

Aggie Transition Camps (ATC)

T-Camp 2019

Counselor/Teamer/Co-Chair and Camper Surveys

Purpose of Assessment

Aggie Transition Camp (ATC) sponsored two sessions of T-Camp, held August 5-7 and August 9 - 11, 2019. ATC has worked with Student Life Studies since 2001 to assess the experience of co-chairs, counselors, teamers and campers who attend T-Camp. Co-chairs, counselors, and teamers were sent a survey after returning from camp, and T-Camp participants (campers) were sent a different survey six weeks into the fall semester to obtain feedback about their camp experience and interaction with their camp at the beginning of the semester.

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations the department may take based on the results. However, ATC staff may identify other findings using their knowledge and understanding of the event and community. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- Participants (campers), counselors, teamers, and co-chairs of 2019 T- Camp overall reported a positive experience. Counselors and teamers generally indicated feeling prepared for T-Camp. Correspondingly, the camp participants felt welcomed, and learned about traditions at Texas A&M. T-Camp seems to ease participating transfer students' transition into Texas A&M University.
- Most counselors, teamers, and co-chairs also indicated that they felt supported through their training and camp experiences. Although counselors and teamers were satisfied with their overall training, more indicated that workdays and the refresher prior to camp were not organized nor provided the preparation the counselors felt they should have. More counselors also indicated similar amounts of time per week during the preceding semesters preparing, and about similar spending at the higher level (\$151 plus) on supplies than counselors preparing for T-Camp 2018. However, expenditures also seemed to come as a surprise, and was a high concern for many counselors. ATC staff should review last year's fundraising and training requirements to identify the reasons for these changes, and address means to offset the increased expenditures if possible, as these increased costs may affect the number and diversity of students applying to become ATC counselors.
- Counselors and co-chairs suggested more mock Discussion Group (DG) time, knowing and adhering to a camp schedule. Child Protective Training (CPT) reporting practice was also a reoccurring theme in the comments. Counselors also mentioned they felt their wellbeing was not valued as important as the reputation of camp itself, and starting preparation for camp early than the week before camp would have helped with reducing their stress.
- Campers indicated that T-Camp helped them feel more prepared to start at Texas A&M University and generally felt more connected to fellow students because of attending T-Camp. However, a recurrent theme was campers having issues with the intense scheduling of camp and the lack of independence. Campers noted they would like more information on how to get or stay connected through organizations and other resources once school began. They would also like to have learned more about the campus layout, transportation services, and ticket pulls while at T-Camp.

Method and Sample

The counselor/co-chair/teamer survey was developed and distributed using Qualtrics®, a software program that creates web-based surveys and databases. The survey contained 21 questions; 16 quantitative and five qualitative. The counselor/co-chair/teamer survey was sent successfully to 132 students on August 15, 2019 through an email invitation; non-respondents received three reminders and the survey closed on August 29, 2019. Of the students sent the survey, 83 completed at least some part of it, resulting in a 63% response rate. Due to branching technology, not all respondents saw all questions.

The 32-question camper survey was also produced and distributed using Qualtrics®. The camper survey included 27 quantitative and five qualitative questions. Due to branching technology, not all respondents saw all questions. The camper survey was sent successfully to 336 students through an email invitation on September 26, 2019; non-respondents received three reminders and the survey closed on October 11, 2019. Seven emails bounced and those did not receive the survey. Of those who successfully sent the survey, 102 responded to at least some part of the survey, for a 30% response rate.

Data for both surveys were analyzed using SPSS®, a statistical software package, Microsoft Excel® and Microsoft Word®.

Results

Results will be reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in 2019 descending mean or frequency order, unless otherwise specified. Summary themes are provided in this report; the entire list can be found in a separate document. . Comparisons are made to the 2018 T-Camp and 2019 Howdy Camp where appropriate. This report contains two sections: Counselor/Teamer/Co-Chair Survey and Camper Survey.

Counselor/Co-Chair/Teamer Survey

When asked what their role was on staff, 93% of 82 respondents selected counselor, 2% selected co-chair and 5% selected teamer. Counselors, teamers, and co-chairs were asked to indicate their level of agreement to the following statements. Table 1 demonstrates the participant's responses.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2019 T-Camp Mean (sd) [n=82]
The diversity training prepared me for camp	39%	46%	12%	2%	--	4.22 (0.75)
The traditions training prepared me for camp	31%	59%	9%	2%	--	4.17 (0.68)
The "mock" trainings prepared me for camp	26%	62%	11%	1%	--	4.12 (0.64)

Table 1 - Counselor, Teamer and Co-Chair Trainings

After each question, respondents who selected “disagree” or “strongly disagree” to the statements were asked to explain why they chose this response. Of the 82 respondents, one person responded with disagreement to the statement “The ‘mock’ training prepared me for camp.” The respondent shared there were not enough mock trainings, or they were concentrated on DG time. “The traditions training prepared me for camp” statement also had a response. This respondent expressed they were just told information and did not memorize any of it. In response to “The diversity training prepared me for camp” statement, two respondents indicated they did not remember doing the diversity training at all.

Participants were then asked their level of agreement with the following statements based on the overall activities and commitments required prior to camp. Table 2 below shows that participants most agreed that they developed positive relationships, and least agreed with the work days being organized and that expectations for their role were realistic.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2019 T-Camp Camp Mean (sd) [n=77]
I have developed positive relationships that I hope to continue after camp	94%	7%	--	--	--	4.94 (0.25)
All Camp (AC) Refresher was well organized	51%	38%	9%	1%	1%	4.35 (0.81)
The expectations (number of meetings, cost, deadlines) for my role were realistic	47%	38%	5%	9%	1%	4.19 (0.99)
The work days were well organized	39%	51%	3%	7%	1%	4.19 (0.87)

Table 2-Counselor, Teamer and Co-Chair Experiences

Students were then asked if any other training topics should be included during All Camp (AC) meetings or workdays, and 48 respondent gave suggestions. Comments were made regarding AC meetings and how they should focus on camp goals and Individual Camp (IC) meetings should be focused on DG time. It was noted that AC trainings should go over situations based on Child Protection Training (CPT) cases, camp scheduling, and mock DG trainings due to counselors dropping and changing. There were a few comments pointing out that they would appreciate if they got fact sheets about traditions to study and be more prepared for DG time. Students shared that cost, extra fundraising, and money spent on DG bins should be reiterated during trainings. Participants believed it would be beneficial to find ways to help older campers, people of color, out of country, specials needs, disability, and first generation students feel more included during camp. Based on their own camp experience, one counselor commented about counselor etiquette and thought that their own camp experienced trouble with counselor etiquette and think it should be enforced that counselors should not be using phones during camp, not sleep during free time, and talking to other counselors throughout T-Camp.

The next question asked participants if they had any suggestions to improve T-Camp, in terms of programming, logistics, training, etc. Fifty-two students had comments about ways to improve T-Camp. Several student had concerns with costs and fundraising not being clearly stated, prep week not being early

enough to organize efficiently, splitting up people who know each other from previous camps, and policy rules being too strict. Other suggestions for time before camp include having a detailed schedule for the whole semester, having more mock DG time, have leadership more directly discussed, and camp session socials to help to get know session and staff better. Students also mentioned that focusing more on counselors and less on reputation would help with their feelings about T-Camp. Others felt there should be better PR and social media platform to inform campers on what they are exactly getting into when attending camp, having a soundboard training for chairs, and explain the roles of each position in detail. It was also mentioned that there needs to be improvement in this past year’s guest speakers, and moving Community of Respect (COR) training to the afternoons since it is a very emotional experience for some.

The next set of questions asked about resources (e.g. hours and money) counselors, teamers and co-chairs spent to prepare for camp. Table 3 shows that most respondents spent between 1-5 hours per week working on T-Camp, a 2 percent increase from last year. Those who spent 11-15 hours per week decreased and those who spent 16-20 hour increased in preparation during the spring and summer semesters than counselors, teamers and co-chairs reported for T-Camp Camp 2018. Table 3 presents data in ascending order of hours per week spent.

On average, how much time <i>per week</i> during the Spring and Summer semesters did you spend working on T-Camp?	2019 T-Camp Percent [n=77]	2019 Howdy Camp Percent [n=28]	2018 T-Camp Percent [n=70]
0 hours	--	--	--
1-5 hours	43%	57%	41%
6-10 hours	36%	32%	36%
11-15 hours	14%	7%	20%
16-20 hours	5%	--	1%
21+ hours	1%	4%	1%

Table 3-Hours Spent per Week on T-Camp during the Spring and Fall Semesters

Counselors, teamers and co-chairs also incurred some personal costs to work with T-Camp beyond their dues. Table 4 highlights that most of counselors, teamers and co-chairs spent more than \$101 of their personal money on camp supplies, which in total increased 5% since T-Camp 2018, although spending at the highest level \$201+ decreased. Table 3 presents data in ascending order of dollars spent.

Not including money refunded to you, how much personal money did you spend on camp supplies (not including dues, hangouts, or road trips)?	2019 T-Camp Percent [n=78]	2019 Howdy Camp Percent [n=28]	2018 T-Camp Percent [n=70]
\$0-50	4%	4%	4%
\$51-100	30%	29%	36%
\$101-150	32%	21%	26%
\$151-200	24%	32%	16%
\$201+	10%	14%	19%

Table 4-Personal Money Spent on Camp Supplies

A similar question asked about the amount of money spent on building relationships with their peers (road trips, hangouts, etc.). According to Table 5, the expenditures of T-Camp 2019 stayed relatively the same from that of T-Camp 2018 except for an increase in \$500+ spent for camp. Table 5, on the next page, presents data in ascending order of dollars spent.

Not including money refunded to you, how much personal money did you spend building relationships with your camp (road trips, hangouts, etc.)?	2019 T-Camp Percent [n=78]	2019 Howdy Camp Percent [n=28]	2018 T-Camp Percent [n=70]
\$0-100	28%	25%	26%
\$101-200	36%	32%	37%
\$201-300	24%	25%	21%
\$301-400	4%	7%	10%
\$401-500	1%	11%	6%
\$500+	6%	--	--

Table 5-Personal Money Spent on Camp Relationships

When asked what they were most prepared for at T-Camp, most of the 70 students who responded mentioned performing skits, yells, and DG time. Quite a few mentioned feeling most prepared to interact with the campers, making connections with campers, AC and IC time, and serious topic like CPT training.

Students were then asked what they felt least prepared for camp. The majority of the 68 students that replied said they felt least prepared for DG time, scheduling time during camp, talking about traditions with campers, interacting with campers, skits, and having to deal with CPT training situations. Other students mentioned they were also not prepared for fundraising, working the sound boards, medical emergencies, lack of help from chairs, and dealing with experienced counselors.

If the survey takers indicated they were a counselor or a teamer, they were asked if they felt supported by their co-chair staff on a 5-point scale from "always" to "never." Seventy-five counselors and teamers responded to the question with 76% saying "always", 16% saying "often", 5% saying "sometimes", and 3% saying "rarely." They were then asked whether they felt supported by the ATC director staff, and 67% said "always", 24% said "often", 7% said "sometimes", and 3% said "rarely."

If student indicated they were a co-chair, they were asked if the ATC director staff fulfilled their role as a liaison on the same scale as the previous questions. Eighty-one co-chairs responded to the question with 100% saying "often". They were then asked whether they felt supported by the ATC advisor, and 57% said "always", 29% said "often", 11% said "sometimes", 1% said "rarely", and 1% said "never."

Respondents were asked to provide examples of when they felt supported or unsupported by advisors, directors, and/or co-chairs. There was a combination of positive and negative comments from the 55 students that responded. Those who felt supported indicated it was because their advisors, directors, and/or co-chairs were actively involved in camp preparations and their lives. Students praised when advisors, directors, and/or co-chairs would reach out when concerned, open to criticism, were constructive when trying to fix issues, good communication, handled conflict well, and mostly when they were there for them emotionally and understanding of issues they had that would conflict with camp activities. Students indicated that they felt unsupported because their advisors, directors, and/or co-chairs were unavailable, talked down to them, felt attacked by their camp when they did not show up to events, blind sided with tasks with not enough time, and lack of communication and positive reinforcement. There were also a lot of issues when it came to getting in trouble for not making events for camp and others not getting any consequences, favoritism within camp, and many concerns with the reputation of camp being more important for the counselors themselves

than the campers. Some of the both positive and more negative comments spoke of in detail situations that should be further addressed; please reference all responses in the attached qualitative data document.

Respondents were asked how they found out about the application process to become a counselor/teamer/co-chair in a select all that apply format. Table 6 indicates that most people found out about the process through friends, similar to last year. Those that selected “other” wrote in responses that included being a former camper, a previous counselor, Fish Camp, Howdy Camp, email, and roll over.

How did you find out about the application process to become a counselor/co-chair?	2019 T-Camp Percent [n=75]	2019 Howdy Camp Percent [n=27]	2018 T-Camp Percent [n=66]
Friends	47%	93%	64%
Other	23%	26%	35%
Social Media	13%	37%	33%
ATC Website	11%	30%	26%
MSC Open House	4%	26%	12%
Information Tables at the MSC	2%	7%	6%

Table 6-Methods of Finding out about Applications

Demographic information for counselors, teamers and co-chairs was collected through official student records using each student’s University Identification Number (UIN) or from data provided by ATC prior to survey distribution. Tables 7 to 9, on this page and the two next page, are in descending order based on the percentages from all students who received the survey. Table 7 details the camp names counselors, co-chairs and teamers worked with during T-Camp; it shows those from Camp Jolly responded to the survey the most.

Camp Name	2019 All Counselors/ Teamers/ Co-chairs Percent [n=132]	2019 Respondents Percentage [n=82]
Shelfer	16%	17%
Wrangler	16%	16%
Wyatt	15%	15%
Clemmons	15%	16%
Jolly	15%	20%
Rocha-Rojas	14%	12%
Edney	9%	5%

Table 7-Camp Name

Table 8, on the next page, demonstrates the percent of students who received the survey that were either a chair, counselor, or teamer. The table shows that most of those who completed the survey were counselors.

Camp Role	2019 All Counselors/ Teamers/ Co-chairs Percent [n=132]	2019 Respondents Percentage [n=82]
Counselors	82%	93%
Chair	11%	3%
Teamer	8%	5%

Table 8-Camp Role

As reported in Table 9, on the next page, the most frequent survey responders were White, female, Juniors, not first generation students and in the College of Liberal Arts. Frequencies presented in Table 9 are in descending order by respondents.

	2019 All Counselors/ Teamers/ Co-chairs Percentage [n=132]	2019 Respondents Percentage [n=82]
Classification		
Senior	45%	34%
Junior	39%	48%
Sophomore	14%	17%
Freshman	2%	1%
Masters	<1%	--
Academic College		
Liberal Arts	34%	39%
Education	20%	20%
Engineering	14%	12%
Agriculture	14%	13%
Architecture	7%	10%
Science	4%	1%
Business	2%	1%
General Studies	2%	1%
Veterinary Medicine	2%	1%
Public Health	2%	--
Ethnic Origin		
White	71%	68%
Hispanic or Latino of any Race	19%	22%
Asian	5%	5%
Multi-racial excluding Black	2%	2%
Black only or multi-racial with Black	2%	1%
International	2%	1%
First Generation Student		
Not First Generation	74%	73%
First Generation	26%	26%
Unknown	<1%	1%
Sex		
Female	58%	66%
Male	42%	34%

Table 9- Demographics from Official Records

Participant (Camper) Survey

Through a series of before and after statements regarding their T-Camp experience, participants (campers) were asked to rate their level of agreement or disagreement to ascertain how well camp accomplished its goals. Table 10, below and in the next page, indicates that all but one T-Camper increased their level with agreement about feeling welcomed at the University after attending T-Camp 2019. Table 10 data is presented in order of decreasing means per the “after attending camp” results.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 T-Camp Mean (sd) [n]	2018 T-Camp Mean (sd) [n]
Before attending camp, I felt welcomed into the University	22%	32%	27%	12%	7%	3.51 (1.16) [90]	3.45 (.95) [98]
After attending camp, I feel welcomed into the university.	79%	13%	7%	--	1%	4.69 (0.69) [91]	4.55 (.97) [99]
Before attending camp, I knew Texas A&M traditions	12%	33%	24%	23%	9%	3.17 (1.18) [89]	3.03 (1.19) [98]
After attending camp, I know Texas A&M traditions	77%	19%	2%	--	2%	4.68 (0.72) [92]	4.61 (.92) [100]
Before attending camp, I knew Texas A&M yells.	11%	19%	16%	28%	26%	2.62 (1.35) [89]	2.36 (1.17) [97]
After attending camp, I know Texas A&M yells	70%	27%	2%	--	1%	4.64 (0.64) [92]	4.49 (.93) [99]
Before attending camp, I was aware of resources and opportunities available to me at Texas A&M	6%	19%	39%	27%	8%	2.90 (1.02) [89]	2.65 (1.12) [97]
After attending camp, I am aware of resources and opportunities available to me at Texas A&M.	66%	29%	2%	1%	1%	4.59 (0.70) [92]	4.34 (.91) [100]
Before attending camp, I felt prepared to begin at Texas A&M.	9%	23%	34%	27%	8%	2.98 (1.09) [89]	2.89 (1.09) [97]
After attending camp, I feel prepared to begin at Texas A&M.	67%	24%	4%	4%	--	4.54 (0.78) [92]	4.34 (.95) [100]

Table 10-Before and After Attending T-Camp Comparisons

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 T-Camp Mean (sd) [n]	2018 T-Camp Mean (sd) [n]
Before attending camp, I have positive relationships with members at Texas A&M	13%	26%	37%	16%	9%	2.19 (1.13) [90]	3.26 (1.13) [98]
After attending camp, I have positive relationships with members at Texas A&M	66%	25%	6%	2%	1%	4.53 (0.79) [91]	4.47 (.99) [100]
Before attending camp, I felt connected to the Aggie family.	12%	19%	38%	21%	10%	3.02 (1.14) [90]	2.90 (1.07) [98]
After attending camp, I feel connected to the Aggie family.	68%	19%	11%	1%	1%	4.52 (0.82) [91]	4.51 (.97) [100]
Before attending camp, I understand the importance of giving back to the Aggie family and Texas A&M.	17%	33%	29%	16%	6%	3.39 (1.11) [89]	3.17 (1.08) [98]
After attending camp, I understand the importance of giving back to the Aggie family and Texas A&M.	64%	25%	8%	2%	1%	4.49 (0.82) [92]	4.55 (.97) [99]
Before attending camp, I knew opportunities to get involved on campus.	10%	17%	34%	32%	7%	2.91 (1.08) [90]	2.89 (1.83) [98]
After attending camp, I know opportunities to get involved on campus.	63%	29%	6%	2%	1%	4.49 (0.79) [91]	4.45 (.73) [95]
Before attending camp, I am confident and prepared to achieve my personal goals at Texas A&M.	14%	36%	32%	14%	3%	3.43 (1.02) [90]	3.48 (.93) [98]
After attending camp, I am confident and prepared to achieve my personal goals at Texas A&M.	59%	27%	12%	1%	1%	4.41 (0.83) [92]	4.39 (.81) [96]

Table 10-Before and After Attending T-Camp Comparisons (continued)

Table 11 details campers' experiences and interactions with T-Camp staff. Campers felt most positive about the counselors creating a comfortable and welcoming environment.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 T-Camp Mean (sd) [n=96]
My counselors created a comfortable and welcoming environment at T-Camp	75%	18%	6%	--	1%	4.66 (0.69)
My counselors were knowledgeable about campus and campus resources	62%	33%	4%	1%	--	4.55 (0.63)
I am comfortable using my counselors, co-chairs, directors, and namesakes as resources	67%	21%	8%	3%	1%	4.49 (0.86)
The confirmation email prepared me for Camp	45%	47%	6%	2%	--	4.34 (0.69)

Table 11-Campers' Interactions with T-Camp staff

Those who responded with "disagree" and "strongly disagree" were then asked to share why they chose those responses. Only one student left a comment saying the confirmation email did not specify well enough what the themed parties were, and could have more photos of camp.

Respondents were asked to describe how their Discussion Group (DG) leaders contributed to their camp experience. The majority of the 72 campers who commented provided positive descriptions of their DG leaders, and talked about how the counselors made them feel comfortable and welcomed to the Aggie Family. Others indicated the counselors were fun, personable, answered questions, had a lot of tips and tricks to surviving A&M, and helped the campers to open up to others in their DG groups. They also noted their counselors have continued to stay in contact with them post T-Camp.

Campers were also requested to explain how the Community of Respect program contributed to their camp experience. Many campers indicated it made them feel more included and connected to the Aggie family. Others mentioned that it made them feel more connected to the counselors specifically, and less lonely and more accepted in attending Texas A&M. However, few responded less positively to the Community of Respect program and mentioned it made them feel more alienated as they had not gone through similar experiences and because they did not know everyone well enough.

Participants were then asked what they wish they knew about T-Camp before they attended. Of the 66 respondents, many indicated that they wish they knew about the activities they would be doing in better detail. This varied from activities, scheduling, walking, how many people they would meet, camp color, and necessary clothing. A few other respondents mentioned they wish they knew about hell hill before camp as well.

The next question asked respondents what was their least favorite part of T-Camp, and if they had any suggestions on improvements. A majority of 69 respondents indicated that they did not enjoy the strict scheduling and protocols. They suggested to be given more free time, be treated like adults, and not have to be constantly chaperoned by counselors. Other comments included not liking the food, waking up early and falling asleep late, hell hill walks, dance parties, and the yells getting repetitive. Many of those who had these comments also mentioned they are extremely introverted and got very overwhelmed with camp activities. Other suggestions included having better activities planned to improve relationships and having more time to get to know each other, without the overwhelming aspects of camp.

In a select-all-that-apply format, participants were requested to share what activities their camp counselors planned since camp to help them stay connected to the other campers. According to Table 12, participants stated most frequently that counselors invited them to midnight yell, sporting events, hangouts, and dinner. Those who selected “other” could write a response, and those responses included ice skating, Harry’s, studying, game nights, Tuesdays at Gumby’s, attending intermural games, and lake days.

What activities have your counselors *invited you to since camp to help you stay connected?	2019 T-Camp Percent [n=77]	2019 Howdy Camp Percent [n=21]	2018 T-Camp Percent [n=86]
Midnight Yell	90%	‡	90%
Sporting Events	87%	91%	84%
Hang Out	75%	95%	76%
Dinner	75%	91%	71%
Lunch	74%	57%	79%
Silver Taps	70%	14%	78%
Backyard Bash	66%	‡	63%
MSC Open House	60%	48%	73%
Campus Tour	38%	71%	64%
Movies	22%	38%	37%
Other	20%	10%	22%
Bowling	5%	71%	21%
No activities have been planned	1%	‡	‡

Table 12-Post T-Camp Activities

‡ Option not provided

*asked as “planned” in 2019 Howdy Camp survey

Using a select-all-that-apply question, campers were asked which activities did their counselors plan for them to participate in and since camp. Noted on Table 13, on the next page, students most frequently selected Midnight Yell, hangouts, and dinner. Those who selected “other” were able to write a response and indicated ice skating, breakaway, game nights, Tuesdays at Gumby’s, and football game are other activities they attended.

What activities that the counselors *invited you to have you participated in or plan to participate in since camp.	2019 T-Camp Percent [n=73]	2019 Howdy Camp Percent [n=21]	2018 T-Camp Percent [n=81]
Midnight Yell	60%	‡	68%
Hang out	56%	76%	59%
Dinner	52%	71%	52%
Sporting Events	52%	45%	61%
Lunch	52%	38%	54%
Silver Taps	30%	10%	40%
Backyard Bash	30%	‡	48%
Campus Tour	22%	52%	38%
Other	12%	14%	11%
Movies	10%	10%	14%
MSC Open House	7%	43%	41%
Bowling	7%	19%	9%
No activities have been planned	7%	‡	‡

Table 13-Post T-Camp Activities Participation

‡ Option not provided

*asked as “planned” in 2019 Howdy Camp survey

Participant were then asked if they are still interacting with members of their Discussion Group (DG). Out of the 77 respondents, 82% said yes and 18% no.

Now that the students have been at Texas A&M for several weeks, they were asked what topics they feel should have been covered at T-Camp or covered in greater depth. Many of the 65 students who left comments felt that T-Camp covered all topics accordingly with their recent transition to Texas A&M. Others mentioned they would have covered academic assistance resources, how to manage time at school, transportation/parking, and pulling tickets more in depth at T-Camp. Some students suggested it would be beneficial to have a video of previous campers on how they have transitioned, make skits easier to understand, how to talk to advisors, spending more time with counselors with the same major, and talking about mental health and regular health care while at T-Camp would have been a great addition to the experience.

Next, campers were asked if they would recommend T-Camp to other incoming students. Of the 77 respondents, 97% indicated they would recommend T-Camp to other in coming student and 3% said they would not.

Campers were asked to identify their camp name and color. As noted in Table 14, on the next page, respondents were most frequently from Camp Jolly and Wyatt.

Camp Color/Name	2019 Percent [n=76]
Red - Camp Jolly	21%
Green - Camp Wyatt	21%
Purple - Camp Shelfer	18%
Yellow - Camp Wrangler	18%
Blue - Camp Rocha-Roja	11%
Aqua - Camp Clemmons	9%

Table 14-Camp Color/Name

Demographic information for participants this year was collected through official student records using the participants' UIN. Table 15, on the next page, demonstrates that participants who responded to the survey were primarily female, sophomores, White and were in the College of Liberal Arts, similar to 2018 T-Camps' respondents. Frequencies presented in Table 15 are in descending order by 2019 T-Camp participants who responded to the survey.

	2019 T-Camp Percent [n=100]	2019 Howdy Camp Percent [n=26]	2018 T-Camp Percent [n=109]
Classification			
Sophomore	59%	54%	57%
Junior	28%	27%	24%
Freshman	12%	15%	11%
Senior	1%	4%	7%
Postbac UG	--	--	1%
Academic College			
Liberal Arts	32%	39%	27%
Education	23%	8%	17%
Agriculture	16%	23%	23%
Architecture	10%	12%	6%
Engineering	9%	8%	12%
Business	4%	4%	3%
Science	3%	4%	6%
Public Health	1%	4%	1%
Geosciences	1%	--	5%
Vet Med	1%	--	2%
Sex			
Female	71%	81%	73%
Male	29%	19%	28%
Ethnic Origin			
White	75%	54%	72%
Hispanic or Latino of any Race	25%	27%	22%
Multi-racial excluding Black	--	8%	1%
Asian	--	4%	4%
Black or multi-racial including Black	--	4%	1%
International	--	4%	1%
First Generation College Student			
Not First Generation	71%	62%	75%
First Generation	29%	35%	21%
Unknown	--	4%	4%

Table 15-Demographics of Survey Respondents

Table 16 illustrates the demographics of all 2019 T-Camp participants, as well as those who responded to the survey. Frequencies presented in Table 14 are in descending order by all T-Camp respondents.

T-Camp 2019 Participants	All Participants Percentage [n=340]	Survey Respondents Percentage [n=100]
Classification		
Sophomore	58%	59%
Junior	30%	28%
Freshman	12%	12%
Senior	2%	1%
Masters	--	--
Postbac UG	--	--
Academic College		
Liberal Arts	31%	32%
Education	20%	23%
Agriculture	22%	16%
Architecture	12%	10%
Engineering	7%	9%
Business	4%	4%
Science	2%	3%
Vet Med	1%	1%
Public Health	1%	1%
Geosciences	1%	1%
Nursing	<1%	--
Bush School	--	--
General Studies	--	--
Sex		
Female	55%	71%
Male	45%	29%
Ethnic Origin		
White	70%	75%
Hispanic or Latino of any Race	22%	25%
Asian	3%	--
Black or multi-racial including Black	2%	--
Multi-racial excluding Black	1%	--
International	1%	--
Native Hawaiian or Pacific Islander	--	--
First Generation College Student		
Not First Generation	77%	71%
First Generation	22%	29%
Unknown	1%	--

Table 16- Demographic Comparison of All T-Camp Participants and Respondents
(Information on age can be found in the data file)

Organization Background

According to its website (<https://atc.tamu.edu/>) the mission of Aggie Transition Camps is "...to successfully transition new students into the Aggie Family." T-Camp is an extended (three-day), optional orientation camp for students who have previously attended another institution and are transferring to Texas A&M University for the Spring semester. Participants travel to Trinity Pines in Trinity, Texas and stay in cabins. T-Camp is led by students currently attending Texas A&M and who have familiarity with transferring. The camp student staff is made up of directors, co-chairs, teamers, and counselors. Their goal is to help new transfer students establish relationships with fellow students and learn Texas A&M traditions.

Project Details

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

Report Prepared for: Hattie Smith and Sarah Edwards, Student Activities - Aggie Transition Camps
Report Prepared by: Andrea Mendoza, Student Life Studies
Report Prepared on: November 19, 2019
Analysis Prepared by: Shaun Ko and Ligia Perez, Student Life Studies
Surveys Created by: Susan Fox-Forrester, Student Life Studies