions, initiation to their respective rows or the band as a whole, performance practices and entities such as Script Ohio and the ramp, and the uniform has remained
relatively unchanged. The AMB respondents however indicated a wider range of traditions including specific members of the organization, behaviors and values of the group and traditions that were discontinued (such as Monday river parties).

**Organization satisfaction**

MB and AMB respondents both indicated satisfaction with the organization and their experience as members. 62.1% of MB respondents intend to return to the marching band next year which is supported by the AMB holding an average of 3.6 years membership. Determinants of an individual’s satisfaction with the marching band shared by both populations were *traditions* as the most popular aspect of the organization influencing their satisfaction and *academics* and *leadership opportunities* ranked as the lowest. MB respondents indicated *social activities* and other personal gains as important to their satisfaction. The AMB respondents ranked *musical performance opportunities* and *group recognition* as their second and third most popular determinants of satisfaction. The AMB ranked organization recognition and activities higher while the MB respondents indicated personal and social aspects as more important to their experience.

**Alumni awareness and involvement**

Awareness of the alumni is crucial for promoting participation with the group. 98.5% of the MB respondents are aware of the alumni and 92.4% plan to be active with the alumni. Anticipated participation is 23.2% higher than the current involvement of AMB respondents, at 69.2%. Involvement as an alum varied between populations; MB respondents predicted their activity to be focused in *performance opportunities* and *events*, yet the AMB respondents are most active with the *e-mail list serve*. Alumni
reported that limited activity on campus and with performance opportunities was due to time, travel (both distance and associated costs), family or life commitments and physical mobility restrictions. The most accessible form of participation for the AMB respondents is the e-mail list serve.

Participating in events that involved the alumni membership will also influence the active marching band members to become committed alumni. MB respondents indicated that the alumni are involved in at least 2 -4 times a year at events and performances. The AMB respondents attempt to return to campus at least 1 time a year, 44.8 %, for at least one event a year, 38.6 %. Presence of alumni activity on campus will influence the active membership’s perception of the alumni organization and illustrates the potential activity for the individual post-graduation.

Comparison of Active and Alumni Marching Band and Men’s Glee Club

Comparison of the total Marching Band and Men’s Glee Club responses will illustrate key differences between the two organizations and the alumni. The AMB was the largest sample with 481 respondents while the AMGC was the smallest with 11 respondents.

Demographics

Key demographic differences between the MB, AMB, MGC and AMGC include residency and gender. The AMB has the highest percentage of respondents residing outside of the state, 31.9 %, which is three times the percentage of membership from the AMGC non-residents. Females constituted 42 % of the MB respondents while the MGC and AMGC have zero female members.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Total Organization Members</th>
<th>Total Respondents</th>
<th>Respondent Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>101</td>
<td>38</td>
<td>37.6</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>347</td>
<td>11</td>
<td>3.17</td>
</tr>
<tr>
<td>Marching Band</td>
<td>245</td>
<td>70</td>
<td>38.6</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>2,403</td>
<td>481</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 5.1. Electronic Survey Sample and Respondent Population

*Organizational commitment*

Both organizations serve as an elective course for majority of the membership. There are music majors participating in both, yet non-majors and music majors seeking an elective performance ensemble fill out the membership. The Marching Band fully operates for *1 quarter only* each year, while the Men’s Glee Club is an academic year ensemble. Majority of the MB and AMB respondents indicated active involvement for only 1 quarter and 90% of MGC and 100% of AMGC were active 3 quarters to year round with their respective organization.

The AMB and AMGC respondent populations both remained active with their organizations for several years; 64.6% of AMB and 90.9% of AMGC respondents were involved for 4 or 5 years. The active respondents for the MGC were primarily in the first quarter to first year of involvement. The spread between the alumni and active members of the Men’s Glee Club was greater than that of the Marching Band. Current respondents of the MGC have an average of 1.75 years of involvement yet the AMGC respondents averaged 4 years of involvement.
Table 5.2. Years of Membership in the Organization

<table>
<thead>
<tr>
<th></th>
<th>Less than 1 year</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGC</td>
<td>39.5</td>
<td>18.4</td>
<td>18.4</td>
<td>5.3</td>
<td>7.9</td>
<td>10.5</td>
</tr>
<tr>
<td>AMGC</td>
<td>-</td>
<td>-</td>
<td>9.1</td>
<td>-</td>
<td>54.5</td>
<td>36.4</td>
</tr>
<tr>
<td>MB</td>
<td>17.6</td>
<td>5.9</td>
<td>20.6</td>
<td>23.5</td>
<td>17.6</td>
<td>14.7</td>
</tr>
<tr>
<td>AMB</td>
<td>1.7</td>
<td>8.2</td>
<td>10.9</td>
<td>14.7</td>
<td>32.1</td>
<td>32.5</td>
</tr>
</tbody>
</table>

Group leadership among both alumni populations remained higher than the active respondent populations. Scholarship recipients comprised only 22% of marching band active and alumni respondents and 13.2% of MGC respondents (no AMGC received a scholarship for their participation in the ensemble).

Travel with the organization occurred 2 – 4 times a year for both the marching band and glee club. The primary difference here is that travel for the marching band is concentrated in fall quarter, and potentially a football bowl game after winter vacation while the glee club travels at various times throughout the entire academic year.

Other musical affiliations

Involvement in music ensembles during high school was indicated by nearly all survey respondents from each sample. Greek fraternal organizations focused on music or band had members in each of the respondent populations but differed between the glee club and marching band. AMGC respondents held membership in Phi Mu Alpha while MB and AMB respondents were members of Kappa Kappa Psi and Tau Beta Sigma.

Social value and involvement

Connection to the organization and its members is strong for all four sample populations. The AMGC ranked connection to the organization and its members highest with a score of 3.82 yet the active MGC respondents indicated the lowest of all four
populations with a score of 3.34. The MGC respondents ranked the lowest value for three of the four items in this section and each item ranged from scores of 3.03 to 3.53; only *time and contributions valued by the organization* were ranked higher than the AMB. The AMGC ranked their experience the highest overall, with 3.82 or higher for three of the four items, ranking only *social involvement with members outside of the classroom* as the lowest with a score of 3.18. The MB and AMB respondents consistently ranked the value of their experience in the middle. The average scores of all four items indicate that the AMGC felt their participation with the organization was valued most followed by the MB, AMB and finally the MGC.

![Social value and involvement](image)

**Social Value and Involvement Survey Items**

Figure 5.1. Comparison of Respondents Social Value and Involvement Scores
Table 5.3. Social Value and Involvement Scores

<table>
<thead>
<tr>
<th></th>
<th>Connection to the organization and its members</th>
<th>Social involvement with members outside of the classroom</th>
<th>Importance of membership in the organization</th>
<th>Time and contributions valued by the organization</th>
<th>Total average value score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGC</td>
<td>3.34</td>
<td>3.03</td>
<td>3.53</td>
<td>3.53</td>
<td>3.36</td>
</tr>
<tr>
<td>AMGC</td>
<td>3.82</td>
<td>3.18</td>
<td>4.0</td>
<td>3.82</td>
<td>3.71</td>
</tr>
<tr>
<td>MB</td>
<td>3.74</td>
<td>3.65</td>
<td>3.75</td>
<td>3.35</td>
<td>3.62</td>
</tr>
<tr>
<td>AMB</td>
<td>3.52</td>
<td>3.33</td>
<td>3.86</td>
<td>3.66</td>
<td>3.59</td>
</tr>
</tbody>
</table>

Symbols and traditions

Symbols identified by the four respondent populations included the uniform and logos of the respective organizations. In all four surveys the uniform and logo were the most frequently reported recognizable symbols. Performance based traditions were also important to the respondents. The MGC and AMGC identified specific songs and performance aspects that have been passed down through the years including *Carmen Ohio* and the *Buckeye Medley* at the conclusion of each performance. The MB and AMB also indicated that specific university songs were traditions of the organization, but also identified several social and behavioral traditions such as initiation rituals and the specific rights included with the organizational structure.

Visual symbols and rituals of the glee club were reported with the most frequency in both surveys. The common experience of performance and the *red blazer* were most poignant for MGC and AMGC members. The MB and AMB reported more traditions of the organization that were important to their experience. The structure of the marching band dictates routine rehearsals, performance practices, behaviors and expectations from
the members, all of which was recognized by the members as important to the functioning of the organization.

*Organization satisfaction*

The two organizations, the Glee Club and the Marching Band, expect high returning populations next year in the active membership. 72.2% of the MGC and 62.1% of the MB plan to reenroll in the ensembles during the 2009-2010 academic year. Determinants of satisfaction differed for the glee club and marching band respondent populations. The MGC and AMGC respondents valued the *musical performance opportunities, traditions, group recognition on campus* and *meeting people with a similar interest* as the top influences on their organizational satisfaction. The MB and AMB respondents indicated *traditions* as the most important aspect influencing satisfaction, followed by *social activities, musical performance opportunities* and *group recognition on campus*. The two organizations valued similar aspects of the organization, but the order of preference and influence illustrates the different priorities and group experiences.
Figure 5.2. Comparison of Aspects Determining Organization Satisfaction

Table 5.4. Aspects Determining Organization Satisfaction

<table>
<thead>
<tr>
<th>Aspects of organization</th>
<th>Men’s Glee Club</th>
<th>Alumni Men’s Glee Club</th>
<th>Marching Band</th>
<th>Alumni Marching Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical performance opportunities</td>
<td>97.2</td>
<td>69.4</td>
<td>90.9</td>
<td>85.6</td>
</tr>
<tr>
<td>Social activities</td>
<td>80.6</td>
<td>81.8</td>
<td>93.9</td>
<td>94.6</td>
</tr>
<tr>
<td>Traditions</td>
<td>83.3</td>
<td>54.5</td>
<td>80.3</td>
<td>64.7</td>
</tr>
<tr>
<td>Meeting people with similar interests</td>
<td>63.9</td>
<td>36.4</td>
<td>86.4</td>
<td>75.9</td>
</tr>
<tr>
<td>Exclusiveness of the group</td>
<td>83.3</td>
<td>72.7</td>
<td>87.9</td>
<td>83.7</td>
</tr>
<tr>
<td>Group is recognized on campus</td>
<td>36.1</td>
<td>36.4</td>
<td>62.1</td>
<td>35.9</td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>38.9</td>
<td>27.3</td>
<td>22.7</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Alumni awareness and involvement

Predicting involvement as an alumnus is often influenced by exposure to alumni and activities incorporating alumni with the student experience. The highest form of involvement and predicted involvement is membership on the alumni electronic list; this communication network will keep alumni abreast of issues, events and activity
at the university and within the alumni organization regardless of distance from campus, time constraint or most physical limitations.

<table>
<thead>
<tr>
<th></th>
<th>Email</th>
<th>Concert attendance</th>
<th>Donations</th>
<th>Events</th>
<th>Tailgate singing</th>
<th>Performance opportunities</th>
<th>Other</th>
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</thead>
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<td>MGC</td>
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<td>63.2</td>
<td>36.8</td>
<td>50.0</td>
<td>28.9</td>
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<td>5.3</td>
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<tr>
<td>AMGC</td>
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<td>45.5</td>
<td>18.9</td>
<td>27.3</td>
<td>27.3</td>
<td>NA</td>
<td>27.3</td>
</tr>
<tr>
<td>MB</td>
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<td>57.1</td>
<td>31.4</td>
<td>67.1</td>
<td>NA</td>
<td>72.9</td>
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<tr>
<td>AMB</td>
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<td>19.5</td>
<td>34.7</td>
<td>32.8</td>
<td>NA</td>
<td>43.5</td>
<td>18.7</td>
</tr>
</tbody>
</table>

Table 5.5. Form of Anticipated and Actual Alumni Involvement

MB respondents indicate a higher likelihood of participation as an alumnus, with 92.4 % predicting active engagement as an alum; this is 18.1 % higher than the MGC respondents who indicated desire to become active alumni. Distance to the campus was the top deterrent for alumni activity among both alumni populations and uncertain future locations and commitments prompted active members to be uncertain of their future engagement. Both the glee club and marching band have alumni performance opportunities each fall. These performances allow active members to interact with the alumni and to see ways that they too can become engaged post graduation.
Figure 5.3. Intended and Actual Alumni Involvement
Chapter 6: Summary and Conclusions

Summary

Examining the interactions within an environment, the behaviors and values of members and the symbols and traditions of an organization will assist in understanding the development of alumni relationships. Determining which values are comparable to the greater campus is important to establish if the organization in a subgroup or a counterculture. The supportive environment will engage students with a common interest and create a group identity. This identity will influence the student’s perception and value of their experience, and possible will enhance their alumni involvement. Studying the Marching Band and the Men’s Glee Club has provided insight on the process of creating a group culture, developing a supportive environment for the members and fostering alumni relationship growth. The findings of the study support the three hypotheses: shared experiences with an organization, through culture, symbols and traditional activities, will enhance the group relationship; students that feel valued by an organization are more likely to return to the group the following year and are also more likely to become supportive of alumni activity and; the difference between alumni engagement levels can be determined through examination of the student experience with the organization.
Discussion

The first two hypotheses were supported by the data discussed in the previous chapters. The respondents felt that their time and commitment to their respective organizations were valued by their peers. Percentages of respondents returning to the organizations were high, due to their perceived value of experience. Predicted and actual alumni involvement correlated with the value of the experience and the recognition of cultural artifacts, events and symbols. The final hypothesis, the difference between alumni engagement levels between two organizations can be determined through examination of student experience with the organization, will be discussed using the reported survey data, interviews and observations.

The Ohio State Marching Band and the Men’s Glee Club have several similarities. The two are musically oriented ensembles that perform to a wide audience, require an audition and have distinct uniforms and traditions. However, several aspects of the organizational structure and experience serve as evidence for the different levels of alumni commitment and involvement to their respective organization. Symbols, tradition, behavior and values create the cultures and environments in which the marching band and glee club members operate (Kuh, 1990). Regarding these four categories, differences between the organizations illustrate the varying alumni relationships.

Demographics

Characteristics of the respondent populations that possibly contribute to varied alumni experiences include years of membership, gender and residency. The active MB respondents held membership for 0.95 more years than the active MGC respondents. Time commitment to the organization influences the development of the relationship and
has resulted in the MB respondents reporting a higher percentage of anticipated involvement than the MGC members. The second demographic difference is gender; MGC and AMGC were entirely male, while the 42% of MB and 25.1 AMB respondents were female. In the 1970s, the marching band began to allow female members, this shift in tradition and organization construction may have changed the student experience, the alumni perception of the organization and the relationships members have built since coeducational integration. Thirdly, location of residency differed among the alumni respondents. The AMB reported 31.5% non-Ohio residents. The physical distance from campus may limit physical activity with the organization but also may increase the electronic and financial activity of these alumni.

*Symbols and tradition*

Similarities between the Marching Band and Men’s Glee Club include the use of symbols by the members. The organization’s logo is identifiable to the members and holds a special meaning to the group. Both have a crest that represents the organization and is used on publications and marketing, the uniform and other membership materials. Uniform was the most reported symbol for all four respondent populations and are also the most recognizable symbols for the general public. Both uniforms have significance for the members as there is a process for distribution, the design is unique to the organization and few changes have been made in the past 30 years.

In the MB, traditions and rituals are primarily based on performance and the bigger organization. Respondents identified ramp entrance, skull session, try-outs, *Buckeye Songs* and dotting the i as specific traditions and rituals unique to the organization. These all are activities that occur with the entire band present, primarily in
performance settings, and are also public. The MB and AMB respondents anticipate and demonstrate high activity as alumni. Their connection to the marching band is through the organization itself. They recognize the structure of the ensemble and the alumni association as important to the organization’s operation and survival.

Organizational commitment

The processes of earning membership in the organizations are different. The MGC requires a placement audition for voice parts. After admission into the ensemble, members can elect to renew their activity each quarter or year. Rookie members have rites of passage within the group, but demands of maintaining one’s position in the organization do not exist for the MGC. Leadership positions such as President and Secretary are elected by the general body, and those individuals serve for an entire academic year. The Men’s Glee Club exists as “a brotherhood to support each other and we do that in a number of ways, but more than anything else we are just here for each other we provide a group of friends and pretty much as support staff for each other as we move through college” (See Appendix F for full interview). Interview participants illustrate the personal commitment, rather than organizational commitment the members feel to the Men’s Glee Club.

Contrary to the MGC, the MB has a strict membership process for both new and returning members. Auditions occur prior to the academic year for placement within the organization. Students can advance to leadership positions, but must prove their skill and worth to hold such roles as section leader. As in the MGC, rookie MB members undergo rites of passage as veterans earn privileges within the organization. There was an amount of “peer pressure from the squad leader and other members for you to do well” according
to former director, Dr. Droste (See Appendix G). Membership was a privilege, thus expectations were set high; the threat of not returning to the organization increases the value of membership in relationship to the exclusivity of the band.

*Satisfaction and involvement*

Participation in the active and alumni organizations increases with the individual’s satisfaction of the group experience. The MB and MGC respondents indicated that they were satisfied with their experience through the value rankings. The MB respondents ranked their overall experience 0.24 higher than the MGC respondents. The MB and AMB rankings were close, with the alumni scoring 0.01 higher. Majority of the MB and MGC respondents plan to return to their organization next year, indicating that the value of their experience has influenced their desire to continue involvement with the active organization. Goals of involvement with the organization for the MGC included retention and developing relationships. “Retention is a huge thing for us, and it’s something we have been working on a lot recently, but basically we want to make [the members] happy with the group … and we want them to get involved more” (See Appendix F). Returning to the active organization is predictable for the respondents that felt valued by the organization however; the differences in satisfaction parallel the differences in alumni engagement levels.

*Alumni awareness and involvement*

Satisfaction with the student experience is a key determinant of alumni activity, but awareness of the alumni organization and its activities is also important. The percentage or MGC respondents who were unaware of the alumni were 19.4%. Without an understanding of how the alumni organization operates or even of its existence, the
MGC respondents are inevitably less likely to participate as an alumnus; this is supported by the low activity from the alumni members. The MB respondents were aware of the AMB and the structure and activities of the two are similar; both use similar detailed roles and responsibilities for members, participate in various performance opportunities and utilize the Marching Band’s symbols. Involvement in the alumni association “takes time for graduates before they are ready to be active”, but with a clear structure and detailed account of activities and ways one can be involved the Marching Band members and alumni are able to anticipate and plan their form of engagement as an alumnus (See Appendix G).

**Recognition**

External support and recognition is another potential influence on the respondent’s value scoring of their experience. The MB and AMB respondents indicated that group recognition on campus was an important aspect to their period of membership. The audience that is exposed to the marching band is broad because the performances are during football games in addition to concerts, parades and other engagements. Spectators may not necessarily seek out the Marching Band directly but are exposed to the ensemble and recognize the members and the organization. The MGC and AMGC did not rank recognition as high as the MB and AMB and this could be due to the audience with which they are engaged. The Men’s Glee Club performs at many functions throughout campus and the state, and even world, yet the audience is mostly comprised of individuals who have sought out this experience independently. MGC performance opportunities are not linked directly to larger campus events such as football games, thus their exposure is to a narrower population.
As the recognition of the organizations varies, so does the value of membership. If the Men’s Glee Club is not recognizable to the general public, the value of membership is thus primarily intrinsic. Whereas the Marching Band is recognized by a broad audience, the value is intrinsic and proscribed by external parties who observe the activities and performances of the Marching Band.

*Hierarchy and leadership*

Organizationally, two structures exist between the MGC and MB. These structures are parallel among the respective alumni entities. The MGC has a few leadership positions held by students, a director and an accompanist. The organization is relatively flat and relies on volunteer efforts among the membership to support the group’s operations. Activity among members and alumni is generated through peer relationships and social connections. Little engagement through an official organizational structure exists. Hierarchal roles and responsibilities are evidence of the marching band’s roots in the ROTC program. Clearly defined roles, privileges and rights of membership exist for all positions within the organization. The AMB also uses a formal structure for meetings and activities. Members identify with the organization as a whole and navigate their role within its framework. The common experience is valued by the MB and AMB members because that experience is clearly articulated and illustrated each year.

The MB respondents indicated that social interaction with other members was important to their organizational experience. Activities outside of the organization bond the respondents to the group as well as their peers. The network established by the MB respondents as students is supported by evidence of the AMB respondents maintaining social interaction with other members through the alumni organization. The AMB values
the shared experience and the structure of the alumni organization allows members to participate in clearly defined roles. The MGC are active socially with one another, but the value of these interactions is not intrinsic to the functioning of the organization. Between the lack of social structure and clearly defined status as an alumnus, limited interaction is promoted among the generations of glee club members.

Environment

The environment which the two organizations operate within influences the individual’s relationship with the organization as a student member and an alumnus. Physical space is important to both groups for rehearsals, congregation and performances. The MGC shares a music classroom with other ensembles in the school of music. During the scheduled rehearsal times the members interact within their organization’s environment but when rehearsal is over, the space is surrendered to other students and classes. Though the space has photographs and memorabilia of the MGC, it is not a space that the organization can call its own.

Steinbrenner Band Center in the Ohio Stadium is where the marching band calls home. This space is dedicated and operated by the marching band and its staff. Rehearsal rooms, storage space, meeting rooms, offices, a music library, wall of fame, and lounge area are a few of the entities of the marching band’s environment. The space is maintained and run by the members and staff of the marching band, and retains its identity continuously. Dr. Droste believes that the band center is a “positive influence” for gaining members and activity but “not the deciding factor”. He does feel that the Steinbrenner Band Center “is the best marching band facility in the country” (See Appendix G). Marching band members can visit this location at any time and be in their
environment, operate under the organization’s values and interact with others in an exclusive location.

*Study summary*

The study examined two organizations, the Marching Band and the Men’s Glee Club, in effort to determine factors influencing the alumni relationship. Evidence from the surveys, interviews and observations indicates the Marching Band to be more intentional with the involvement of its members from the moment they audition for the ensemble. The structure, use of symbols and traditions, environment and values of the Marching Band are maintained by the directors and leadership, creating a common experience for generations of members. The alumni feel connected to the organization because their roles are clear and thus their expectations can easily be fulfilled. The alumni association is parallel with the active group, with many practices mirroring those of the Marching Band. Though the Men’s Glee Club active and alumni respondents reported feeling valued by the organization and desire to be active alumni, the environment and structure of both organizations do not support development of alumni relationships with the organization. Rather, the Men’s Glee Club is an organization that emphasizes equality within the membership and social relationships and peer groups are formed from this experience. Understanding the key differences between the Marching Band and the Men’s Glee Club will assist both organizations in developing intentional relationships and commitments to the organizations.

*Limitations*

Research conducted on the active and alumni experiences using the Marching Band and Men’s Glee Club members occurred primarily through the use of electronic
communication. Increasing the sample and respondent populations would aid the reliability and validity of the data while relying solely on electronic communication for the alumni populations limits the audience to which the surveys were distributed. To include a greater population of alumni, surveys distributed through the mail would target alumni members that do not have access to a computer account, are not on the electronic mailing list or do not communicate via the internet frequently.

The instrument used to collect data may have limited responses to the study. Language used in the survey could not be rearticulated to the participants and interpretation of the questions could have skewed data. Structuring few open response items forced participants to choose values or to identify components provided by the researcher and may not necessarily be the participant’s best response.

The structure of the electronic survey did not include demographic items that would distinguish age or graduation year. Including questions regarding the age of the participant and the number of years before or since graduation would articulate the amount of exposure the individual had to the organization. Tracking the respondents from student to alumni experience would also provide useful information and allow correlations to be made. Comparison of the current memberships is helpful, but using the same sample over time would create sounder data and explore the actual relationship development. Finally, the study was also limited by what the participants were willing to share. In the open response survey items, respondents would include “etc”, “too many to list” or “private information for members only”, indicating that other possible responses to the questions were not privy to the researcher or public.
Implications of results for practice

This study has illustrated student and alumni experience in specific organizations as well as reasons for anticipated and actual alumni involvement. The Marching Band and Men’s Glee Club can use this information directly to influence the activity of the alumni members and the experience of the active members in several ways.

The importance of symbols and traditions must be maintained by the organizations. All four respondent populations indicated numerous symbols and traditions distinct to their respective organization. The symbols help members identify the organization and its values while the traditions demonstrate the values in action and unite the members through common experience, transcending generations.

Structure of membership and leadership is important for relationship development. Both organizations require an audition to gain membership but the requirements for maintaining active status in the MGC and MB are not comparable. The MB presents membership as a greatly valued status that must be earned yearly. Members of the MB are delegated to specific positions within the organization; each position has a very specific function from marching placement to leadership of peers. Marching Band staff is both student and professional to support the Marching Band, again with clear responsibilities. The Men’s Glee Club does not operate under as strict a hierarchy. The goal of the organization is to work collaboratively to create music and the members are equal in this process. Leaders are elected from the membership, and everyone is invited to return each year. Though the Marching Band and Men’s Glee Club stress that membership is important, access to the organization is more restricted and quantified in the Marching Band. This information is useful for developing alumni connections and
promoting involvement post graduation because the AMB look for a similarly structured experience. The alumni group has elected officials, bylaws and a constitution, prescribed behavioral and operational practices, and weighted membership levels, all of which reflect the student experience. Men’s Glee Club alumni also anticipate a similar experience and are more collegial with the structure of the alumni organization.

Integration of organizational understanding into the practices of the institution is important to the development of alumni relationships to the greater campus. Subcultures exist on large campuses as students seek out their peers or a common experience to partake. Alumni associations can support the student organizations through recognizing the close relationships with members and alumni members. Creating interest based alumni groups will maintain the organizational relationships and increase interaction of alumni members. Adopting programs that promote subgroup participation at reunions and other alumni events will further ensure the activity of alumni. Adapting alumni programs to meet the needs and structure of the student organizations promotes parallel operation between active students and alumni.

Suggestions for further research

Continuing research on environment and cultural influences on student populations will assist the university’s understanding of the student experience and assist with developing more successful alumni programs. The college experience is not always linked back to the institution as a whole, but rather to an aspect or specific entity within the campus which an individual is connected. The successful development of an organization’s environment, symbols and traditions shapes its identity and the relationship with student members. Conducting further research on the responses from
active members as they become alumni would prove beneficial. Longitudinal study of the
relationship with the organization may illuminate useful information in understanding the
student to alumni transition and how the organization remains part of the individual’s
post university life.

Conclusion

Engaging students through positive relationships and experiences as an
undergraduate will stimulate their potential for alumni involvement. The organization to
which the individual identifies will be more successful in retaining members and
promoting their objectives through the alumni population if the student experience is
valued. Creating a community on a large campus helps students find their place at the
university, maintaining that positive relationship post graduation is an investment of the
individual with their organization and the positive experience and identity gained through
membership. Understanding how the organization functions, the core values and what
effective symbols and traditions shape the student experience will allow for a greater
understanding of the alumni relationship.
References


http://undergrad.osu.edu/campuslife.html


Appendix A: Electronic Survey Questions
Men’s Glee Club Survey

Are you from the state of Ohio?
   Yes
   No

Do you identify as
   Male
   Female
   Transgender
   Other

What rank student are you?
   Rank 1 (0-45 credit hours)
   Rank 2 (45-90 credit hours)
   Rank 3 (90-135 credit hours)
   Rank 4 (135+ credit hours)
   Graduate or PhD Candidate

If you are a Graduate or PhD Candidate and attended Ohio State as an undergraduate, were you a member of the Glee Club during your undergraduate years?
   Yes
   No
   Did not attend The Ohio State University as an undergraduate and/or Master’s student

How many quarters per school year are you involved with the Glee Club?
   1 quarter only
   2 quarters
   3 quarters
   Year round

For how many years have you been a member of the Glee Club?
   Less than 1 year
   1 year
   2 years
   3 years
   4 years
   5 or more years

Are you enrolled in Glee Club because it is:
   A requirement for your major or degree
   An elective course
Have you ever held a leadership position with the Glee Club?
   Yes
   No

Have you ever received a scholarship from the Glee Club?
   Yes
   No

Were you a member of a choir or vocal ensemble in high school?
   Yes
   No

Are you a member of (check all that apply)
   Kappa Kappa Psi
   Tau Beta Sigma
   Phi Mu Alpha
   Sigma Alpha Iota

Were you ever a member of the Ohio State Marching Band (either currently or previously)?
   Yes
   No

How often does the Glee Club travel together?
   Never
   1 time a year
   2 – 4 times a year
   5 or more times a year

How connected do you feel to the Glee Club and its members?
   Very connected
   Somewhat connected
   Somewhat disconnected
   Very disconnected

How involved are you socially with Glee Club members outside of the classroom?
   Very involved
   Somewhat involved
   Somewhat uninvolved
   Very uninvolved

How important do you feel membership in the Glee Club is for you?
   Very important
   Somewhat important
   Somewhat unimportant
   Very unimportant
Do you feel like your time and contributions are valued by the Glee Club?
- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

What are the recognizable symbols of the Glee Club? (open response)

What are traditions of the Glee Club? (open response)

Do you plan on returning to the Glee Club next year?
- Yes
- No
- I am not sure
- No, I will be graduating or leaving the university this year

What aspects help determine your satisfaction with the Glee Club? (select all that apply)
- Musical performance opportunities
- Social activities
- Traditions
- Meeting people with similar interest
- Exclusiveness of the group
- Group is recognized on campus
- Leadership opportunities
- Academics

Are you aware of the Glee Club Alumni?
- Yes
- No

Do you plan on being involved with the Glee Club Alumni?
- Yes
- No
  If yes, please share how you plan to be involved:
    - E-mail list serve
    - Concert Attendance
    - Donations
    - Events
    - Tailgate Singing
    - Other
  If no, please share why you do not plan to be involved:
How often do you participate in events that include alumni members?

Never
1 time a year
2-4 times a year
5 or more times a year

Please share any additional comments you may have on why you may or may not be an active alumnus:

If you are interested in participating in an interview of your organization’s characteristics and history please include your name and contact email below:
Alumni Men’s Glee Club Survey

Do you currently live in the state of Ohio?
   Yes
   No

Do you identify as
   Male
   Female
   Transgender
   Other

How many quarters per school year were you involved with the Glee Club?
   1 quarter only
   2 quarters
   3 quarters
   Year round

For how many years were you a member of the Glee Club?
   Less than 1 year
   1 year
   2 years
   3 years
   4 years
   5 or more years

Are you enrolled in Glee Club because it is
   A requirement for your major or degree
   An elective course

What type of student status did you hold while you were a member of the Glee Club?
   (select all that apply)
   Undergraduate
   Graduate or PhD candidate

Have you ever held a leadership position with the Glee Club?
   Yes
   No

Have you ever received a scholarship from the Glee Club?
   Yes
   No

Were you a member of a choir or vocal ensemble in high school?
   Yes
   No
Were you a member of (check all that apply)
  Kappa Kappa Psi
  Tau Beta Sigma
  Phi Mu Alpha
  Sigma Alpha Iota
  I also am a life member of this organization

Were you ever a member of the Ohio State Marching Band?
  Yes
  No

How often did you travel with the Glee Club?
  Never
  1 time a year
  2 – 4 times a year
  5 or more times a year

How connected did you feel to the Glee Club and its members while you were an active member?
  Very connected
  Somewhat connected
  Somewhat disconnected
  Very disconnected

How involved were you socially with Glee Club members outside of the classroom?
  Very involved
  Somewhat involved
  Somewhat uninvolved
  Very uninvolved

How important do you feel membership in the Glee Club was for you as a student?
  Very important
  Somewhat important
  Somewhat unimportant
  Very unimportant

Do you feel like your time and contributions were valued by the Glee Club?
  Strongly agree
  Somewhat agree
  Somewhat disagree
  Strongly disagree

What are the recognizable symbols of the Glee Club? (open response)

What are traditions of the Glee Club? (open response)
What aspects helped determine your satisfaction with the Glee Club? (select all that apply)

- Musical performance opportunities
- Social activities
- Traditions
- Meeting people with similar interest
- Exclusiveness of the group
- Group is recognized on campus
- Leadership opportunities
- Academics

Are you aware of the Glee Club Alumni?

- Yes
- No

Are you currently involved with the Glee Club Alumni?

- Yes
- No

If yes, please share how you are involved:

- E-mail list serve
- Concert Attendance
- Donations
- Events
- Tailgate Singing
- Other

If no, please share why you are not involved:

As alumni how often do you return to campus for a Glee Club event or performance?

- Never
- At least 1 time a year
- At least 2-4 times a year
- At least 5-8 times a year
- At least 9-11 times a year
- At least once a month

How often do you participate in alumni events related to the Glee Club?

- Never
- 1 time a year
- 2-4 times a year
- 5 or more times a year

Please share any additional comments you may have on why you may or may not be an active alumnus:
Marching Band Survey

Are you from the state of Ohio?
   Yes
   No

Do you identify as
   Male
   Female
   Transgender
   Other

What rank student are you?
   Rank 1 (0-45 credit hours)
   Rank 2 (45-90 credit hours)
   Rank 3 (90-135 credit hours)
   Rank 4 (135+ credit hours)
   Graduate or PhD Candidate

If you are a Graduate or PhD Candidate and attended Ohio State as an undergraduate, were you a member of the Marching Band during your undergraduate years?
   Yes
   No
   Did not attend The Ohio State University as an undergraduate and/or Master’s student

How many quarters per school year are you involved with the Marching Band?
   1 quarter only
   2 quarters
   3 quarters
   Year round

For how many years have you been a member of the Marching Band?
   Less than 1 year
   1 year
   2 years
   3 years
   4 years
   5 or more years

Are you enrolled in Marching Band because it is:
   A requirement for your major or degree
   An elective course
Have you ever held a leadership position with the Marching Band?
   Yes
   No

Have you ever received a scholarship from the Marching Band?
   Yes
   No

Were you a member of a music or instrumental ensemble in high school?
   Yes
   No

Are you a member of (check all that apply)
   Kappa Kappa Psi
   Tau Beta Sigma
   Phi Mu Alpha
   Sigma Alpha Iota

Were you ever a member of the Ohio State Glee Club (either currently or previously)?
   Yes
   No

How often does the Marching Band travel together?
   Never
   1 time a year
   2 – 4 times a year
   5 or more times a year

How connected do you feel to the Marching Band and its members?
   Very connected
   Somewhat connected
   Somewhat disconnected
   Very disconnected

How involved are you socially with Marching Band members outside of the classroom?
   Very involved
   Somewhat involved
   Somewhat uninvolved
   Very uninvolved

How important do you feel membership in the Marching Band is for you?
   Very important
   Somewhat important
   Somewhat unimportant
   Very unimportant
Do you feel like your time and contributions are valued by the Marching Band?

Strongly agree
Somewhat agree
Somewhat disagree
Strongly disagree

What are the recognizable symbols of the Marching Band? (open response)

What are traditions of the Marching Band? (open response)

Do you plan on returning to the Marching Band next year?

Yes
No
I am not sure
No, I will be graduating or leaving the university this year

What aspects help determine your satisfaction with the Marching Band? (select all that apply)

Musical performance opportunities
Social activities
Traditions
Meeting people with similar interest
Exclusiveness of the group
Group is recognized on campus
Leadership opportunities
Academics

Are you aware of the Marching Band Alumni?

Yes
No

Do you plan on being involved with the Marching Band Alumni?

Yes
No
If yes, please share how you plan to be involved:

E-mail list serve
Concert Attendance
Donations
Events
Tailgate Singing
Other
If no, please share why you do not plan to be involved:
How often do you participate in events that include alumni members?
- Never
- 1 time a year
- 2-4 times a year
- 5 or more times a year

Please share any additional comments you may have on why you may or may not be an active alumnus:

If you are interested in participating in an interview of your organization’s characteristics and history please include your name and contact email below:
Alumni Marching Band Survey

Do you currently live in the state of Ohio?
   Yes
   No

Do you identify as
   Male
   Female
   Transgender
   Other

How many quarters per school year were you involved with the Marching Band?
   1 quarter only
   2 quarters
   3 quarters
   Year round

For how many years were you a member of the Marching Band?
   Less than 1 year
   1 year
   2 years
   3 years
   4 years
   5 or more years

Are you enrolled in Marching Band because it is
   A requirement for your major or degree
   An elective course

What type of student status did you hold while you were a member of the Marching Band? (select all that apply)
   Undergraduate
   Graduate or PhD candidate

Have you ever held a leadership position with the Marching Band?
   Yes
   No

Have you ever received a scholarship from the Marching Band?
   Yes
   No

Were you a member of a music or instrumental ensemble in high school?
   Yes
   No
Were you a member of (check all that apply)
  Kappa Kappa Psi
  Tau Beta Sigma
  Phi Mu Alpha
  Sigma Alpha Iota
  I am also a life member of this organization

Were you ever a member of the Ohio State Glee Club?
  Yes
  No

How often did you travel with the Marching Band?
  Never
  1 time a year
  2 – 4 times a year
  5 or more times a year

How connected did you feel to the Marching Band and its members while you were an active member?
  Very connected
  Somewhat connected
  Somewhat disconnected
  Very disconnected

How involved were you socially with Marching Band members outside of the classroom?
  Very involved
  Somewhat involved
  Somewhat uninvolved
  Very uninvolved

How important do you feel membership in the Marching Band was for you as a student?
  Very important
  Somewhat important
  Somewhat unimportant
  Very unimportant

Do you feel like your time and contributions were valued by the Marching Band?
  Strongly agree
  Somewhat agree
  Somewhat disagree
  Strongly disagree

What are the recognizable symbols of the Marching Band? (open response)

What are traditions of the Marching Band? (open response)
What aspects helped determine your satisfaction with the Marching Band? (select all that apply)

- Musical performance opportunities
- Social activities
- Traditions
- Meeting people with similar interest
- Exclusiveness of the group
- Group is recognized on campus
- Leadership opportunities
- Academics

Are you aware of the Marching Band Alumni?
- Yes
- No

Are you currently involved with the Marching Band Alumni?
- Yes
- No
  - If yes, please share how you are involved:
    - E-mail list serve
    - Concert Attendance
    - Donations
    - Events
    - Tailgate Singing
    - Other
  - If no, please share why you are not involved:

As alumni how often do you return to campus for a Marching Band event or performance?
- Never
- At least 1 time a year
- At least 2-4 times a year
- At least 5-8 times a year
- At least 9-11 times a year
- At least once a month

How often do you participate in alumni events related to the Marching Band?
- Never
- 1 time a year
- 2-4 times a year
- 5 or more times a year

Please share any additional comments you may have on why you may or may not be an active alumnus:
Appendix B: Letter to the Director
Dear Dr. Ward,

My name is Jennifer Nailos and I am a graduate student in the Higher Education and Student Affairs program in the School of Educational Policy and Leadership. I currently am working on my Master’s Thesis. The topic is how student organizations can develop strong alumni relationships at a large university. The purpose of the study is to look at specific campus organizations and how these groups build alumni relationships. Questions I hope to answer include: What are the cultural experiences for members, what values are similar to the greater campus and what are the predicted and actual alumni relationships of these group members?

I plan to conduct a comparative study by looking at two campus organizations with similar characteristics to determine what shapes the alumni relationships. The two part study includes and electronic survey and observational information gathering. The electronic survey will assess the relationship individuals have with their respective organization and what their predicted or actual alumni relationships are. I hope to survey both active members and alumni of the two campus organizations.

I am contacting you because one of the campus organizations that I would like to observe is the Men’s Glee Club. This is an organization that has high student involvement, many traditions, strong connection with the university, and is recognizable to individuals both on and off campus. I am requesting permission to distribute the electronic survey to enrolled students during the autumn quarter and over your alumni database.

I believe that the findings will help evaluate why students choose to become engaged alumni and may possibly demonstrate ways that advisors and organization leaders can rethink the student experience to increase alumni commitment.

Attached documents include my thesis proposal, which has been submitted and approved by my academic advisor, the survey materials, and the Institutional Review Board application.

Thank you for your time and consideration of this matter,

Jennifer Nailos
<<phone number>>
<<email address>>
Appendix C: Letter to the Participant
Dear Student or Alumni,

My name is Jennifer Nailos and I am a graduate student in the Higher Education and Student Affairs program in the School of Educational Policy and Leadership. I currently am working on my Master’s Thesis. The topic is how student organizations can develop strong alumni relationships at a large university. The purpose of the study is to look at specific campus organizations and how these groups build alumni relationships.

I plan to conduct a comparative study by looking at two campus organizations with similar characteristics to determine what shapes the alumni relationships.

Below is a link for an electronic survey that I hope you will take the time to fill out. The questions should take no more than 15 minutes to complete.

<<hyperlink>>

I appreciate your assistance in this study, and your participation in this survey is confidential. Any questions or concerns can be directed to me at nailos.2@osu.edu.

Thank you,

Jennifer Nailos
<<email address>>
Appendix D: Invitation to Participate in Interviews
Dear student,

Thank you for completing the student survey on the <<Men’s Glee Club or Marching Band>> experience. You have indicated interest in participating in an interview about the <<Men’s Glee Club or Marching Band>>. I will be conducting interviews at my office in Baker West residence hall on the following days and times:

<<dates and times>>

Would you be available for any of these interview times?

Thank you,

Jennifer Nailos
<<email address>>
Appendix E: Interview Questions
Interview Questions

What is the mission of the organization?

What population does the organization serve?

What are the traditions of the organization?

What are the symbols of the organization?

How are these symbols presented and when?

Please describe the uniform for your organization?

When is this worn?

What are the values of the organization?

How are students encouraged to participate? (ie how are they recruited and encouraged to stay involved)

How can students join the organization?

How is membership renewed?

What is the environment for your organization?

Where does the organization meet? Please describe

What influence do you believe the environment has on your organization and its members?

Are the facilities accessible at convenient times?

Who uses the facilities? For what purposes?

What makes this organization unique to Ohio State?

How are alumni encouraged to participate? (ie how are they recruited and encouraged to stay involved)

Why do students stay involved in the organization?

Why would alumni want to stay involved in the organization?

What activities and programs are there for alumni?
Appendix F: Transcription of Men’s Glee Club Interviews
Transcription of Men’s Glee Club Interviews

Interview Participant A: IPA
Interview Participant B: IPB

What is the mission of the organization?

IPA: Uh..perform..uh.. we sing concerts, we sing pep rally things, we sing on the oval for football games we tailgate before football games which help us raise money. We’re just kind of a presence in the community.

IPB: From the university standpoint, the mission of the Glee Club is of course to increase the amount of collegiate men’s music that there is in the world and to perform that music to the best of our ability and obviously to entertain. That’s what we’re here to do as a university, as a class basically. But from a more personal standpoint, the Glee Club as a club, we’re here sort of as a brotherhood to support each other and we do that in a number of ways, but more than anything else we are just here for each other we provide a group of friends and pretty much as support staff for each other as we move through college.

What population does the organization serve?

IPA: The musically oriented. You have to audition to get in, so you have to have a determination to get in and you have to be skilled in singing.

IPB: We serve the whole university; we serve the community through our music. Our concerts are certainly available for anyone and everyone to attend and we are willing to travel all over the state and the country to perform for anyone who wants us basically. But we also serve ourselves through our membership and through each other.

What are the traditions of the organization?

IPA: First we’ll start with the uniform; we wear scarlet blazers. Dr. Ward, our conductor, always says that any shmuck can sing in a tuxedo, but when we put on our scarlet blazers there’s something really important.

We sing all these school songs that have been part of Ohio state repertoire for 100 years and we always take those songs very seriously.

We have a hierarchy of our Glee Club depending on the number of years you have been in the organization from five and up and all the way down to one. It’s a form so that way hopefully we can respect our senior members. So when we go out to places and eat food whatnot the fifth years get to go first and four three two one. And things like fittings for our blazers and things like that.
Every time we tour somewhere, when we get back off the buses at Weigel hall we always
sing Carmen Ohio and mortar court to close out our trip.

We snap instead of clap. Because there is a story that the Men’s Glee Club a long time
ago where they performed at an all girls school and they were not able to make any loud
noises and so they were so impressed with the concert that the Men’s Glee Club
performed that they just started snapping like crazy and so the Glee Club adopted that
tradition.

We always end our shows with the Buckeye tunes. And whenever we perform those we
always ask if there’s any alumni in the hall listening to us, they’re invited to come up on
stage and sing with us.

IPB: There are a lot of traditions. Obviously one of the most important is our red blazers
that we wear at our concerts and at our more important things. It goes all the way back,
and it’s a huge honor to be able to wear those. Among, I think really, as big traditions go,
that’s one of our most formal traditions. We also have the James Gallagher Spirit Award
that’s awarded every year, that’s a huge tradition, and that’s the highest award you can
give to a Glee Club member while he’s still in club is that award and every year is voted
on by the club to elect one single member as pretty much someone who exemplifies
everything that is Men’s Glee Club and what we stand for. But then there are a lot of
stupid little things we do like we have our Saturday tailgates for all the home football
games and while we are passing through the numbers garden all the first years have to
climb through the hole in the 6, that’s a tradition that’s recently started. We have all of
our songs that we do, some are, well, uh.. more appropriate than others for the public, but
we have songs that we sing that have been passed down from the seniors.

What are the symbols of the organization?

IPA: Not really that I recognize. We have the logo and the blazer, t-shirts and polo shirts.

IPB: The red blazer is a big one. Other ones are our crest that we wear with the lyre on it,
that’s one of our big symbols, and really those are our symbols.

How are these symbols presented and when?

IPA: Wear during performances.

IPB: We wear the crest on the red blazer so that combines them all in one. We recently
had a publication come out for our next concert and in it, it has the Men’s Glee Club, the
date of our concert and the picture is the red blazers across it. So we through publicity
want to make people recognize us with the red blazers; when they see red blazers, think
of us. It is our uniform, so when you see the uniform we want you to think “oh Men’s
Glee Club”.
Please describe the uniform for your organization?

IPA: Scarlet blazer, grey pants, OSU tie, black shoes. The blazer and tie is provided. We buy certain pants and our own white shirt, black shoes and socks.

IPB: The red blazer is the biggest one. We also wear grey slacks, polo shirts and t-shirts for more informal events.

When is this worn?

IPA: Concerts and performances.

What are the values of the organization?

IPA: One that Dr. Ward always stresses is to not be tied to the outcome of anything. You work toward a goal, but the goal isn’t necessarily what you are shooting for, it’s kind of the journey that goes along with it. And he also stresses that whenever we do fundraisers that it’s minimum effort, maximum profit. He believes in doing easy things that can generate the Glee Club money. We did a recording for the athletic department last year for radio promos and I think we are going to be doing that again this year. It takes maybe two hours of our time and we get paid $1000 from the athletic department.

Personal accountability for knowing, showing up to rehearsals on time, being ready to go, knowing your part, knowing your music, we have a great deal of respect in the organization for older members, our graduate assistants, our conductor, our accompanist.

IPB: We obviously value music, high quality music, perhaps in some cases more artistic music. We also value the University music because it’s a huge thing for us, every year the new incoming members learn all the university songs and are expected to be able to perform them and teach them to others. But really, we’re a musical organization, we value our music, we value our blazers, looking good while we’re in public and giving a good name to the Glee Club – we just want to spread that good name pretty much wherever we can. We say that if we go somewhere and can touch someone’s life as the Men’s Glee Club, then we’ve done a good job.

How are students encouraged to participate? (ie how are they recruited and encouraged to stay involved)

IPA: Recently we’ve gotten a hold of the new freshmen incoming list serve so we send an email out to every male freshman about joining the Men’s Glee Club. We go and do performances in high schools that help bring an interest. We have a booth set up during the involvement fair. Just being in public helps. We also sang at convocation this year. Being out in the public eye attracts people.

They most of them probably just fall in love with the organization. The music, the social aspect of it, we make a lot of really nice friends in Glee Club. Seeing the same people helps bring you back year to year.

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IPB: We recruit, obviously, through word of mouth, that’s a big one, and our concerts, run outs, things like that. When we travel to different places we’ll perform for high schools, things like that to try to get our name out there. But also each year we get a list of all the incoming freshman and we have a recruiting chair who sends out an email to all those incoming freshman. We also go to the involvement fair every year, we have a booth there, and we have a cookout the night of the involvement fair and we invite all the people to come to.

Retention is a huge thing for us, and it’s something we have been working on a lot recently, but basically we want to make them happy with the group, we want their input, we want them to have a voice in the club, and we want them to get involved more than just showing up to class three times a week and coming to our concerts. If you want to do something for the Glee Club, it’s always encouraged, and there’s always somebody who’s willing to help you do it or to help you get it started or help you continue it. We try to get people involved through staying involved with the organization. Making friends or making connections that you wouldn’t have otherwise.

*How can students join the organization?*

IPA: You have to audition first. We have auditions at the beginning of the school year. Just general choir auditions. You get placed into a choir and you have to sing for one of the voice faculty, usually Dr. Ward or Dr. Apfelstadt, then I guess you’re in. Everybody has to audition.

IPB: It is an audition process, so at the beginning of fall quarter, winter quarter, spring quarter they would sign up for an audition with one of the choral directors, which is Dr. Ward or Dr. Apfelstadt. They would do an audition for them and they would say yes or no. That’s pretty much all it takes.

*How is membership renewed?*

IPA: I’m not sure if people have to re-audition to get in. I’m a voice major so I had to audition into symphonic choir for this year because I wasn’t in it last year. I don’t know whether or not others have to re-audition. I know I will have to continue sing for and audition at the beginning of the year.

IPB: You pretty much are grandfathered in, once you’re in, you’re in.

*What is the environment for your organization?*

IPA: It depends on the setting. During rehearsals we’re uh.. it kind of depends on the day. There are days when we are kind of silly and we goof off a bit, and then there are days where we don’t push Dr. W as much, we know that he needs to get things done so we’re very focused and concentrate. Then of course we have social functions where we’re all having a good time.
IPB: We’re very lighthearted, we like to have a lot of fun, we do do a lot of serious work and we get done what we need to get done, but we try not to take ourselves too seriously.

Where does the organization meet? Please describe

IPA: We have a couple different rehearsal spots. We sing in Weigel Hall, room 177, for most days. Then every once and a while we’ll be on Weigel stage or Hughes stage. Weigel is a giant empty room where there is a couple of pianos, we’ve got risers, and chairs in there that can be used, there are mirrors on one side of it, and the room’s fairly well soundproofed with insulation on the walls to help keep our sound from feeding into the other rooms.

IPA: We meet in Weigel 177, on Monday, Wednesday, Fridays at 12:20 and then we usually have about two extra retreats per quarter which is just an extra rehearsal on Friday evening and then we have our concerts, usually in Weigel Hall on stage in the auditorium.

What influence do you believe the environment has on your organization and its members?

IPA: Have not really thought about it, probably not.

It seems like whenever we are on Weigel stage things are a little more serious because we don’t get a ton of time in there and we like the acoustics better on the stage than in the classroom.

IPA: Not experienced with other Glee Clubs outside OSU.

IPB: It’s our home base, somewhere we’ve met for all four years that I’ve been there for three times a week. It’s somewhere comfortable that we’re used to and it’s a pretty good place for rehearsing, it’s available.

Are the facilities accessible at convenient times?

IPA: Yes. With the different choirs and orchestras that need time on the stage it seems like we get it quite often. I think that it’s pretty well shared.

IPB: Yes.

What makes this organization unique to Ohio State?

IPA: Not experienced with other Glee Clubs outside OSU.

We are the oldest group on campus so we have a longer tradition than basically any other active group on campus and we have a specific purpose and that’s singing and performing. You don’t have a lot of other men’s choruses running around at Ohio State. There’s a need for it, so we fill that need.
IPB: First of all, we are the oldest organization on campus. So, it’s very neat that we are older than our football team, but also where else are you going to find 102 men that all know how to sing, and can sing together. And I think beyond that, we’re very unique in the fact that not many of us are music majors; we’re largely non-music majors, engineers, business, psychology, I mean pretty much any college in the university you can find within the Glee Club. And it’s just a great group of guys that enjoy each other and enjoy having fun.

How are alumni encouraged to participate? (i.e. how are they recruited and encouraged to stay involved)

IPA: I know we have an Alumni Glee Club, they are based around here in Columbus as well. They go and sing at certain events and parties but I really don’t know what all they do. I know every once and a while we’ll have a couple glee club alumni sing with us during tailgates and so I guess I don’t really see them enough.

IPB: Every year we have an alumni concert, and the alumni come, and they perform a few numbers for us, and then we perform for them. So we keep them involved that way. Also, there are several different run outs that we do with the alumni and they’ll show up and we’ll meet them and we’ll all sing together. A run out is: Like Gordon Gee will call and say ‘we’re having a benefit, we need entertainment, can you bring the Glee Club to sing for 15 minutes?’

Why do students stay involved in the organization?

IPA: We have a pretty good time, we like making this music. That’s a good enough reason for most people.

IPB: I guess I can’t really speak for everybody. But I know that I stayed involved just because of the friendships that I’ve formed and the allegiance that I feel toward the ensemble. I feel like I really put a lot into it and I’ve certainly have gotten more out of it that I’ve put in to it. So I feel like I’m always giving back to make up for all that I’ve been given.

Why would alumni want to stay involved in the organization?

IPA: I guess it’s that the Glee Club almost feels a bit like a fraternity, that the friendships that you make with other members are very, very deep and personal, they’re almost like brothers. So I guess you’re trying to keep a hold of those connections and relationships even as you leave this place.

IPB: Probably for the same reason; once you graduate I think of all the people I’d like to stay in touch with after college; a lot of them are Glee Club members so through the alumni association I can stay in touch with a lot of those people and still feel like I’m a part of it.
What activities and programs are there for alumni?

IPA: I really don’t know. Other events and the list serve.

IPB: Alumni concert, run outs. They also meet and rehearse I think once or twice a month. They do numbers together. They also do things without us, they do run outs that people call them for.

We’re just a group of guys who like singing. There are a lot of us, we’re from all different colleges in the University and we’re kind of like a fraternity without the fraternity crap.
Appendix G: Transcription of Marching Band Director Interview
Marching Band Director Interview

What are the values of the organization?

Camaraderie. I can remember freshman year, the band meets before school and you know people from all over.

Band was my life. Directors are viewed with respect and admiration, Directors Evans, Spawn.

First we were a military band, with no women. In 1972 women were admitted. It was the “beginning of the end” according to a few members and alumni, but it turned out fine. The good thing about when the alumni complained was that I was an alumnus too.

Spirit of excellence is important to the band. Go out and rehearse. Evans always said “when there is a conflict, adjust to the situation”.

Peer pressure exists from the members, squad leaders. The squad leaders were elected, interviewed and voted upon. They set the expectations for the squad.

How is membership renewed?

Every year there are tryouts. Squad leaders are chosen in the spring. They should be the best, and they try out early and are trained. There are 32 squad leaders. Then there is an open audition for the rest of the band.

How are students encouraged to participate? (i.e. how are they recruited and encouraged to stay involved)

Recruiting is general in nature. Individuals are informed of the auditions. Mailings are sent to the students. Today there is a more sophisticated model. An orientation booth is set up, Dr. Woods is involved and phone calls are made from the band.

The band is funded by athletics and if “recruiting” is on an item or the purpose of an activity, the money comes in. There are low minority numbers right now so we are trying to outreach and find new ways to get members.

What influence do you believe the environment has on your organization and its members?

The environment is a positive influence, but not the deciding factor. It is the best marching band facility in the country.
What makes this organization unique to Ohio State?

What was unique was it was men only. The band started with the ROTC. Nationally is one of the first to get money from athletics. Athletics are very generous to the band. In 1929 Eugene Weigel came to the band; there was a three way agreement between military science (for credit), the music department (for staff) and athletics (for funding) to set up the marching band.

The band never had to fundraise for trips. The Rose Bowl trips in the 1950s were paid for by the Alumni Association. In 1958, Oldsmobile wanted to sponsor the band but the alumni fought this to keep the band from being commercial. The alumni fully funded the band and then athletics followed with a budget for the organization.

How are alumni encouraged to participate? (i.e. how are they recruited and encouraged to stay involved)

Alumni efforts are three pronged. Every year there is a reunion where about 800 alumni attend. The active band meets every two months and performs in parades, games and concerts. Finally the hyperactive band performs around Columbus and Ohio.

Also, members can donate money to TBDBITL Club. Script Ohio Club is circa 1990; members pay about $50 a year minimum, which provides about $35-40,000 to the band.

Alumni come from all over to attend events, but most of the active members are from Ohio.

Transition to alumni “takes time”. What works is finding free time to give to the band. Not many younger people involved, it’s mostly older ages. The alumni are starting to market to young grads because their level of music and marching is different than the older members.

A newsletter is mailed and emailed quarterly. E-mail list serves, historical interest research and online blogs keep alumni in touch.

What are the symbols of your organization?

Scrip Ohio. The buckeye leaf, which is on the shoulder patches and the band’s crest.

What is the mission of your organization?

The alumni are provided an opportunity to play after graduation. The reunions and university events keep them connected.

TBDBITL began in the 1960s with reunions. The tradition of yearly reunions began in 1971 due to high demand. The Alumni Marching Band creates a connection with the university.
Appendix H: Tables
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<th>Number of total organization membership</th>
<th>Number of survey respondents</th>
<th>Respondent percentage of total organization</th>
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Table H.1. Electronic Survey Sample and Respondent Population

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Table H.2. Years of Membership in the Organization

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<th>Connection to the organization and its members</th>
<th>Social involvement with members outside of the classroom</th>
<th>Importance of membership in the organization</th>
<th>Time and contributions valued by the organization</th>
<th>Total average value score</th>
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Table H.3. Social Value and Involvement Scores
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Table H.4. Aspects Determining Organization Satisfaction

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<td>50.0</td>
<td>28.9</td>
<td>NA</td>
</tr>
<tr>
<td>AMGC</td>
<td>54.5</td>
<td>45.5</td>
<td>18.9</td>
<td>27.3</td>
<td>27.3</td>
<td>NA</td>
</tr>
<tr>
<td>MB</td>
<td>60.0</td>
<td>57.1</td>
<td>31.4</td>
<td>67.1</td>
<td>NA</td>
<td>72.9</td>
</tr>
<tr>
<td>AMB</td>
<td>53.0</td>
<td>19.5</td>
<td>34.7</td>
<td>32.8</td>
<td>NA</td>
<td>43.5</td>
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</table>

Table H.5. Form of Anticipated and Actual Alumni Involvement

<table>
<thead>
<tr>
<th>Organization</th>
<th>Ohio Resident</th>
<th>Non-Ohio Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Glee Club</td>
<td>92.1</td>
<td>7.9</td>
</tr>
<tr>
<td>Alumni Men's Glee Club</td>
<td>90.9</td>
<td>9.1</td>
</tr>
<tr>
<td>Marching Band</td>
<td>94.1</td>
<td>5.9</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>68.5</td>
<td>31.5</td>
</tr>
</tbody>
</table>

Table H.6. Respondent Residency Percentage

<table>
<thead>
<tr>
<th>Organization</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Glee Club</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Alumni Men's Glee Club</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Marching Band</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>74.9</td>
<td>25.1</td>
</tr>
</tbody>
</table>

Table H.7. Respondent Gender Identity Percentage
<table>
<thead>
<tr>
<th>Rank 1 (0-45 credit hours)</th>
<th>Rank 2 (45-90 credit hours)</th>
<th>Rank 3 (90-135 credit hours)</th>
<th>Rank 4 (135+ credit hours)</th>
<th>Graduate or PhD Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>18.4</td>
<td>31.6</td>
<td>23.7</td>
<td>23.7</td>
</tr>
<tr>
<td>Marching Band</td>
<td>10.1</td>
<td>10.1</td>
<td>26.1</td>
<td>52.2</td>
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</table>

Table H.8. Current Student Rank Percentage

<table>
<thead>
<tr>
<th>1 quarter only</th>
<th>2 quarters</th>
<th>3 quarters</th>
<th>Year round</th>
</tr>
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<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>5.4</td>
<td>2.7</td>
<td>45.9</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>0</td>
<td>0</td>
<td>90.9</td>
</tr>
<tr>
<td>Marching Band</td>
<td>74.6</td>
<td>11.9</td>
<td>1.5</td>
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<tr>
<td>Alumni Marching Band</td>
<td>56.4</td>
<td>17.2</td>
<td>5.7</td>
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</table>

Table H.9. Number of Quarters Involved with Organization

<table>
<thead>
<tr>
<th>Degree or Major Requirement</th>
<th>Elective Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>7.9</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>-</td>
</tr>
<tr>
<td>Marching Band</td>
<td>-</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>2.3</td>
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</tbody>
</table>

Table H.10. Participation Requirement

<table>
<thead>
<tr>
<th>Held a leadership position</th>
<th>Did not hold a leadership position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>26.3</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>72.7</td>
</tr>
<tr>
<td>Marching Band</td>
<td>16.2</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>47.7</td>
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</tbody>
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Table H.11. Leadership Experience in the Organization
Table H.12. Scholarship Recipients in the Organization

<table>
<thead>
<tr>
<th>Scholarship Recipient</th>
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<tbody>
<tr>
<td>Men’s Glee Club</td>
<td></td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>-</td>
</tr>
<tr>
<td>Marching Band</td>
<td>22.1</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>22.2</td>
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Table H.13. Frequency of Travel with the Organization

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1 time a year</th>
<th>2 – 4 times a year</th>
<th>5 or more times a year</th>
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</thead>
<tbody>
<tr>
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<td>-</td>
<td>2.8</td>
<td>80.6</td>
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<tr>
<td>AMGC</td>
<td>-</td>
<td>-</td>
<td>45.5</td>
<td>54.5</td>
</tr>
<tr>
<td>MB</td>
<td>1.5</td>
<td>-</td>
<td>82.4</td>
<td>16.2</td>
</tr>
<tr>
<td>AMB</td>
<td>1.9</td>
<td>7.6</td>
<td>74.1</td>
<td>16.4</td>
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Table H.14. Previous Music Ensemble Experience

<table>
<thead>
<tr>
<th></th>
<th>Member of choral, vocal instrumental or musical ensemble in high school</th>
<th>Did not participate in music ensembles during high school</th>
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<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>97.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Marching Band</td>
<td>97.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>97.5</td>
<td>2.5</td>
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Table H.15. Membership in Music Oriented Fraternal Organizations

<table>
<thead>
<tr>
<th></th>
<th>Kappa Psi</th>
<th>Tau Beta</th>
<th>Phi Mu Alpha</th>
<th>Sigma Alpha</th>
<th>Alpha Iota</th>
<th>Life Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGC</td>
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<td>-</td>
<td>5.26</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
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<td>-</td>
<td>27.3</td>
<td>-</td>
<td>9.1</td>
<td>-</td>
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<tr>
<td>MB</td>
<td>10</td>
<td>25.7</td>
<td>4.9</td>
<td>1.4</td>
<td>-</td>
<td>-</td>
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<td>11.4</td>
<td>9.4</td>
<td>1</td>
<td>7.5</td>
<td>-</td>
</tr>
<tr>
<td>Membership in Glee Club</td>
<td>Membership in Marching Band</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Men's Glee Club</td>
<td>NA</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Men's Glee Club</td>
<td>NA</td>
<td>18.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marching Band</td>
<td>5.9</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Alumni Marching Band</td>
<td>8.0</td>
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Table H.16. Respondent Participation in the Other Organization

<table>
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<tr>
<th>Plan to return</th>
<th>Not returning</th>
<th>Unsure</th>
<th>Graduating</th>
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</thead>
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<td>2.8</td>
<td>13.9</td>
</tr>
<tr>
<td>Marching Band</td>
<td>62.1</td>
<td>1.5</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Table H.17. Anticipated Involvement with Active Organization Next Year

<table>
<thead>
<tr>
<th>Aware of alumni organization</th>
<th>Not aware of alumni organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Glee Club</td>
<td>80.6</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>100</td>
</tr>
<tr>
<td>Marching Band</td>
<td>98.5</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>99.8</td>
</tr>
</tbody>
</table>

Table H.18. Awareness of Organization’s Alumni

<table>
<thead>
<tr>
<th>Never</th>
<th>1 time a year</th>
<th>2 - 4 times a year</th>
<th>5 or more times a year</th>
</tr>
</thead>
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<tr>
<td>Men’s Glee Club</td>
<td>24.2</td>
<td>21.2</td>
<td>45.5</td>
</tr>
<tr>
<td>Alumni Men’s Glee Club</td>
<td>54.5</td>
<td>38.5</td>
<td>50.8</td>
</tr>
<tr>
<td>Marching Band</td>
<td>4.6</td>
<td>38.5</td>
<td>50.8</td>
</tr>
<tr>
<td>Alumni Marching Band</td>
<td>34.4</td>
<td>38.6</td>
<td>17.0</td>
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</tbody>
</table>

Table H.19. Frequency of Participation in Events Including Alumni Members
<table>
<thead>
<tr>
<th>AMGC</th>
<th>Never</th>
<th>At least 1 time a year</th>
<th>2 – 4 times a year</th>
<th>5 – 8 times a year</th>
<th>9 – 11 times a year</th>
<th>At least once a month</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMG</td>
<td>45.5</td>
<td>27.3</td>
<td>9.1</td>
<td>9.1</td>
<td>9.1</td>
<td>0</td>
</tr>
<tr>
<td>AMB</td>
<td>21.2</td>
<td>44.8</td>
<td>17.9</td>
<td>8.6</td>
<td>2.9</td>
<td>4.6</td>
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Table H.20. Frequency of Returning to Campus for an Event or Performance
Appendix I: Figures
Figure H.1. Comparison of Respondents Social Value and Involvement Scores

Figure H.2. Comparison of Aspects Determining Organization Satisfaction
Figure H.3. Intended and Actual Alumni Involvement
Appendix J: Open Response Items
Men’s Glee Club Open Responses

Traditions

Symbolic
Buckeye songs
Tailgate singing
Oval sing on Fridays
James Gallagher Spirit Award

Ritual
Oval Sing on Fridays
Glee lunch
Ending performances with buckeye tunes and Carmen Ohio
Singing Carmen Ohio after bus trips at Mortar Board Court or High & 15th
Alumni concert
Bus trips
Tailgate singing
First years jump through the 6 in numbers garden

Behavioral
First year jokes
Hissing when not in favor
Snapping when showing support

Values
Brotherhood/fraternal
Choral excellence, musical ability
Excellence
Seniority – 54321, uniforms, eating, etc. by rank

Symbols

Symbols
Uniform
Logo

Behavioral
Commitment to great performance

Values
Characteristics of the group – camaraderie, pride, school spirit
Restrictions on alumni involvement

Time conflict
Location or geographic restriction
Lack of interest from alumni of similar age
Have not thought about it before

Other Comments

The men's glee is what keeps me going as a student at The Ohio State University. Being part of this tradition is not something I'm willing to give up; just because I graduate. If I am capable, then I am willing.

I would just like to add that I am also a part of this group because I love to make world class music. I don't love the performances, I don't care about being exclusive, what I do care about is that feeling I get from hearing an overtone or when all the hairs on the back of my neck stand up because the music is simply so incredible. Those are the things that I will remember, much more than some stupid party or bus ride.
Alumni Men’s Glee Club Open Responses

Traditions

Symbolic
Buckeye songs
Tailgate singing

Ritual
Annual concert
Buckeye songs
Singing Carmen Ohio after bus trips at Mortar Board Court or High & 15th

Behavioral
Snapping when showing support
First year jokes

Values
Brotherhood
Friendship
Pride
Vocal excellence

Symbols

Symbols
Uniform
Logo

Behavioral
Sound and performance quality
Commitment to great performance

Values
Brotherhood
Characteristics of the group – camaraderie, pride, school spirit

Restrictions on alumni involvement

Time conflict or limitations
Location or geographic restriction
Other comments

Activity as an alumnus offers me an opportunity to visit with old friends, make new ones, and continue to share the common bond with fellow alumni, continue singing, and get back to Columbus to see campus.

I really wish I could be more involved with the alumni and hope to when my kids are a little older.

I have sung with them a handful of times when I happen to be in Columbus, but I do not have time to attend practices. I also cannot be in Columbus when they have events during the week.
Marching Band Open Responses

*Traditions*

*Symbolic*
Uniform
Logo

*Ritual*
Auditions for membership
Performance entities
Closing football games playing Carmen Ohio with the football team
Skull session
Ramp entrance

*Behavioral*
Rookie initiation
Excellence

*Values*
Musicianship
Performance perfection

*Symbols*

*Symbols*
Uniform
Logo
Members – drum major, “i-dotter”
Instrumentation
Performance entities

*Behavior*
Commitment to great performance
Respect for members and alumni

*Values*
Characteristics of the group – camaraderie, pride, school spirit
Relationship with football team

*Restrictions* on alumni involvement

Time conflict or limitations
Lack of interest
Other Comments

I’ll be an active alumnus to help keep the tradition and excellence alive.

It means a lot to rookies to see how deep of an organization it is when you have a row dinner or similar function and an alumnus feeds you and talks to you about all the crazy things they did.

The mentoring program has proven to be very helpful to many people and serves as a way to give back to a community that I have been involved with a great deal. The performance opportunities seem very fun and the alumni all have a great, positive energy about them.

This band is not one that you just walk away from...once in the band you are always a member of the alumni band
Alumni Marching Band Open Responses

Traditions

Symbolic
Uniform
Logo
Members - drum major and “i-dotter”

Rituals
Auditions for membership
Performance entities
Monday river parties
Skull session
Ramp entrance

Behavior
Rookie initiation
Excellence
Relationship with athletics

Values
Musicianship
Performance perfection

Symbols

Symbols
Uniform
Logo
Members – drum major, “i-dotter”
Instrumentation
Performance entities

Behavior
Commitment to great performance
Respect for members and alumni

Values
Characteristics of the group – camaraderie, pride, school spirit
Relationship with football team

Restrictions on alumni involvement

Time conflict or limitations
Lack of interest
Not ready to be involved
Physical health

Other Comments

I am active because of the great network of people involved and the lifetime opportunity to be active musically.

I am prouder of no line item on my excellent resume than the fact that I was a member of The Ohio State University Marching Band. It remains the one organization with which I am associated that has maintained its premier status in its field for decades and plans to remain at the top of its class and realizes that that requires constant vigilance and effort. Going to alumni reunions raises my spirits after 51 weeks of working for a mediocre Fortune 100 company that is making no effort to excel, other than to tell its employees how great it is.

I feel that the active Alumni act as an exclusive group, even toward its own members. Some members have known each other for decades. A young, new member can feel pretty uncomfortable in that kind of clique-ish environment.

I loved the traditions of the band when I was in it and I love sharing time with people of all ages who have shared those same traditions!

My involvement in the Ohio State Marching Band made all the difference in the world to me, and was one of the life-changing experiences of my life. Ohio State was such a big university and being in the marching band really made me feel a part of the university and was a dream-come true for me. I tried out as a Freshman and did not make it, so I got in better physical shape, took more music lessons and was much more prepared the following the summer. It was a great experience to make the band after getting myself ready. My father was an OSU graduate also and he also loved OSU football and the marching band. It is still very rewarding for me to be part of the OSU Alumni Band. I have given money to the Marching Band through Presidents Club.
Appendix K: Institutional Review Board Application for Exemption
APPLICATION FOR EXEMPTION
FROM REVIEW BY THE INSTITUTIONAL REVIEW BOARD
The Ohio State University, Columbus OH 43210

All research activities involving the use of human beings as research subjects must be reviewed and approved by an Ohio State University Institutional Review Board (IRB), unless the Office of Responsible Research Practices (ORRP) determines that the research falls into one or more of the categories of exemption established by federal regulation.

Exempt research is generally short term in nature. It must be performed “as written,” i.e. the investigators do not make changes in the research design, the selection of subjects, the informed consent process, or the instrumentation during the course of the study. If changes are necessary, re-application is required.

A determination that research is exempt does not absolve the investigators from ensuring that the welfare of human subjects participating in research activities is protected, and that methods used and information provided to gain subject consent are appropriate to the activity. Investigators may not solicit subject participation or begin data collection until they have received approval from the appropriate Institutional Review Board OR written concurrence that research has been determined to be exempt.

All OSU Investigators who participate in human subjects research must be appropriately trained in human subjects protection. See http://orrp.osu.edu/irb/training/citi.cfm for more details.

There is no deadline or timeline for submitting exempt applications for review. Applications are processed as received. Each application must include a research proposal. The proposal must include (at a minimum) the following items: the background literature review, the research question, a description of the research methods including sample size and data collection procedures, and a data analysis plan.

Please allow up to three weeks for processing.

If you have questions regarding the application process or the review of exempt protocols, please contact Office of Responsible Research Practices. Phone: 688-8457  /  Fax: 688-0366  /  E-mail: exemptinfo@osu.edu
A COMPLETE APPLICATION PACKET INCLUDES THE FOLLOWING MATERIALS:

- Title page (attached). Identifies the investigators. Lists the protocol title and the source of funding.
- Screening questions (attached). Identifies the categories of exemption and solicits responses to screening questions.
- Description of the proposed research (questions #1 through #9, attached). Includes responses to questions about the objective(s) of the research, the methodology that will be used to gain informed consent from the subjects, and the measures taken to protect the confidentiality of information obtained in research.
- Research proposal (see question #1).
- Letter(s) of support (see question #4).
- Copies of surveys, instruments, questionnaires, interview questions, focus group topics, and/or data collection sheets (see question #5).
- Recruitment letter (see question #8).
- Consent form (see question #9).

SEND ONE COPY OF YOUR APPLICATION TO:
Office of Responsible Research Practices
300 Research Foundation Building
1960 Kenny Road
Columbus OH 43210-1063
Fax (614) 688-0366
<table>
<thead>
<tr>
<th><strong>Principal Investigator</strong></th>
<th>Name: Dr. Leonard Baird</th>
<th>Phone: <em><strong>-</strong></em>*</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>☑ Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Other. Please specify. (May require prior approval.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department or College:</td>
<td>Higher Education and Student Affairs, College of Education</td>
<td></td>
</tr>
<tr>
<td>Campus Address (room, building, street address):</td>
<td>301 D Ramseyer Hall, 29 West Woodruff Ave, Columbus, OH 43210</td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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<td>Fax:</td>
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<table>
<thead>
<tr>
<th><strong>Co-Investigator</strong></th>
<th>Name: Jennifer Nailos</th>
<th>Phone: <em><strong>-</strong></em>*</th>
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<tbody>
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<td></td>
<td></td>
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<tr>
<td>☑ Faculty</td>
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<td></td>
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<tr>
<td>□ Staff</td>
<td></td>
<td></td>
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<tr>
<td>☑ Graduate Student</td>
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<tr>
<td>□ Undergraduate Student</td>
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<tr>
<td>Campus Address (room, building, street address) or Mailing Address:</td>
<td>Columbus, OH 43210</td>
<td></td>
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<tr>
<td>Signature:</td>
<td></td>
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<td>Date:</td>
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</tr>
<tr>
<td><strong>Protocol Title</strong></td>
<td>Fostering the Alumni Relationship: A Comparative Study</td>
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<table>
<thead>
<tr>
<th><strong>Source of Funding</strong></th>
<th></th>
</tr>
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</table>

**For Office Use Only**

|  | Research has been determined to be exempt under these categories: _______________________. Research may begin as of the date of determination listed below. |
|  | The proposed research does not fall within the categories of exemption. Submit an application to the appropriate Institutional Review Board for review. |

<table>
<thead>
<tr>
<th>Date of determination:</th>
<th>Signature:</th>
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<td>______________________</td>
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Office of Responsible Research Practices

The purpose of the Application for Exemption is two-fold: (a) to determine whether the proposed research qualifies for exemption from review and continuing oversight by an Institutional Review Board; and, if so, (b) to ensure that the informed consent process protects the rights and welfare of human subjects in research. Please respond to the following questions and provide the requested documentation.

Have all investigators completed the required web-based course in the protection of human research subjects? ☑Yes ☐No

If No, see [http://orrp.osu.edu/irb/training/citi.cfm](http://orrp.osu.edu/irb/training/citi.cfm) for more information. EDUCATIONAL REQUIREMENTS MUST BE SATISFIED PRIOR TO SUBMITTING THE APPLICATION FOR IRB REVIEW.
Please check the categories of exemption for which you are applying. The list of
categories is located at the end of this application. You may check more than one box.

EXEMPT CATEGORY:  1  2  3  4  5  6

SCREENING QUESTIONS: If you check YES to any of the questions below, your research is not exempt. Do not complete the exempt application. Submit an application to the appropriate Institutional Review Board for review.

Does any part of the research require that subjects be deceived?  □ Yes  □ No

Will research expose human subjects to discomfort or harassment beyond levels encountered in daily life?  □ Yes  □ No

Could disclosure of the subjects’ responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation?  □ Yes  □ No

Will fetuses, pregnant women, human in vitro fertilization, or individuals involuntarily confined or detained in penal institutions be subjects of the study?  □ Yes  □ No

For research proposed under category 2, will research involve surveys, interview procedures, or observation of public behavior with individuals under the age of 18?  □ Yes  □ No

For research proposed under category 4, will any of the data, documents, records, pathological specimens, or diagnostic specimens be collected or come into existence after the date you apply for exemption?  □ Yes  □ No
For research proposed under category 4, will any of the information obtained from data, documents, records, pathological specimens, or diagnostic specimens that come from private sources be recorded by the investigator in such a manner that subjects can be identified directly or through identifiers linked to the subjects?

☐ Yes  ☒ No

IF YOU CHECKED YES TO ANY OF THE QUESTIONS ABOVE, YOUR RESEARCH IS NOT EXEMPT.

IF YOU HAVE CHECKED NO TO ALL OF THE QUESTIONS ABOVE, YOUR RESEARCH MAY BE EXEMPT. PLEASE CONTINUE WITH THE EXEMPT APPLICATION.

If you have questions about the application or review process, please contact Office of Responsible Research Practices / Phone: 688-8457 / Fax: 688-0366 / E-mail: exemptinfo@osu.edu

For purposes of this application, “research” includes the recruitment of human subjects as well as data collection and analysis. None of these research activities may begin until the investigator has received a protocol number AND has received written concurrence that the proposed research is exempt. The “date of determination” on page one of this application is assigned by the Office of Responsible Research Practices; it indicates the date when research may begin.

Please describe your study clearly and completely, using a style of language that can easily be understood by someone who is not familiar with your research.

GENERAL QUESTIONS REGARDING THE PROPOSED RESEARCH

1. Describe the purpose of the research activity to be undertaken. Describe how it involves human subjects. Respond in the space provided here, or attach a research proposal and/or grant proposal containing the requested information.

Description: The purpose of the study is to look at specific campus organizations and how these groups build alumni relationships. What are the cultural experiences for members, what values are similar to the greater campus and what are the predicted and actual alumni relationships of these group members will be explored. Students and alumni members of campus organizations will be surveyed to collect self-reflective data on their experience and proposed or actual alumni relationships. Current students will also be interviewed to assess the culture and values of the organization.
2. **Provide a brief description of the subjects you plan to recruit and the criteria used in the selection process. Indicate whether subjects are 18 years of age or older.**

Description: Subjects to be recruited include members of two campus organizations, the marching band and glee club, and their alumni. All participants will be 18 years of age or older. Current students will be contacted for participation through the registration information for the course affiliated with the organization, the alumni participants will be invited to participate through the alumni email list servers of the organizations.

3. **Describe how the proposed research meets the criteria for exemption from IRB review and oversight. (Refer to the criteria on the last page of this application that correspond to the category or categories you checked on the screening sheet.)**

Description: The research meets the criteria for exemption in Categories 2 and 4. Category 2 exemption is requested because the collection of information from the students and alumni will be conducted through an electronic survey that will not identify participants with their responses, and the survey questions will assess the student’s relationship with the organization causing no harm to the individual. The students that participate in the interviews are providing observational information on the organization’s culture and values, this information will not be connected with the individual, thus causing no harm to the participant. Category 4 exemption is requested because observational data will be collected to evaluate the culture and values of the organizations. Public resources will be utilized to gather this data.

4. **Will your subjects be recruited through schools, employers, and/or community agencies or organizations, and/or are you required to obtain permission to access data that is not publicly available? If the answer is yes, provide a letter of support from the person authorized to give you access to the subjects or to the data in question. More than one letter may be required.**

- ☐ Does not apply.
- ☒ Letter(s) attached.
- ☐ Comments:

5. **Describe the means you will use to obtain data. Check all boxes that apply.**

- ☐ Surveys or questionnaires distributed by mail or in person. I am attaching a copy of the instrument(s).
- ☒ Surveys distributed through the Internet, through listservs, or through E-mail. I am attaching a copy of the instrument(s). Provide the Internet address:
- ☒ Interviews. I am attaching a copy of the interview questions.
Focus groups. I am attaching a copy of the questions that will shape the discussion.

Observation of public behavior.

Observation of activities in school classrooms.

Audiotapes. I will obtain consent from the subjects to tape their responses.

Videotapes. I will obtain consent from the subjects to tape their activities or responses.

Review of existing records, including databases, medical records, school records, etc. I am attaching a copy of the data collection sheet. I am recording information in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects. All of the information in the records to be reviewed exists as of the date of submission of this application.

Tissue specimens. All of the specimens have already been collected and are "on the shelf." I am recording information in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

6. Indicate the date when you plan to begin research, and the date when you anticipate that data analysis will be complete.

Begin date: 10/1/08  End date: 3/20/09

CONFIDENTIALITY

- Investigators are required to protect the confidentiality of the information obtained during research, unless the subjects (a) explicitly agree to be identified or quoted, and/or (b) explicitly agree to the release of material captured on audiotapes or videotapes for use in presentations or conferences.

7. Provide a brief description of the measures you will take to protect confidentiality. Please describe how you will protect the identity of the subjects, their responses, and any data that you obtain from private records or capture on audiotape or videotape. Describe the disposition of the data and/or the tapes once the study has been completed.

Description: All participants will receive a letter of confidentiality prior to participation in the survey and data collection. Survey participants will not be asked to provide their name or identification. Interview participants will only be identified to schedule a meeting. Their names and identity will not be part of the information gathered, and their responses will not be connected to their identity. The interview is intended to gather descriptive data on the organization only. The existing records included in the data collection include histories of the organizations and previous enrollment numbers.
INFORMED CONSENT

- In most cases, investigators are required to obtain informed consent from their subjects before collecting data. Respond to questions #8 and #9 to indicate how you will inform your subjects about the research and how you will obtain and document their consent.
- Subjects must be told what they will be asked to do if they agree to participate in research, how long it will take, and how you will protect the confidentiality of the information they provide.
- Subjects must be told that their participation is voluntary, they can refuse to answer questions that they do not wish to answer, and they can refuse to participate or they can withdraw at any time without penalty or repercussion.
- With few exceptions, written consent of the child’s parent(s) or guardian(s) is required if subjects are under the age of 18. In addition, children 14 years of age or older should be asked to give written assent (agreement) to participate. Children younger than 13 years of age should be asked to give verbal assent (agreement) to participate.
- Provide a means for subjects to contact the investigator(s) if they have questions or concerns about the research. Make it clear to the subjects that you are affiliated with The Ohio State University.

8. What information do you plan to give to your subjects before you ask for their consent? Use a style of language that simply and clearly explains the research to your subjects. Respond in the space provided here, or attach a copy of the information you plan to provide to your subjects and/or their parents or guardians. (Note: if you use more than one method of recruitment, you may check more than one box)

- Letter(s) attached. I will give each of the subjects a copy of this letter.
- I will be contacting subjects by phone or in person. I am attaching a script that contains the information I will give them.
- Does not apply. My data analysis is limited to existing records or tissue specimens.
- Response:

9. How do you plan to document informed consent? Read all of the options before checking the appropriate boxes.

- The subjects are 18 years of age or older. Before collecting data, I will ask them to sign a written consent form. I am attaching a copy of the consent form.
- The subjects are 18 years of age or older. Before collecting data, I will ask them to give verbal consent to participate in this research study.
- The subjects are 18 years of age or older. I am distributing a survey or questionnaire to the subjects. They can choose whether or not they want to respond. I am requesting a waiver of written consent.
The subjects are under the age of 18. I am attaching a copy of the consent form that I will use to obtain consent from their parents or guardians and assent (agreement) from subjects who are 14 years of age or older.

Some of the subjects are 18 years of age or older, and some are younger than 18. I have checked more than one box above to reflect the methods I will use to document informed consent.

Does not apply. My data analysis is limited to existing records or tissue specimens.

Other. Please explain and provide justification for your request.

Comments:
CATEGORIES OF RESEARCH ACTIVITIES EXEMPT FROM REVIEW
BY OSU INSTITUTIONAL REVIEW BOARDS

These exemptions **DO NOT APPLY** when deception of human subjects may be an element of the research, when the activity might expose the human subjects to discomfort or harassment beyond levels encountered in daily life, or when fetuses, pregnant women, human in vitro fertilization, or individuals involuntarily confined or detained in penal institutions are subjects of the activity.

<table>
<thead>
<tr>
<th>CATEGORY #1:</th>
<th>Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:</th>
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<tbody>
<tr>
<td></td>
<td>a. research on regular and special education instructional strategies,</td>
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<tr>
<td></td>
<td>b. research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</td>
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<tr>
<th>CATEGORY #2:</th>
<th>Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, <strong>unless</strong>:</th>
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<tbody>
<tr>
<td></td>
<td>a. information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; <strong>AND</strong>,</td>
</tr>
<tr>
<td></td>
<td>b. any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.</td>
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*(NOTE: The exemption under Category 2 **DOES NOT APPLY** to research involving survey or interview procedures or observation of public behavior when **individuals under the age of 18** are subjects of the activity **except** for research involving observations of public behavior when the investigator(s) do not participate in the activities being observed.)*

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<tr>
<th>CATEGORY #3:</th>
<th>Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2, <strong>IF</strong>:</th>
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<tr>
<td></td>
<td>a. the human subjects are <strong>elected or appointed public officials or candidates for public office</strong>, <strong>OR</strong></td>
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b. **federal statute(s)** require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

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<tr>
<th>CATEGORY #4:</th>
<th>Research, involving the collection or study of <strong>existing</strong> data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.</th>
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<tr>
<th>CATEGORY #5:</th>
<th>Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:</th>
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<tbody>
<tr>
<td>a.</td>
<td>public benefit or service programs;</td>
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<tr>
<td>b.</td>
<td>procedures for obtaining benefits or services under those programs;</td>
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<tr>
<td>c.</td>
<td>possible changes in or alternatives to those programs or procedures; or</td>
</tr>
<tr>
<td>d.</td>
<td>possible changes in methods or levels of payment for benefits or services under those programs.</td>
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<th>CATEGORY #6:</th>
<th>Taste and food quality evaluation and consumer acceptance studies,</th>
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<tr>
<td>a.</td>
<td>if wholesome foods without additives are consumed, or</td>
</tr>
<tr>
<td>b.</td>
<td>if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.</td>
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Appendix L: Consent to Participate in Research Information Form
The Ohio State University Consent to Participate in Research

Study Title: Fostering the Alumni Relationship: A Comparative Study  
Researcher: Jennifer Nailos  
Sponsor: Dr. Leonard Baird

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary. 
Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose: The purpose of the study is to look at specific campus organizations and how these groups build alumni relationships. What are the cultural experiences for members, what values are similar to the greater campus and what are the predicted and actual alumni relationships of these group members are questions the study seeks to answer.

Procedures/Tasks: An electronic interview will be distributed to a sample population of organization members and alumni. The electronic survey contains multiple answer and open response questions. An interview will be conducted where participants will respond to questions with open responses. The information collected during the interview will be recorded and used to evaluate the electronic survey data previously collected from other study participants.

Duration: The electronic survey should last no more than 30 minutes. Participants may elect to participate in an interview to provide information about their organization which will last no more than 60 minutes.

You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risks and Benefits: There are no perceived risks to the study. The benefits include: better understanding of the culture and values of the campus organization, assessment of predicted and actual alumni engagement, and self-evaluation of relationship and commitment to the organization post graduation.
Confidentiality: Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Incentives: The incentive to participate is to provide valuable information on the student experience in campus organizations. The information collected will help assess the organization’s culture and why students stay involved as alumni.

Participant Rights: You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:
For questions, concerns, or complaints about the study you may contact:
Jennifer Nailos
<<email address>>
<<phone number>>

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.