

Fish Camp Participant Evaluation 2019

Purpose of Assessment

According to its website (<http://fishcamp.tamu.edu/>), Fish Camp “welcomes the freshmen class to Texas A&M each year with the purpose of giving them an opportunity to have fun, make friends, and learn more about life at Texas A&M.” Furthermore, Fish Camp “is led by A&M students who are passionate about making the first year of college a success for freshmen!” This year, seven sessions ran from July 27th through August 17th, 2019.

Fish Camp wanted to understand the participants’ camp experience and how Fish Camp affected, if at all, the start of the fall semester for those who attended. Fish Camp has worked with Student Life Studies to assess participants’ camp experience since 2000.

Method and Sample

The electronic evaluation was developed in Qualtrics[®], a software program that creates web-based surveys. Of the 95 questions, 79 were quantitative and 16 were qualitative. The survey was created with sections that were divided among students attending Fish Camp, so not all students saw all questions. Student Life Studies evaluated the results using SPSS[®], a statistical software program, and Microsoft Excel[®].

The survey was sent out about half way through the fall semester, rather than immediately after camp as had been done up until 2015. Student Life Studies successfully sent an email with the survey link on November 5, 2019, to 5,847 students who were registered for Fish Camp, even if they did not attend their scheduled session. Non-respondents received up to four reminders before the survey closed on November 25. Of the 5,847 students receiving the survey, 1,493 freshmen responded to at least part of the survey, yielding a 26% response rate.

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations the organization may take based on the results. However, Fish Camp staff and advisors may identify other findings using their knowledge and understanding of the community. Student leaders and staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students’ experiences.

- Based on the assessment results, Fish Camp seems to have fulfilled its mission. Most respondents were positive about their experience at Fish Camp and 78% indicated their expectations of the camp experience were met. Additionally, participants reported meeting new people and gaining knowledge about Texas A&M traditions and campus resources from the skits, Discussion Group (DG) interactions, and campfire speeches.
- Freshmen were very positive about the interactions with camp staff. Ninety-five percent (95%) strongly agreed or agreed that they had positive interactions with the DG leaders, 93% reported positive interactions with their camp counselors, and 85% said they had positive interactions with the camp co-chairs. Additionally, on several qualitative comments, students had very positive feedback, especially about the counselors. There were a few comments of students who did not have the most positive interactions so Fish Camp directors might want to read those and explore how that information might inform training for the following year.

- The Net Promoter Score (NPS) is an index ranging from -100 to +100 and measures the willingness of someone to recommend a product or service to others. Generally, a score above zero is considered a good score. Fish Camp is considered “excellent” based on the Net Promoter Score received, which was +46.14. However, in some areas students were a little less positive compared to previous years, which also shows in the 9.32 decrease in the NPS compared to last year, see Image 1. Fish Camp staff is encouraged to reflect on changes that may have been in training co-chairs and counselors or in the camp itself.

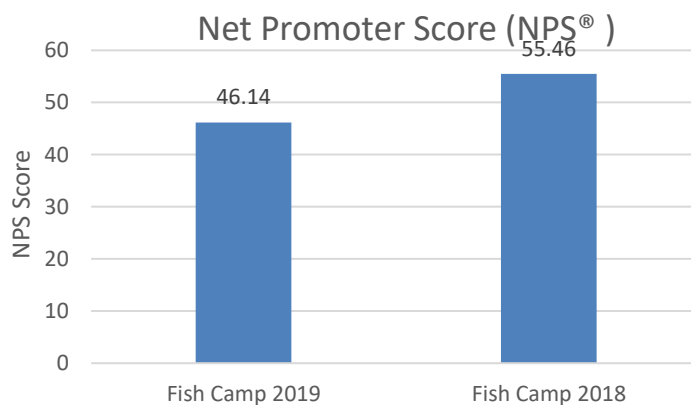


Image 1: Net Promoter Score Comparison

- Students continued to report wanting more time for sleeping (70%) and free time (62%) to interact with other students. Additionally, students would like to see less time in larger programs (56%). Fish Camp may want to spend time thinking about how the Fish Camp experience is different or should be different from New Student Conferences, as well as Hullabaloo U, A&M's first year experience course. What aspects of a new students' transition makes the most sense to get at Fish Camp? What is Fish Camp best at doing? It may be valuable for camp planners to focus on the strengths of Fish Camp and spend less time trying to cover everything. It also may be very beneficial for those who plan Fish Camp to meet with New Student and Family Programs regarding the content for New Student Conferences and the Office of Student Success regarding Hullabaloo U. What information do new students need to learn? Which of these experiences is the best place for introducing information and building on the information, being mindful that approximately one-third of the new students do not attend Fish Camp?
- Furthermore, students indicated they expected Fish Camp to be more like a summer camp, and they want less time sitting around (such as during skits, presentations, DG time, etc.). Fish Camp may want to explore options for more interactive presentations. Could campers do activities to learn material or information rather than sitting and hearing about it? Students being more actively engaged in their learning would probably retain the information for longer. This also could be a way to distinguish how Fish Camp is different than New Student Conferences and Hullabaloo U.
- Almost half of Fish Camp attendees (49%) wished they learned more about how to study. Rather than trying to cover this topic during Fish Camp, directors could partner with the Academic Success Center and host an academic session during Howdy Week or the first week of school. Almost all students talked about gaining friends through Fish Camp; if Fish Camp maximized what students are gaining the most and applied that as school is beginning, it might allow students to hear academic information at a time when they are most likely to learn and apply it. This also might allow for more time at camp for activities students continue to say they want more of, as well as providing the academic information students report they want. Furthermore, Fish Camp may want to explore what “how to study” really means to freshmen, especially if Fish Camp feels they teach this.

- This year was the lowest in the past four years that students reported that the materials in the DG folder were helpful. Fish Camp may want to review those materials to determine if they need to be shared at all, or share when students come back to campus from Fish Camp and having information to move them towards the first day of classes.
- This year there were additional questions asked about the Community of Respect program to better understand if that program was achieving its intended outcomes. Students were provided the purpose of the Community of Respect program, and 93% of the students reported the Community of Respect program at Fish Camp met its purpose.
- Fish Camp might consider removing some survey questions either because the results are not providing useful information or because the results have been consistent for several years. Some of the feedback on the qualitative comments was similar as respondents continued taking the survey, which indicates not all the questions are needed. Fish Camp could work with Student Life Studies to determine the questions that might be best to keep.
- Fish Camp staff is strongly encouraged to read all of the qualitative responses to gain a better understanding of the themes represented in this report. There were many suggestions shared from participants, and Fish Camp staff may want to consider implementing some of these changes. Some of the comments made might be a valuable resource for addressing issues in the future.
- Fish Camp is also encouraged to share results with their stakeholders. This could be sharing information with the various speakers who attend camp, staff (counselors, co-chairs, and directors) selected for Fish Camp 2020, current or potential donors, the Texas A&M Foundation, and incoming freshmen to market why students could attend Fish Camp.

Results

Results are reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the questions. For ease of reading, percentages are rounded to the nearest whole percent, so totals may not add up to exactly 100%. Not applicable responses were removed from the analysis. Tables are listed in order of decreasing 2019 means or frequencies unless otherwise noted. For the qualitative questions, the summary themes are contained in this report, but the full listing is in a separate document. Comparisons to results from previous years will be made where appropriate.

This report is divided into 13 sections. All respondents were asked to respond to questions regarding Registration, Attendance, Overall Experience, and Post Fish Camp Experience. Additionally, approximately one-third of Fish Camp participants were asked to respond to questions in the remaining sections: Discussion Groups (DGs) and Camp Staff, Campfire Speeches, Academics, Skits, Social Involvement, Programs, Continuity, and Community of Respect. The last section is Demographics, which were gathered from the University's student information system.

Registration

Students were asked to rate their level of agreement or disagreement with several statements regarding their registration experience. Table 1, on the following page, illustrates mostly similar responses compared to the last couple of years, and that respondents were able to select sessions that fit their schedule, felt the registration system was easy to navigate, information was easy to locate and understand, and questions were answered quickly. However, each of these statements decreased slightly compared to the past two years. Additionally, half of the students disagreed that the cost of Fish Camp was a concern, which was similar to the past two years.

Please rate your agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]
There were sessions available that fit my schedule.	52%	42%	4%	1%	<1%	4.45 (.66) [1,241]	4.56 (.61) [1,520]	4.55 (.61) [1,570]
The registration system was easy to navigate.	35%	50%	12%	3%	1%	4.15 (.80) [1,239]	4.33 (.72) [1,514]	4.32 (.71) [1,564]
Information about registration (such as deadlines, scholarships, session changes, cancellations, and medical release forms) was easy to locate and understand.	36%	48%	11%	4%	1%	4.14 (.83) [1,228]	4.33 (.73) [1,507]	4.23 (.78) [1,552]
My questions were answered quickly and promptly, whether by email or phone.	31%	43%	24%	2%	1%	4.00 (.85) [1,031]	4.21 (.78) [1,264]	4.09 (.88) [1,257]
The cost of Fish Camp was a concern for me.	7%	18%	25%	35%	15%	2.66 (1.14) [1,207]	2.71 (1.14) [1,478]	2.73 (1.16) [1,527]

Table 1: Registration

Freshmen were asked when they *first* heard about Fish Camp and all the ways that they heard about Fish Camp. Table 2, on the following page, demonstrates that similar to the past several years, just over half of the students were aware of Fish Camp prior to even applying to Texas A&M University. However, this is less likely for first generation students. Just over one-third (36%) of first generation students heard about Fish Camp prior to applying to Texas A&M University, compared to over half (57%) of continuing generation students. Crosstab analysis is available in separate documents. Students who selected the “other” option were provided the opportunity to write a response. Many of the 17 write-in responses, commented on how they learned about Fish Camp rather than when they learned about it. They indicated learning about Fish Camp from family, friends and former students. A couple indicated hearing about it from family or friends when they were a kid or in high school.

When responding to the second question about how they heard about Fish Camp, also similar to the past several of years, a majority of students found out about Fish Camp through family and friends. The “other” ways students heard about Fish Camp included advisors, teachers, parents, and Instagram. One respondent reported that “everyone in the state of Texas knows what fish camp is.” Students who selected learning about Fish Camp through a Prospective Student Center were given the opportunity to write the location. From the 11 responses, students indicated Corpus Christi, Houston, and Laredo the most. Crosstab analysis for when students heard about Fish Camp by each marketing method is available in a separate document.

Students reporting they heard about Fish Camp from family or friends (n=1,055) were asked a follow-up question about this relationship. Using a select-all-that apply option, 57% reported hearing about Fish Camp from a family friend, 38% said parents, 19% said siblings, 12% indicated aunt/uncle, and 3% selected grandparent. Additionally, 13% selected the “other” option and 106 students wrote a response including friends, cousins, teachers, and roommates. These were similar results compared to the past several years.

Statements	2019 Percent	2018 Percent	2017 Percent	2016 Percent	2015 Percent
When did you first year about Fish Camp	[n=1,244]	[n=1,535]	[n=1,582]	[n=1,900]	[n=2,763]
Prior to applying to Texas A&M	53%	51%	56%	52%	50%
After being admitted to Texas A&M	24%	26%	22%	27%	28%
After completing my application to Texas A&M	11%	11%	11%	10%	11%
After receiving the mailer or email from Fish Camp	7%	7%	7%	7%	7%
After my New Student Conference	4%	4%	3%	4%	3%
Other	1%	2%	2%	2%	2%
How did you hear about Fish Camp (select all that apply)	[n=1,257]	[n=1,526]	[n=1,577]	[n=1,889]	[n=2,756]
Family/Friends	84%	81%	83%	83%	85%
New Student Conference	35%	36%	35%	33%	44%
Mailing	24%	26%	31%	24%	35%
Fish Camp Website	17%	18%	18%	16%	25%
Aggie Mom's Club or local Alumni Group	8%	5%	5%	5%	5%
Twitter	6%	12%	11%	9%	13%
Facebook	5%	7%	7%	7%	9%
Prospective Student Center	3%	2%	2%	1%	1%
Other	2%	3%	2%	2%	1%
Correspondence from Aggie Athletics	1%	1%	1%	‡	‡

Table 2: When and How Respondents Heard about Fish Camp
(‡ Question not asked)

Attendance

Students were asked to indicate which Fish Camp session they attended and their camp color if they attended Fish Camp. As seen in Table 3, there were slightly more respondents from the earlier sessions and fewer from the last sessions, which is a similar pattern to previous years.

Respondents who registered for Fish Camp but did not attend their session (n=5) were asked to explain why in a follow-up question. Students reported getting sick, attending other camps, having a scheduling conflict, and losing their spot after receiving a scholarship for Fish Camp. Students who did not attend Fish Camp were taken to the end of the survey after this question.

Question	2019 Percent	2018 Percent	2017 Percent	2016 Percent	2015 Percent
What Fish Camp session did you attend?	[n=1,271]	[n=1,536]	[n=1,583]	[n=1,902]	[n=2,765]
A	16%	15%	15%	17%	17%
B	20%	16%	18%	17%	18%
C	18%	16%	15%	18%	16%
D	16%	15%	17%	15%	13%
E	13%	14%	14%	11%	13%
F	9%	12%	12%	9%	11%
G	8%	11%	8%	13%	12%
Did not attend Fish Camp	<1%	1%	<1%	<1%	1%
What Fish Camp color were you?	[n=1,261]	[n=1,520]	[n=1,575]	[n=1,900]	[n=2,740]
Red	19%	17%	19%	17%	14%
Blue	16%	16%	13%	14%	17%
Yellow	15%	18%	14%	15%	13%
Purple	15%	17%	20%	17%	15%
Aqua	14%	13%	16%	13%	16%
Green	11%	11%	11%	12%	13%
Lime	10%	8%	7%	12%	13%
I do not remember	<1%	--	<1%	<1%	‡

Table 3: Participant's Session and Color
(‡ Question not asked)

Discussion Group (DG) and Camp Staff

A new series of questions asked respondents to report their level of agreement or disagreement with having positive interactions with different camp members while at Fish Camp. Table 4 reveals that students generally had positive interactions with all camp staff; however, they had the most positive interactions with their Discussion Group (DG) leaders.

I had positive interactions with the following camp members while at Fish Camp.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]
DG Leaders	75%	20%	4%	2%	<1%	4.68 (.65) [388]
Camp Counselors	66%	27%	5%	1%	1%	4.56 (.73) [387]
Co-Chairs	55%	30%	12%	2%	1%	4.35 (.87) [387]

Table 4: Fish Camp Staff Interactions

A follow-up question provided the opportunity for respondents to share any information on their interactions with co-chairs, camp counselors, or DG leaders and 128 wrote a response. Many of the comments were very positive describing camp staff as fun, welcoming, accepting, caring, helpful, supportive, and friendly. Alternatively, some freshmen felt that the camp staff interacted more with the outgoing freshmen and not those who were quieter or shy. A few freshmen felt the counselors were cliquish, that the counselors were not welcoming, and that they were more interested in talking with the other counselors than the freshmen. Some indicated they had limited or no interaction with the co-chairs. One student expressed concerns over two skits during Fish Camp that were inappropriate. The two skits were rumors and fake proposal.

When asked if their DG time at camp was an effective learning environment, 44% of the students strongly agreed, 37% agreed, 2% were neutral, 5% disagreed, and 2% strongly disagreed (mean=4.15/5.00, sd=.97, n=388). This was the lowest mean score when compared to the last three years.

- 2018 - mean=4.40/5.00, sd=.78, n=515
- 2017 - mean=4.25/5.00, sd=.93, n=496
- 2016 - mean=4.31/5.00, sd=.88, n=635

Participants were asked about their level of agreement or disagreement with what they learned from their DG time. Table 5, on the following page, indicates students were generally positive regarding all listed options, especially learning about campus traditions and Texas A&M core values. Statements decreased slightly when compared to past two years. Those that selected the "other" option were given the opportunity to write a response. Answers were wide-ranged from 17 students including learning about having fun in college, meeting others, and understanding Texas A&M.

From my DG time, I learned about...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]
Traditions	58%	35%	5%	2%	1%	4.48 (.74) [386]	4.53 (.65) [511]	4.50 (.76) [492]
Texas A&M Core Values	53%	38%	7%	2%	1%	4.39 (.78) [387]	4.52 (.66) [514]	4.49 (.76) [496]
Involvement	53%	35%	9%	2%	1%	4.37 (.82) [385]	4.47 (.70) [512]	4.40 (.85) [496]
Diversity/Inclusive Environment	54%	33%	10%	3%	1%	4.35 (.84) [388]	4.49 (.66) [513]	4.38 (.85) [496]
Campus & Community Resources	47%	43%	8%	1%	1%	4.34 (.75) [387]	4.43 (.65) [514]	4.30 (.84) [495]
Academic Information	43%	38%	15%	3%	2%	4.18 (.90) [386]	4.29 (.77) [511]	4.20 (.91) [496]
What to Expect from College Life	45%	35%	12%	7%	1%	4.15 (.97) [387]	4.33 (.79) [512]	4.25 (.88) [495]
Importance of Time Management	43%	35%	13%	7%	1%	4.11 (.98) [387]	4.19 (.88) [512]	4.15 (.97) [496]
Other	42%	12%	41%	3%	3%	3.88 (1.09) [74]	4.11 (.95) [95]	3.99 (.98) [69]

Table 5: DG Time

Respondents were asked if their DG leaders effectively facilitated DG times at camp. From the results, shown in Table 6 on the following page, a majority agreed their DG leaders effectively facilitated DG times; however, the results decreased slightly compared to last year.

My DG leaders effectively facilitated DG times at camp.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Fish Camp 2019	58%	34%	6%	1%	1%	4.48 (.71) [389]
Fish Camp 2018	62%	30%	5%	1%	<1%	4.58 (.64) [516]
Fish Camp 2017	61%	30%	6%	2%	1%	4.48 (.78) [497]

Table 6: DG Leaders

Those who disagreed or strongly disagreed (n=7) were asked to explain their response. There were different responses from three students, including that they mostly played icebreaker games during DG time, that the DG leaders did not follow the planned activities for the DG time, and that they mostly talked about the LGBTQ groups on campus.

For the final question in this section, students were asked if they felt there should be more or less time for listed activities. Table 7, on the following page, shows that participants thought that they could use more time for sleep and free time. Conversely, freshmen felt there could be less time for Copeland programs. The time spent on many of the activities were generally similar compared to the last two years.

Should be more or less time, or no change, for the following activities.	Significantly More Time (5)	Slightly More Time (4)	No Change (3)	Slightly Less Time (2)	Significantly Less Time (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]
Sleep	29%	41%	28%	2%	<1%	3.97 (.82) [385]	3.84 (.80) [513]	3.91 (.78) [493]
Free Time	21%	41%	33%	4%	1%	3.77 (.86) [384]	3.75 (.86) [515]	3.67 (.90) [492]
DG Times	13%	34%	41%	10%	3%	3.43 (.94) [385]	3.56 (.87) [512]	3.61 (.88) [494]
Meals	8%	31%	60%	2%	<1%	3.43 (.67) [385]	3.68 (.76) [515]	3.63 (.76) [493]
Mixers	13%	28%	41%	14%	4%	3.32 (1.00) [386]	3.36 (1.00) [512]	3.30 (1.02) [491]
Counselor Skits	11%	27%	47%	11%	4%	3.28 (.95) [383]	3.31 (.92) [513]	3.39 (.95) [493]
Camptime Programs (only your color)	5%	32%	51%	10%	3%	3.25 (.82) [385]	3.40 (.84) [512]	3.38 (.88) [492]
Programs about Aggie Traditions	3%	20%	61%	12%	4%	3.08 (.77) [384]	3.11 (.75) [511]	3.17 (.69) [493]
Programs about Involvement	1%	15%	55%	21%	9%	2.77 (.83) [382]	2.77 (.82) [509]	2.88 (.79) [491]
Programs about Campus Resources	2%	10%	53%	26%	9%	2.69 (.84) [385]	2.62 (.80) [509]	2.77 (.76) [493]
Copeland Programs (all session colors)	1%	6%	37%	38%	18%	2.33 (.87) [386]	2.31 (.88) [511]	2.44 (.89) [494]

Table 7: Activity Times

Campfire Speeches

Campfire speeches are given in the evening by the co-chairs or namesakes for each camp. When freshmen were asked if their Campfire speeches helped them feel more prepared for college, 34% strongly agreed, 39% agreed, 18% were neutral, 7% disagreed, and 2% strongly disagreed (mean=3.96/5.00, sd=.98, n=363). These results were a slight decrease to those of 2018 when 36% strongly agreed, 41% agreed, 17% were neutral, 6% disagreed, and 1% strongly disagreed (mean=4.03/5.00, sd=.93, n=499).

Freshmen were also asked if the speeches made them feel more excited about college at Texas A&M. Almost half of the students (42%) strongly agreed the speeches made them more excited, 35% agreed, 17% were neutral, 4% disagreed, and 2% strongly disagreed (mean=4.11/5.00, sd=.95, n=363). This was also a slight decrease compared to 2018 (mean=4.22/5.00, sd=.90, n=496).

Additionally, through a select-all-that-apply format, students were asked what they learned from their Campfire speeches. Table 8 reveals that students learned mostly about what to expect in college life, traditions, and Aggie core values. The “other” responses from nine students included learning about personal experiences from the counselors and chairs and having strength in yourself. Additionally, several students indicated they could not remember what they learned from the campfire speeches.

What did you learn from Campfire Speeches? (select all that apply)	2019 Percent [n=357]	2018 Percent [n=496]	2017 Percent [n=475]	2016 Percent [n=604]	2015 Percent [n=873]
What to Expect from College Life	68%	70%	68%	71%	85%
Traditions	68%	69%	72%	70%	75%
Aggie Core Values	66%	67%	67%	65%	72%
Involvement	55%	60%	56%	57%	77%
Diversity/Inclusive Environment	54%	56%	56%	52%	68%
Academics	41%	45%	44%	47%	65%
Importance of Time Management	38%	42%	39%	47%	63%
Campus Resources	36%	39%	41%	39%	56%
Nothing	6%	4%	6%	4%	3%
Other	3%	4%	4%	2%	1%

Table 8: Campfire Speeches

Academics

Using a select-all-that-apply format, participants were asked how Fish Camp prepared them, if at all, academically. Table 9 illustrates that students learned about academic resources, differences between high school and college, and where to study. Freshmen did not feel as strongly about learning how to study. Additionally, 15% felt that Fish Camp did not prepare them. Compared to the previous year, freshmen felt less prepared for areas listed and a greater percentage reported that Fish Camp did not prepare them. Crosstab analysis is available in a separate document to examine any differences by first generation status and race/ethnicity.

How has Fish Camp prepared you academically? (select all that apply)	2019 Percent [n=348]	2018 Percent [n=488]	2017 Percent [n=473]	2016 Percent [n=595]	2015 Percent [n=865]
Academic resources (tutoring, Supplemental Instruction [SI] sessions, etc.)	56%	59%	60%	61%	81%
Academic differences between high school and college	53%	54%	50%	48%	62%
Where to study	50%	56%	55%	62%	72%
How to successfully interact with professors/instructors	47%	47%	47%	50%	79%
Managing time	37%	40%	37%	39%	67%
Fish Camp did not prepare me	15%	10%	11%	11%	2%
How to study	14%	19%	15%	15%	33%

Table 9: Academic Preparation

Participants were then asked, also using a select-all-that-apply format, what parts of academic preparation they wished they would have learned more about from Fish Camp. Table 10 indicates that almost half the students wished they knew more about how to study, which is similar to previous years.

As a currently enrolled student, what parts of academic preparation do you wish you would have learned more about from Fish Camp? (select all that apply)	2019 Percent [n=342]	2018 Percent [n=467]	2017 Percent [n=461]	2016 Percent [n=578]	2015 Percent [n=831]
How to study	49%	50%	48%	49%	56%
Managing time	33%	35%	36%	34%	19%
How to successfully interact with professors/instructors	28%	27%	28%	25%	17%
I don't wish I knew more about any parts	22%	21%	23%	19%	21%
Academic resources (tutoring, Supplemental Instruction [SI] sessions, etc.)	21%	21%	22%	21%	15%
Where to study	17%	18%	15%	14%	15%
Academic differences between high school and college	17%	17%	18%	17%	14%

Table 10: Academic Needs

Skits

As seen in Table 11, students were positive about understanding the skits performed by the counselors during camp and found the post-skits explanations helpful. These results are slightly less positive compared to the previous two years.

Skits	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]
The post-skits explanations were helpful in clarifying the purpose of each skit.	57%	37%	5%	1%	<1%	4.48 (.69) [372]	4.54 (.68) [473]	4.53 (.68) [514]
Overall, I understood the meaning behind the skits counselors performed at camp.	52%	39%	5%	5%	1%	4.36 (.81) [374]	4.49 (.68) [473]	4.47 (.70) [514]

Table 11: Skits

Using a select-all-that-apply format, participants were asked what they learned from the skits. Table 12 demonstrates that a majority of participants learned a variety of topics from the skits, especially about campus traditions, Aggie core values, and campus resources. Those that selected the “other” option (n=4) were given the opportunity to write a comment. One student indicated he/she met their best friend at Fish Camp.

What did you learn from your skits? (select all that apply)	2019 Percent [n=377]	2018 Percent [n=472]	2017 Percent [n=511]	2016 Percent [n=620]	2015 Percent [n=886]
Traditions	96%	97%	96%	98%	99%
Aggie Core Values	88%	90%	92%	91%	92%
Campus Resources	86%	90%	89%	91%	94%
Involvement	74%	80%	83%	85%	94%
What to Expect from College Life	71%	77%	80%	82%	88%
Diversity/Inclusive Environment	70%	77%	80%	79%	83%
Academics	63%	70%	74%	75%	81%
Importance of Time Management	59%	69%	70%	68%	72%
Nothing	2%	1%	1%	1%	1%
Other	1%	3%	2%	2%	2%

Table 12: Skits

Students were asked to elaborate on which skits they learned from the most. Several of the 154 responses said all the skits or that they could not remember individual skits. Multiple students commented on the skits about Aggie traditions, campus resources, dining services, the library, bus routes, and “I am an Aggie”/diversity skits. A couple of students reported the skits were for fun and not learning, and that the skits were not beneficial.

When asked to describe skits that they did not like or found inappropriate to its purpose, if any, a majority of the 102 comments stated none, they all were great, or that they could not remember the skits. A couple of skits mentioned as inappropriate included male counselors acting as strippers, the counselors dancing with each other, and the proposal skit.

On the last day of camp, freshmen created and performed skits for the camp. Fish Camp asked new questions this year to understand the value of this activity as part of the camp experience. As seen in Table 13, freshmen were generally positive to neutral about this aspect of their camp experience.

Freshmen Skits	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]
Watching other freshmen skits was valuable.	31%	35%	20%	10%	5%	3.78 (1.12) [377]
Creating and performing a skit was a valuable part of my camp experience.	32%	33%	21%	10%	6%	3.75 (1.16) [378]

Table 13: Freshmen Skits

Social Involvement

Participants were asked to rate their level of agreement or disagreement with statements regarding social involvement. Students selecting the “NA/Did Not Participate” option were removed from the analysis. Table 14 reports that team building activities provided a time for camps to build teamwork and that the Aquarium provided a fun environment. Compared to the previous two years, students were slightly less positive about the mixers or free time as ways to meet other students.

Please rate your agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]
The Team Building activities provided our camp a time to build teamwork in a unique way.	32%	46%	14%	8%	2%	3.98 (.96) [363]	‡	‡
The Aquarium provided a fun environment to hangout, play games, and get to know other people.	32%	43%	19%	6%	1%	3.98 (.92) [321]	3.98 (.91) [409]	3.97 (.91) [449]
Free times were a fun way to get to know people from across the session.	31%	42%	13%	12%	2%	3.88 (1.05) [362]	4.04 (.97) [468]	3.95 (1.05) [495]
The Mixers created an atmosphere to get to know other people in other camps.	33%	32%	16%	16%	4%	3.75 (1.18) [355]	3.97 (1.04) [463]	3.91 (1.09) [483]

Table 14: Social Involvement
(‡ Question not asked)

When asked how they used their free time, in a select-all-that-apply format, Table 15 indicates just over half of the respondents spent time at the Aquarium. Twenty students wrote a response to the “other” option indicating they spent their hanging out with friends, playing gaga ball, signing/listening to karaoke, and walking around.

How did you use your free time? (select all that apply)	2019 Percent [n=368]	2018 Percent [n=472]	2017 Percent [n=501]	2016 Percent [n=508]
Aquarium	52%	45%	56%	68%
Intramurals (volleyball, basketball, ultimate Frisbee)	37%	42%	35%	23%
Went to Aggie Wranglers	37%	29%	28%	35%
Cabin	35%	30%	41%	48%
Camp Room	32%	27%	31%	28%
Took a Nap	29%	24%	30%	31%
Self-Defense	10%	9%	‡	‡
Other	6%	8%	5%	5%
Yoga	5%	11%	‡	‡
Pool	3%	2%	3%	5%
Corps of Cadets Q&A	2%	3%	2%	1%

Table 15: Free Time
(‡ Question not asked)

Programs

Freshmen attended several sessions that taught them about programs, services, and organizations available at Texas A&M. Students were asked to rank what style of presentation for campus programs worked the best. Table 16 lists presentation style in ascending order of most common presentation style rankings. It should be noted that the lower the mean is for a given style, the higher it was ranked on average. Similar to the past couple of years, interactive discussions and testimonies from student leaders were viewed as the presentation styles that worked best for campus programs and were ranked higher on average.

Please rank the order of the presentation style for the campus programs you feel works the best.	2019 Mode	2019 Mean (sd) [n=366]	2018 Mode	2018 Mean (sd) [n=471]	2017 Mode	2017 Mean (sd) [n=487]
Interactive Discussions	1	2.14 (1.27)	1	2.15 (1.34)	1	2.11 (1.30)
Testimonies from Student Leaders	2	2.74 (1.56)	2	3.01 (1.54)	2	2.86 (1.58)
Prizes given out for participation	3	3.49 (1.57)	4	3.53 (1.61)	3	3.55 (1.61)
Pre-made videos	4	3.78 (1.64)	3	3.34 (1.64)	4	3.62 (1.56)
Testimonies from Campus Representative	5	3.97 (1.37)	5	4.00 (1.37)	5	3.82 (1.38)
Interactive through technology (iClickers and surveying audience)	6	4.89 (1.36)	6	4.97 (1.32)	6	5.04 (1.25)

Table 16: Programs' Presentation Style

In addition, participants were asked to describe presentations that stuck out to them and why. Of the 132 comments provided, Silver Taps, Muster, and Bonfire were mentioned most frequently because they were serious, solemn, and evoked the importance of these campus traditions. The Yell Leaders were enjoyed for being fun, entertaining, and getting students excited. Although not about the presentations being discussed, many students said that the counselors' skits stuck out to them the most. Several resource presentations were mentioned including CARPOOL, Student Health Center, the Library, Writing Center, GLBT Resource Center (now called the LGBTQ+ Pride Center), and the Aggie Honor office. Some students said they enjoyed the ones with personal testimonies or stories from other students, ones where they learned new information, and the funny ones.

Fish Camp participants were asked about their knowledge of Texas A&M traditions before and after camp. Table 17, on the following page, indicates that students learned about campus traditions by attending Fish Camp. In looking at individual responses, 81% increased their knowledge from before attending Fish Camp to after attending Fish Camp, 19% remained the same, and 1% decreased. However, first generation students may benefit slightly more than continuing generation students in attending Fish Camp. Almost all first generation students (97%) reported an increase of their knowledge from before camp until after camp, compared to 78% for continuing generation students. Additionally, many underrepresented race/ethnicity groups may benefit slightly more than the majority White students. Crosstab analysis can be found in separate documents. In 2019, students reported knowing less about campus traditions before camp compared to the previous year; however, they were similar in their knowledge after attending Fish Camp.

How knowledgeable did you feel about Texas A&M traditions...	Very Knowledgeable (4)	Somewhat Knowledgeable (3)	Not Knowledgeable (2)	Not AT All Knowledgeable (1)	2019 Mean (sd) [n=372]	2018 Mean (sd) [n=482]
After attending Fish Camp	75%	25%	1%	--	3.74 (.46)	3.78 (.45)
Before attending Fish Camp	14%	45%	25%	17%	2.55 (.93)	2.68 (.87)

Table 17: Traditions

Continuity

Participants were asked if the materials in their DG folder were helpful. Almost three-fourths of the respondents agreed, as seen in Table 18. This has continued to decrease over the past four years.

Please rate your agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]	2016 Mean (sd) [n]
The materials I received in my DG folder were helpful.	29%	45%	19%	7%	<1%	3.94 (.89) [372]	4.05 (.88) [481]	4.10 (.89) [504]	4.24 (.81) [569]

Table 18: DG Folder Materials

Community of Respect

Participants were asked to rate their level of agreement or disagreement with statements regarding the Community of Respect program. Table 19 shows that participants felt mostly positive about each area of the program. Additionally, the results this year are similar to the past two years.

Please rate your agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n]	2017 Mean (sd) [n]
The program was carried out in a respectful way.	59%	35%	4%	1%	1%	4.52 (.68) [362]	4.54 (.67) [471]	4.53 (.68) [493]
I understood the reason behind the Community of Respect program.	53%	42%	4%	1%	1%	4.45 (.70) [364]	4.49 (.70) [471]	4.44 (.68) [496]
After experiencing the program at camp, I appreciated the diversity among the students of Texas A&M.	47%	40%	10%	2%	1%	4.29 (.83) [363]	4.37 (.83) [472]	4.37 (.83) [495]

Table 19: Community of Respect

The following description was shared with respondents. "The purpose of the Community of Respect programs during Fish Camp is to highlight one of the six Core Values at Texas A&M: Respect. The university strives to accept everyone for who they are and embrace each other's differences. Through these Community of Respect programs, students should gain a respect for these differences, and appreciate that through everything we still have one commonality: we are all Aggies!" A new question asked students if the Community of Respect programs at Fish Camp met its purpose as stated above. A majority of the students (93%) said yes, 5% reported maybe, and 2% said no (n=349).

When asked if they felt comfortable listening to their counselors' Defining Moments and I Am An Aggie And ___ statements, a majority of students (88%) said yes, 4% said no, and 3% were not sure. Furthermore, 5% reported that they did not remember the counselors' statements. Students who remembered their counselors' statements (n=349) were provided the opportunity to explain their response and 132 wrote an explanation. Students reporting discomfort said the counselors were awkward or it seemed fake, that many of them were about sexuality, and that the counselors did not know the freshmen or maybe it would be better in a small group. Those who were unsure about their level of comfort listening to their counselors, reported that it was very personal for only knowing the counselors a couple of days, the counselors seemed uncomfortable, and one person stated being sensitive to others' emotions. Students who indicated they were comfortable listening to their counselors' statements expressed appreciation to the counselors for being so open. Some felt that it made the counselors more relatable and that they could see themselves in the counselors' stories or experiences, and that lead them to feel they could find a place at Texas A&M. Others reported hearing the counselors share made it easier for them to open up and share as well. Additionally, freshmen described the counselors and their comments as moving, respectful, and supportive.

Respondents were asked to provide any general comments about the Community of Respect program and 41 provided a response. Most students shared positive comments and thoughts about the program and shared that it was done well and in a respectful manner. Some mentioned it helped dispel preconceived notions about the views of Texas A&M and allowed others to know it was okay to be different. Alternatively, a couple of students felt it did not go deep enough into confronting differences or that it stayed with "safe" differences.

Overall Experience

When asked what they expected to learn or gain from Fish Camp, 600 attendees provided a comment. Many students expected to meet new friends, understand campus traditions, have fun, build a personal community, learn about campus life or being an Aggie, and be prepared for college. Additionally, many did not know what to expect from attending Fish Camp or they did not have any expectations going into Fish Camp.

Participants were asked if their expectations of Fish Camp were met and then given the opportunity to explain their answer. Over three-fourths (78%) said yes, while 11% were unsure and 11% said no. Compared to 2018, fewer students reported their expectations had been met, when 83% said yes, while 10% were unsure, and 8% said no.

Students who said Fish Camp met their expectations (n=743) talked about meeting friends, learning about traditions, knowing how to get involved, and feeling prepared or comfortable for the start of the school year. Additionally, these students had lots of praises for the counselors being helpful, welcoming everyone, and continuing to meet with freshmen after school started. Freshmen who felt their expectations were not met (n=107), shared that it was a repeat of New Student Conferences, that they did not learning anything new, that information was too vague, and that they did not make friends. Furthermore, students felt that camp was more for the counselors than the freshmen, and that the counselors were poor examples by vaping in cabins and talking about poor life choices such as drugs and sex. Additionally, some thought that Fish Camp was going to be more like camp and did not expect all the lectures or to be sitting around so much. Those who were unsure if their expectations were met (n=108) commented on not having any expectations to start from. Others indicated they did not meet friends or as many friends as they expected or that they did not keep in touch with anyone after school started. Some thought it was going to be more fun and less repetitive from New Student Conferences.

Using a Net Promoter Score (NPS) question, campers were asked how likely they were to recommend Fish Camp to a friend. The NPS is an index ranging from -100 to +100 and measures the willingness of someone to recommend a product or service to others. Respondents were given the options of zero to 10, with 10 being most likely to recommend Fish Camp to others. Scores of a nine or 10 are considered promoters, scores of seven or eight are passives, and scores six and below are detractors.

Of the 1,010 students responding to the question, almost two-thirds (63%) were promoters, 20% were passive, and 17% were detractors. Table 20 provides the breakdown of how campers responded. Compared to the previous year, there was a slight decrease in promoters and a slight increase for those who were passive and detractors.

Score	2019 Percentage [n=1,010]	2019 Breakdown for Promoter, Passive, and Detractor	2018 Percentage [n=1,336]	2018 Breakdown for Promoter, Passive, and Detractor
10	53%	63%	60%	69%
9	10%		9%	
8	11%	20%	11%	18%
7	9%		7%	
6	4%	17%	4%	13%
5	3%		3%	
4	2%		1%	
3	2%		2%	
2	1%		1%	
1	1%		<1%	
0	3%		1%	

Table 20: Recommend Attending Fish Camp

Given the NPS range of -100 to +100, generally, a positive score or anything above zero is considered a good score. Anything at +50 is considered excellent, and above +70 is considered “world class.” The Net Promoter Score for Fish Camp was +46.14 (see Image 2); this was a decrease of 9.32 compared to the 55.46 rating in 2018.

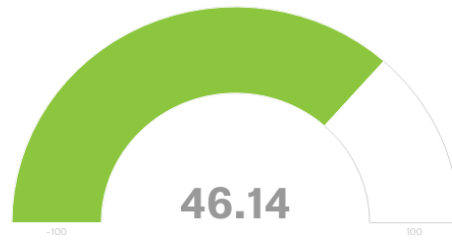


Image 2: Net Promoter Score for Fish Camp

Respondents were provided the opportunity to explain their zero to 10 rating for recommending Fish Camp and 590 wrote a comment. Detractors (n=171) shared that it was boring, hard to make friends, too long, too big, and was not helpful. While a few detractors indicated their counselors were helpful, many reported that the counselors were poor examples, only at camp for themselves, and that they did not keep in touch with them after camp. Some felt it was not worth the money they had to pay. Finally, some said that the facilities (cabins & showers) and food were not good. Passives (n=202) indicated that Fish Camp was fun and provided a step in the right direction for college. However, they also felt that it was exhausting, too long, and not for everyone. Others talked about the food, water, and cabins being poor quality. Some shared that the experience was helpful, but not essential for students to transition to college. Promoters (n=637) expressed how much they loved their Fish Camp experience. Students described it as amazing, life changing, fun, and the best experience. Some explained that Fish Camp provided them an opportunity to meet friends, learn about Texas A&M, and get a head start for the year. While they said that they would recommend Fish Camp, some did share that it was not for everyone, that they would have liked more free time, and that the food was not good.

Participants were asked what it means to be an Aggie and 514 shared their thoughts. Many talked about being an Aggie meant that you are part of a family or a community. One student described this in the following way:

“When I moved here, I was prepared to cry to be anxious, to feel completely alone. The morning I woke up to go from my home to some dorm, I didn’t know why or how but I had never felt more at peace in my entire life. I think I’m still figuring out the answer to that question, but just in the short 3 months I’ve been in College Station, I realized that the reason I never felt panicked was because I subconsciously knew I was never alone and I would always be taken care of here in Aggieland. Aggies are a family for anyone who needs one. Once an Aggie, always an Aggie.”

Other students used a wide-range of characteristics when defining what an Aggie is, such as helpful, accepting, respectful, selfless, proud, having high morals, honoring traditions, and being part of something bigger than yourself. Many students referenced common phrases such as the Aggie Code of Honor, the six core values, or “from the outside looking in, you can’t understand it; from the inside looking out, you can’t explain it.” However, one student described being as an Aggie as:

“It means waking up at 2:42am on November 18th and saying 12 prayers for those that we remember, even if you weren’t born when the bonfire collapse occurred. It means showing respect by falling silent in Kyle Field and holding up 3 fingers for the players of South Carolina. It means going to Midnight Yell laughing and singing with your friends even when you’re exhausted but you’re ready to beat the hell out of every team. It means spending \$50 at an Aggie Express when your friends are upset. It means staying at Evans until 1 in the morning and seeing all the excellence of your fellow Aggies. It means being involved in your Aggie family and showing that love to any Aggie who crosses paths with you.”

Post Fish Camp Experience

Similar to the last three years, the survey was administered after the school year had started. Students were asked a series of questions to understand their experience and continued connection after Fish Camp. Students were first asked a new set of questions about their experience their first semester at Texas A&M University. Table 21 reveals that students generally felt that they belonged at Texas A&M and that they are accepted and feel comfortable at the institution.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2019 Mean (sd) [n]
I belong at TAMU.	56%	34%	8%	1%	1%	4.43 (.75) [999]
People at TAMU accept me.	51%	41%	7%	1%	<1%	4.42 (.67) [1,005]
I feel comfortable at TAMU.	51%	42%	6%	1%	<1%	4.41 (.70) [998]
I get along well with people at TAMU.	36%	56%	7%	1%	<1%	4.27 (.63) [998]
People at TAMU like me.	34%	50%	15%	1%	<1%	4.16 (.73) [997]
I am similar to the kind of people who succeed at TAMU.	21%	54%	21%	4%	1%	3.91 (.78) [997]
People at TAMU are a lot like me.	21%	39%	29%	8%	3%	3.69 (.98) [998]
Other people understand more than I do about what is going on at TAMU.	6%	22%	34%	30%	8%	2.88 (1.04) [997]
It's a mystery to me how TAMU works.	1%	6%	18%	52%	24%	2.09 (.86) [999]
I feel like an outsider at TAMU.	1%	8%	15%	42%	34%	2.00 (.95) [1,004]
I feel alienated from TAMU.	1%	3%	10%	45%	42%	1.76 (.82) [999]

Table 21: Experience at Texas A&M University

Using a select-all-that-apply format, freshmen were asked about the activities their camp planned after Fish Camp to help them stay connected. As shown in Table 22, hanging out, attending Midnight Yell, and going to dinner were the most common activities. Compared to last year, most activities decreased except for a slight increase for campus tours, Howdy Week events, and “other” activities. Students selecting Howdy Week events were asked to identify which events, and 110 reported attending Recapoolooza, cookout/pizza event, and MSC Open House. Additionally, several said all of them or that they could not remember specific ones. Furthermore, those selecting the “other” response option were also provided the opportunity to write a response. Seventy-four students reported pond hopping, ice skating, and football games the most frequently.

What activities has your camp planned since the end of Fish Camp to help you stay connected, whether you attended or not? (select all that apply)	2019 Percent [n=1,006]	2018 Percent [n=1,354]	2017 Percent [n=1,417]	2016 Percent [n=1,695]
Hangout	79%	82%	77%	76%
Midnight Yell	71%	80%	79%	84%
Dinner	70%	73%	69%	75%
Sporting Events	65%	74%	70%	75%
Camp Reunion	63%	73%	72%	80%
Lunch	62%	71%	75%	76%
Silver Taps	57%	71%	77%	65%
MSC Open House	56%	70%	60%	70%
Campus Tour	42%	40%	33%	47%
Howdy Week events	32%	31%	30%	40%
Movies	16%	19%	16%	20%
Other	9%	8%	5%	5%
Bowling	7%	12%	9%	6%
No activities have been planned	1%	1%	1%	1%

Table 22: Post Fish Camp Activities

A follow-up question was asked of students who indicated their camp had planned any activity since the end of Fish Camp (n=994) to find out approximately how many activities had been planned with their camp or DG. The results displayed in Table 23 shows that over two-thirds (68%) reported 1-10 activities.

Approximately how many activities have been planned with your camp or DG?	2019 Percent [n=983]	2018 Percent [n=1,326]	2017 Percent [n=1,387]	2016 Percent [n=1,655]
1 - 5 activities	37%	29%	33%	25%
6 - 10 activities	31%	33%	36%	38%
11 - 15 activities	17%	20%	17%	19%
16 - 20 activities	6%	8%	7%	7%
More than 20 activities	9%	10%	8%	12%

Table 23: Number of Post Fish Camp Activities

When asked if they were still interacting with members of their DG, 65% of the 1,003 students responding said yes and 36% said no. This was a decrease of students interacting with their camp compared to 2018, when 77% of students said they were interacting with their camp and 24% indicated they were not. Those who were no longer interacting with their DG (n=356) were asked to explain why. Several, of the 249 who responded, indicated that everyone was just busy. Some said they found other support groups or friends as the semester continued on. Others did not like their DG at camp so did not want to interact with them after the semester started or that the counselors did not reach out to anyone after Howdy Week.

Students were asked about how often their DG leaders communicated with them and the method of communication. Table 24 reveals that over half communicated once in a while; which was a large increase compared to the previous years. Those who reported some level of communication from their DG leaders (n=935) were asked about the communication method used with a select-all-that-apply question. The results also found in Table 24 says that GroupMe was again the most common communication method, but it did decrease from the previous year. Those selecting social media (n=323) were able to write which social media platforms were used; of the 252 responses, Snapchat and Instagram were the most common. Furthermore, respondents who selected the “other” response option were provided the opportunity to write a response. Of the four comments, several indicated that they run into each other on campus.

Communication with DG Leaders	2019 Percent	2018 Percent	2017 Percent	2016 Percent
How often do your DG leaders communicate with you?	[n=1,002]	[n=1,347]	[n=1,411]	[n=1,677]
Once in a while	53%	33%	35%	23%
Weekly	18%	22%	22%	22%
Several times per week	12%	23%	24%	30%
Multiple times per day	7%	11%	10%	15%
My DG leaders have not communicated with me	7%	3%	3%	2%
Once a day	4%	7%	7%	8%
How does your DG leader communicate with you? (select all that apply)	[n=935]	[n=1,303]	[n=1,366]	[n=1,640]
GroupMe	69%	85%	‡	‡
Text	53%	52%	76%	87%
Social Media	35%	37%	43%	36%
In person	30%	33%	29%	35%
Phone	18%	18%	23%	23%
Other	<1%	<1%	6%	5%

Table 24: Communication with DG Leaders
(‡ Question not asked)

All freshmen were asked if they felt that attending Fish Camp helped them in their first few weeks at Texas A&M. A majority of the 993 students responding to the question (76%) said yes, 13% were unsure, and 11% said no. This was slightly less positive compared to 2018 when 80% of the students felt that attending Fish Camp helped them their first few weeks, 12% were unsure, and 9% said it was not helpful.

Those who felt that Fish Camp helped them (n=756) were asked to explain their response or to indicate what information that they learned was helpful. A majority of the 393 students responding to the question talked about knowing people or having friends before school started. They talked about having people to go to events with and others to ask questions. Additionally, students mentioned again that they learned about the traditions, knew what to expect, and felt confident about the transition to college. Others reported learning specific things such as the location of classes, places to eat or study, how to get involved, and bus route schedules.

Alternatively, those reporting that Fish Camp did not help them in their first few weeks (n=110) were also provided the chance to explain, and 58 wrote a comment. Many talked about not making friends at Fish Camp or that their DG did not meet once school started. Others felt that knew most information already or learned it from their New Student Conference. A few reported learning about traditions, but not learning academic information. A couple of students indicated they did not learn about the Corps from Fish Camp.

Respondents were asked what topics they felt should be covered at Fish Camp or covered in greater depth now that they had been on campus for several weeks. There were a wide-range of suggestions from the 421 students who responded. Many students talked about wanting various academic topics covered much more such as majors, credit hours, registration, resources (Supplemental Instruction, tutoring, etc.), office hours, keeping up in classes, classes with labs, how to study, and time management. Others talked about wanting more information about getting involved, including what organizations you can get involved with, how to find organizations, organizations that are not Freshmen Leadership Organizations (FLOs), knowing more about FLOs, how to apply to organizations, and the importance of getting involved. Several felt that there should be more information about mental wellness, understanding the highs and lows of a semester, and dealing with homesickness, stress, and depression. Finally, some wanted practical information to help with navigating campus; some areas specifically mentioned included information on bus routes, meal plans, Veoride bikes, and the location for different resources. Many students reported that all topics were covered during Fish Camp or that nothing needed to be covered in greater depth.

Using a select-all-that-apply question, freshmen were asked if they attended any other orientation campus program in addition to Fish Camp. Of the students who did attend another program, a majority went to Impact Retreat, as seen in Table 25. Those selecting the “other” response option wrote in St. Mary’s Connect Retreat, Corps of Cadets Freshmen Orientation Week, Engineering Summer Bridge Program, and SALT Camp at Texas A&M Galveston.

Did you attend any orientation camp program in addition to Fish Camp? (select all that apply)	2019 Percent [n=195]	2018 Percent [n=234]	2017 Percent [n=243]	2016 Percent [n=294]
Impact Retreat	86%	80%	82%	80%
Other	11%	14%	10%	11%
ExCEL	2%	5%	7%	7%
Venture Camp	2%	3%	3%	4%

Table 25: Additional Extended Orientation Programs

Demographics

Demographic data were obtained through the University's student information system. Results are displayed in Table 26, listed in descending order by students registered for Fish Camp for each demographic category. The students responding to the survey generally matched the students registered for Fish Camp except for sex. There was an overrepresentation of females responding to the survey compared to those registered for Fish Camp. Additionally, there was a slight underrepresentation of students from the College of Engineering compared to those registered for Fish Camp.

Demographic Statements	Students Registered for Fish Camp [n=5,825]	Fish Camp Survey Respondents [n=1,484]
College		
College of Engineering	33%	25%
Mays Business School	13%	12%
College of Liberal Arts	9%	10%
College of Agriculture and Life Sciences	9%	10%
College of Veterinary Medicine and Biomedical Science	9%	11%
College of Science	8%	10%
College of Education and Human Development	8%	10%
General Studies	6%	6%
College of Architecture	2%	2%
Public Health	2%	3%
College of Geosciences	1%	2%
Galveston	<1%	--
Sex		
Female	53%	69%
Male	47%	31%
Ethnicity		
White	66%	67%
Hispanic or Latino of any Race	22%	22%
Asian	7%	6%
Multiracial excluding Black	3%	4%
Black / Multiracial with Black	2%	2%
American Indian / International / Native Hawaiian / Unknown	<1%	<1%
Top Ten Percent Admission		
Top 10%	60%	64%
Not Top 10%	40%	36%
First Generation College Student		
Not First Generation	78%	78%
First Generation	17%	17%
Unknown	6%	5%
Classification		
Freshman	87%	85%
Sophomore	11%	13%
Junior	2%	2%
Senior	<1%	<1%
Masters / UG Nondegree	<1%	<1%

Table 26: Student Demographics

Background

Fish Camp, a four-day extended orientation camp through Texas A&M University, provides a transition from high school to college for about 6,500 incoming freshmen, out of the approximately 11,000 students in the freshman class. Each session is divided into camps, which consist of approximately 120 freshmen, 24 upperclassmen counselors, and two co-chairs. Freshmen attend various programs to learn about campus life, Aggie traditions, and a variety of services and resources to help students succeed. Additionally, freshmen are divided into smaller Discussion Groups (DGs) to meet other students and have the opportunity to ask questions in a smaller environment.

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 and student leaders 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/>.

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