

Fish Camp Participant Evaluation 2020

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, due to COVID-19 restrictions, seven sessions were held virtually from July 19th through August 2nd, 2020.

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.

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 and program. Student leaders and staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students’ experiences.

- Fish Camp seems to have fulfilled its mission based on the assessment results. The camp experience changed significantly for 2020 by moving to a virtual environment; however, most respondents were positive about their experience at Fish Camp and 76% indicated their expectations of the camp experience were met. Additionally, participants reported meeting new people and gaining knowledge about Texas A&M, especially traditions.
- 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 received a Net Promoter Score of +31.25. Students were a little less positive compared to previous years as seen in Image 1. However, with Fish Camp in 2020 being virtual, compared to being in-person in 2019 and 2018, the camp experiences are not completely equal.

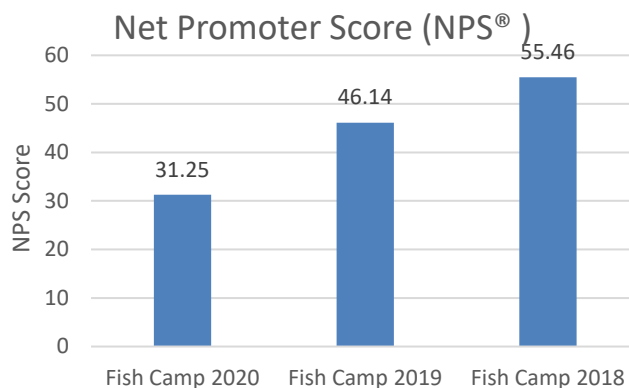


Image 1: Net Promoter Score Comparison

- The cost of attending Fish Camp was less of a concern for students this year, which is likely due to the decreased fee for it being virtual and not in-person. However, even the lower cost was a concern for some underrepresented students. Fish Camp staff is encouraged to continue to offer scholarship opportunities and explore how more scholarships can be awarded.

- Two-thirds (67%) of all students registered for camp reported learning about Fish Camp prior to applying to Texas A&M. This is the highest percentage in the past five years, which had been just over 50%. However, this is not consistent for all students and some underrepresented students are less likely to hear about Fish Camp early like their counterparts. Efforts to help students learn about Fish Camp early are encouraged to continue. Fish Camp students and staff might look at other ways to share the benefits of attending camp. This might include share results with high school guidance counselors who may have opportunities to reach out to students and share this opportunity.
- While students shared that they would have preferred Fish Camp to be in-person, they continued to learn about Texas A&M and meet other students through the virtual environment. For many areas being assessed, the results were consistent with previous years. Over 90% of the responding students indicated their DG Leaders effectively interacted and answered questions, and that they were engaging in the virtual environment. If Fish Camp will be virtual for 2021, the students and staff might consider some adjustments to the schedule in terms of how much time is allocated to different camp aspects. Additionally, the skits by the DG Leaders seemed to be slightly less effective and might provide opportunities to look at the skits to make adjustments. Students also shared that interactive discussions and interacting through technology were the most effective method for programs. Fish Camp could share this with campus partners who present during Fish Camp to help improve those activities.
- Last year and again this year, students reported they would like to learn more about *how* to do various activities, more than *what* to do. Fish Camp is encouraged to look at the program content whether camp is held in-person or virtually. For example, students understand that they should study or that time management is important, but they are looking for information about how to do those things. Fish Camp could share information about how to study such as go to class, sit up front, put your phone or other distractions in your backpack during class, review notes daily, etc. Some time management tips that could be shared is using a planner, breaking up large projects into smaller tasks, setting deadlines, etc.
- Students wanted opportunities to connect with other students once the fall semester began. It seems that with the decrease of in-person activities due to COVID-19, this was even more important to new students. They also reported that there were fewer post-camp activities this year than in previous years and several shared that their DG Leader never reached out to them after the semester began. Fish Camp leaders may want to revisit with DG Leaders what is expected for Fish Camp continuity.
- Fish Camp is encouraged to share results with its stakeholders. This could be sharing information with the various speakers who attend camp, staff selected for Fish Camp 2021, current or potential donors, and incoming freshmen to market what new students gain from attending Fish Camp.

Method and Sample

The electronic evaluation was developed in Qualtrics®, a software program that creates web-based surveys. Of the 101 questions, 85 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®.

Student Life Studies successfully sent an email with the survey link on October 30, 2020, to 5,065 students who registered for Fish Camp, even if they did not attend their scheduled session. The survey was initially intended to close on November 13, 2020; however, due to a low response rate, the survey remained open until November 23, 2020. Non-respondents received up to seven reminders before the survey closed. Of the 5,065 students receiving the survey, 909 freshmen responded to at least part of the survey, yielding an 18% response rate (8% lower than 2019).

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 2020 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 illustrates that respondents were able to select sessions that fit their schedule and had questions answered quickly. Some statements decreased slightly compared to the past two years. Additionally, over half of the students disagreed that the cost of Fish Camp was a concern, which was lower than the past two years. Furthermore, the cost for attending Fish Camp was a concern for Asian, Black, Hispanic or Latino, and Multi-racial students more than it was for White students. Crosstab analysis is available in separate documents.

Please rate your agreement with the following statements.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
There were sessions that were available to fit my schedule.	46%	42%	8%	3%	1%	4.29 (.83) [696]	4.45 (.66) [1,241]	4.56 (.61) [1,520]
My questions were answered quickly and promptly, whether by email or phone.	37%	41%	17%	3%	2%	4.09 (.90) [650]	4.00 (.85) [1,031]	4.21 (.78) [1,264]
Information about registration (such as deadlines, scholarships, session changes, cancellations, and medical release forms) was easy to locate and understand.	33%	44%	15%	7%	2%	3.98 (.97) [696]	4.14 (.83) [1,228]	4.33 (.73) [1,507]
The registration system was easy to navigate.	30%	43%	16%	8%	2%	3.92 (.98) [700]	4.15 (.80) [1,239]	4.33 (.72) [1,514]
The cost of Fish Camp was a concern for me.	6%	13%	21%	34%	26%	2.39 (1.18) [672]	2.66 (1.14) [1,207]	2.71 (1.14) [1,478]

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 demonstrates just over two-thirds of the students were aware of Fish Camp prior to even applying to Texas A&M University. This was a higher percentage compared to the previous four years. However, this is less likely for Asian and Black students. Just over one-quarter (28%) of Black students and 33% of Asian students heard about Fish Camp prior to applying to Texas A&M University, compared to over half (59%) of Hispanic or Latino students, 52% of Multi-racial students, and 75% of White students. Crosstab analysis is available in separate documents. Students who selected the “other” option were provided the opportunity to write a response. All three write-in responses commented on learning about Fish Camp from their parents. Only one specifically discussed when they learned about Fish Camp, which was when they were “very little.”

When responding to the second question about how they heard about Fish Camp, similar to the past several years, a majority of students found out about Fish Camp through family and friends. The “other” ways students heard about Fish Camp included email, high school counselor, parents, and other Aggies. Students who selected learning about Fish Camp through a Prospective Student Center were given the opportunity to write the location. From the six responses, students indicated Corpus Christi, Houston, San Antonio, and Nacogdoches.

Statements	2020 Percent	2019 Percent	2018 Percent	2017 Percent	2016 Percent
When did you first hear about Fish Camp	[n=715]	[n=1,244]	[n=1,535]	[n=1,582]	[n=1,900]
Prior to applying to Texas A&M	67%	53%	51%	56%	52%
After being admitted to Texas A&M	17%	24%	26%	22%	27%
After completing my application to Texas A&M	8%	11%	11%	11%	10%
After receiving the mailer or email from Fish Camp	5%	7%	7%	7%	7%
After my New Student Conference	3%	4%	4%	3%	4%
Other	1%	1%	2%	2%	2%
How did you hear about Fish Camp (select all that apply)	[n=718]	[n=1,257]	[n=1,526]	[n=1,577]	[n=1,889]
Family/Friends	82%	84%	81%	83%	83%
New Student Conference	38%	35%	36%	35%	33%
Instagram	24%	↓	↓	↓	↓
Fish Camp Website	14%	17%	18%	18%	16%
Aggie Mom's Club or local Alumni Group	7%	8%	5%	5%	5%
Facebook	5%	5%	7%	7%	7%
Twitter	3%	6%	12%	11%	9%
Prospective Student Center	3%	3%	2%	2%	1%
Other	3%	2%	3%	2%	2%

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

Students reporting they heard about Fish Camp from family or friends (n=589) were asked a follow-up question about this relationship. Using a select-all-that apply option, 51% reported hearing about Fish Camp from a family friend, 42% said parents, 22% said siblings, 12% indicated aunt/uncle, and 4% selected grandparent. Additionally, 11% selected the “other” option and 58 students wrote a response including friends, cousins, teachers, and coworkers. These were similar results compared to the past several years.

Attendance

Students were asked to indicate which Fish Camp session they attended/participated in and their camp color if they attended Fish Camp. As seen in Table 3 based on who responded to the survey, attendance at each of the seven sessions was a little more evenly distributed compared to previous years. Students who did not attend Fish Camp increased compared to the previous year. Additionally, there were more students compared to previous years who did not remember their camp color.

Question	2020 Percent	2019 Percent	2018 Percent	2017 Percent	2016 Percent
What Fish Camp session did you attend?	[n=720]	[n=1,271]	[n=1,536]	[n=1,583]	[n=1,902]
A	14%	16%	15%	15%	17%
B	11%	20%	16%	18%	17%
C	12%	18%	16%	15%	18%
D	13%	16%	15%	17%	15%
E	15%	13%	14%	14%	11%
F	13%	9%	12%	12%	9%
G	11%	8%	11%	8%	13%
Did not attend Fish Camp	11%	<1%	1%	<1%	<1%
What Fish Camp color were you?	[n=634]	[n=1,261]	[n=1,520]	[n=1,575]	[n=1,900]
Red	16%	19%	17%	19%	17%
Yellow	15%	14%	13%	16%	13%
Blue	14%	16%	16%	13%	14%
Purple	14%	15%	18%	14%	15%
Green	13%	11%	11%	11%	12%
Aqua	11%	15%	17%	20%	17%
Lime	9%	10%	8%	7%	12%
I do not remember	8%	<1%	--	<1%	<1%

Table 3: Participant's Session and Color

Respondents who registered for Fish Camp but did not attend their session (n=80) were asked if the date change during the summer impacted their ability to attend Fish Camp. One-third (33%) of the 78 responding students indicated the date change did impact them attending Fish Camp and 67% reported it did not. Students who did not attend Fish Camp were also asked to explain why they did not attend. Unlike previous years, almost all responses were about Fish Camp being online or virtual was the reason they did not attend. Students who did not attend Fish Camp were taken to the end of the survey after this question.

Discussion Group (DG) and Camp Staff

A new series of questions asked respondents to report their level of agreement or disagreement with Discussion Group (DG) Leaders during Fish Camp. Table 4 reveals that students generally had positive interactions with their Discussion Group (DG) Leaders and felt their DG Leaders did well with the virtual environment this year.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]
I had positive interactions with my DG Leaders during Fish Camp.	76%	19%	3%	3%	--	4.68 (.66) [200]	4.68 (.65) [388]
My DG Leaders effectively interacted with my DG group within the virtual environment.	73%	22%	4%	1%	1%	4.66 (.65) [199]	↑
My DG Leaders effectively answered questions within the virtual environment.	70%	25%	4%	2%	1%	4.61 (.69) [200]	↑
My DG Leaders made content engaging within the virtual environment.	69%	23%	4%	4%	1%	4.57 (.78) [198]	↑

Table 4: Discussion Group Leaders
(↑ Question not asked)

A follow-up question provided the opportunity for respondents to share any information on their interactions with their DG Leaders and 70 wrote a response. Many of the comments were very positive describing camp staff as fun, welcoming, kind, amazing, awesome, and friendly. Several also indicated that they had great discussions with their DG during Fish Camp and that their DG Leaders kept in contact with them during the fall semester. Alternatively, some freshmen talked about the virtual aspect and that their DG Leaders were not engaging, they had low energy, and that they were boring.

When asked if their DG time at camp was an effective learning environment, 53% of the students strongly agreed, 31% agreed, 10% were neutral, 5% disagreed, and 2% strongly disagreed (mean=4.30/5.00, sd=.93, n=200). This was an increase compared to last year's mean score, which was the lowest in the past four years.

- 2019 – mean=4.15/5.00, sd=.97, n=388
- 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 in agreement about their learning of all listed options, especially learning about Texas A&M core values, involvement, and campus traditions. Those that selected the “other” option were given the opportunity to write a response. Answers varied from five students included learning about places to eat, other people in classes, and job options.

From my DG time, I learned about...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
Texas A&M Core Values	56%	34%	8%	2%	1%	4.43 (.76) [199]	4.39 (.78) [387]	4.52 (.66) [514]
Involvement	54%	36%	7%	2%	1%	4.39 (.79) [196]	4.37 (.82) [385]	4.47 (.70) [512]
Traditions	53%	37%	6%	3%	1%	4.39 (.78) [198]	4.48 (.74) [386]	4.53 (.65) [511]
What to Expect from College Life	53%	31%	12%	4%	1%	4.31 (.89) [199]	4.15 (.97) [387]	4.33 (.79) [512]
Campus & Community Resources	49%	38%	8%	6%	1%	4.29 (.87) [199]	4.34 (.75) [387]	4.43 (.65) [514]
Diversity/Inclusive Environment	47%	37%	10%	6%	1%	4.23 (.91) [199]	4.35 (.84) [388]	4.49 (.66) [513]
Academic Information	42%	41%	11%	6%	1%	4.17 (.90) [197]	4.18 (.90) [386]	4.29 (.77) [511]
Other	48%	21%	27%	2%	2%	4.09 (1.03) [44]	3.88 (1.09) [74]	4.11 (.95) [95]
Importance of Time Management	42%	36%	13%	7%	3%	4.08 (1.03) [199]	4.11 (.98) [387]	4.19 (.88) [512]

Table 5: DG Time

Respondents were asked if their DG leaders effectively facilitated DG times during camp. From the results, shown in Table 6, on the following page, a majority agreed their DG leaders effectively facilitated DG times. This year resulted in the highest mean score compared to the last three years.

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 2020	71%	21%	8%	1%	1%	4.61 (.69) [201]
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=2) were asked to explain their response. One student wrote that it was awkward for everyone.

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 DG groups and programs about Aggie traditions. Conversely, freshmen felt there could be less time for Health Promotion presentations. Compared to the previous year, students felt more time was needed for DG groups, Aggie traditions, programs about involvement, camptime programs, and programs about campus resources; however, this year students felt less time was needed for free time and counselor skits.

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)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
DG Times	17%	43%	33%	6%	2%	3.68 (.87) [199]	3.43 (.94) [385]	3.56 (.87) [512]
Programs about Aggie Traditions	14%	30%	50%	5%	2%	3.48 (.86) [199]	3.08 (.77) [384]	3.11 (.75) [511]
Free Time	11%	30%	52%	7%	1%	3.44 (.79) [197]	3.77 (.86) [384]	3.75 (.86) [515]
Programs about Involvement	7%	38%	48%	6%	2%	3.42 (.79) [199]	2.77 (.83) [382]	2.77 (.82) [509]
Camptime Programs (only your color)	9%	27%	58%	5%	2%	3.36 (.78) [199]	3.25 (.82) [385]	3.40 (.84) [512]
Programs about Campus Resources	3%	25%	63%	7%	2%	3.20 (.70) [198]	2.69 (.84) [385]	2.62 (.80) [509]
Counselor Skits	6%	20%	42%	22%	11%	2.87 (1.03) [198]	3.28 (.95) [383]	3.31 (.92) [513]
Videos of Campus Resources	2%	19%	48%	25%	6%	2.86 (.86) [197]	↓	↓
Presentation by Health Promotion	1%	8%	57%	27%	8%	2.65 (.76) [199]	↓	↓

Table 7: Activity Times
(↓ Question not asked)

Campfire Speeches

Campfire speeches are given in the evening by the co-chairs or namesakes for each camp and freshmen were asked about their experience at these activities. Table 8 indicates that students felt more excited about college at Texas A&M after their Campfire speeches than they felt prepared for college.

Campfire Speeches	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
The Campfire speeches make me feel more excited for college at Texas A&M.	35%	39%	22%	3%	2%	4.01 (.94) [179]	4.11 (.95) [363]	4.22 (.90) [496]
The Campfire speeches helped me feel more prepared for college at Texas A&M.	27%	43%	25%	4%	2%	3.88 (.93) [179]	3.96 (.98) [363]	4.03 (.93) [499]

Table 8: Campfire Speeches

Additionally, through a select-all-that-apply format, students were asked what they learned from their Campfire speeches. Table 9 reveals that students learned mostly about traditions and Aggie core values, which both increased compared to previous years. The “other” responses from one student included learning about friendships. Two additional comments were provided sharing those students could not remember what the Campfire speeches were.

What did you learn from Campfire Speeches? (select all that apply)	2020 Percent [n=175]	2019 Percent [n=357]	2018 Percent [n=496]	2017 Percent [n=475]	2016 Percent [n=604]
Traditions	78%	68%	69%	72%	70%
Aggie Core Values	73%	66%	67%	67%	65%
What to Expect from College Life	65%	68%	70%	68%	71%
Involvement	52%	55%	60%	56%	57%
Diversity/Inclusive Environment	49%	54%	56%	56%	52%
Campus Resources	41%	36%	39%	41%	39%
Academics	38%	41%	45%	44%	47%
Importance of Time Management	38%	38%	42%	39%	47%
Nothing	5%	6%	4%	6%	4%
Other	2%	3%	4%	4%	2%

Table 9: Learned from Campfire Speeches

Academics

Using a select-all-that-apply format, participants were asked how Fish Camp prepared them, if at all, academically. Table 10 illustrates that students learned about differences between high school and college, and academic resources. Freshmen did not feel as strongly about learning how to study. Additionally, 13% felt that Fish Camp did not prepare them. Results are similar compared to the previous year, except for a larger decrease in learning where to study.

How has Fish Camp prepared you academically? (select all that apply)	2020 Percent [n=180]	2019 Percent [n=348]	2018 Percent [n=488]	2017 Percent [n=473]	2016 Percent [n=595]
Academic differences between high school and college	56%	53%	54%	50%	48%
Academic resources (tutoring, Supplemental Instruction [SI] sessions, etc.)	52%	56%	59%	60%	61%
How to successfully interact with professors/instructors	46%	47%	47%	47%	50%
Where to study	39%	50%	56%	55%	62%
Managing time	38%	37%	40%	37%	39%
How to study	17%	14%	19%	15%	15%
Fish Camp did not prepare me	13%	15%	10%	11%	11%

Table 10: 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 11 indicates that just over half the students wished they knew more about how to study, which is similar to previous years. Compared to previous years, students would have liked to learn more about most areas during Fish Camp.

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)	2020 Percent [n=174]	2019 Percent [n=342]	2018 Percent [n=467]	2017 Percent [n=461]	2016 Percent [n=578]
How to study	51%	49%	50%	48%	49%
How to successfully interact with professors/instructors	31%	28%	27%	28%	25%
Where to study	31%	17%	18%	15%	14%
Managing time	28%	33%	35%	36%	34%
Academic resources (tutoring, Supplemental Instruction [SI] sessions, etc.)	25%	21%	21%	22%	21%
I don't wish I knew more about any parts	15%	22%	21%	23%	19%
Academic differences between high school and college	14%	17%	17%	18%	17%

Table 11: Academic Needs

Skits

As seen in Table 12, students were positive about understanding the skits performed by the counselors during camp and found the post-skit 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)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
The post-skit explanations were helpful in clarifying the purpose of each skit.	46%	44%	7%	1%	2%	4.33 (.77) [189]	4.48 (.69) [372]	4.54 (.68) [473]
Overall, I understood the meaning behind the skits counselors performed during camp.	42%	37%	12%	7%	3%	4.08 (1.03) [192]	4.36 (.81) [374]	4.49 (.68) [473]

Table 12: Skits

Using a select-all-that-apply format, participants were asked what they learned from the skits. Table 13 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 were given the opportunity to write a comment; however, the one student selecting the other option did not write a comment.

What did you learn from your skits? (select all that apply)	2020 Percent [n=188]	2019 Percent [n=377]	2018 Percent [n=472]	2017 Percent [n=511]	2016 Percent [n=620]
Traditions	90%	96%	97%	96%	98%
Aggie Core Values	87%	88%	90%	92%	91%
Campus Resources	81%	86%	90%	89%	91%
Involvement	69%	74%	80%	83%	85%
What to Expect from College Life	69%	71%	77%	80%	82%
Diversity/Inclusive Environment	65%	70%	77%	80%	79%
Academics	59%	63%	70%	74%	75%
Importance of Time Management	57%	59%	69%	70%	68%
Nothing	3%	2%	1%	1%	1%
Other	1%	1%	3%	2%	2%

Table 13: Skits

Students were asked to elaborate on which skits they learned from the most. Several of the 70 responses said they could not remember individual skits. Multiple students commented on the skits about Aggie traditions, ring in a box, campus resources, and the wildcats. 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 50 comments stated none, they all were great, or not applicable. Nobody mentioned a specific skit. One student indicated some skits included inappropriate content but did not describe a skit.

Social Involvement

When asked how they spent their free time during camp, a majority of the respondents spent time offline, hanging out, or took a nap as seen in Table 14. Eight students wrote a response to the “other” option indicating they spent their time working, hanging out with their DG group, eating, or having a dance party.

How did you spend your free time or down time during camp? (select all that apply)	2020 Percent [n=183]	2019 Percent [n=368]	2018 Percent [n=472]	2017 Percent [n=501]	2016 Percent [n=508]
Got Offline / Hung Out / Took a Nap	90%	↓	↓	↓	↓
Virtual Board Games	26%	↓	↓	↓	↓
Show and Tell	15%	↓	↓	↓	↓
Traditions Trivia	12%	↓	↓	↓	↓
Open Discussions with Crew in the Aquarium	10%	↓	↓	↓	↓
Virtual Campus Tour	4%	↓	↓	↓	↓
Other	4%	6%	8%	5%	5%
Corps of Cadets Q&A	1%	2%	3%	2%	1%

Table 14: Free Time
(↓ Question not asked)

To understand if the interactions or activities during the free time were a fun way to get to know others, students were asked their level of agreement or disagreement for activities. Those who indicated they did not participate in that activity were removed before analysis. Table 15, on the following page, shows that the virtual board game and show and tell were activities that allowed students to get to know others. Three students wrote a comment for the “other” response option. One indicated they agreed, one respondent said hanging out, and one wrote that they loved their group.

These interactions / activities were a fun way to get to know others.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]
Virtual Board Games	34%	45%	17%	4%	1%	4.07 (.85) [113]
Show and Tell	28%	50%	22%	--	1%	4.03 (.77) [97]
Traditions Trivia	28%	45%	21%	4%	2%	3.94 (.90) [108]
Open Discussions with Crew in the Aquarium	21%	42%	32%	3%	1%	3.79 (.86) [71]
Other	26%	32%	37%	--	5%	3.74 (1.05) [19]
Virtual Campus Tour	19%	33%	42%	3%	3%	3.64 (.92) [72]
Corps of Cadets Q&A	13%	15%	57%	13%	3%	3.21 (.94) [62]

Table 15: Free Time Activities

Programs

Freshmen attended several virtual sessions that taught them about programs, services, and organizations available at Texas A&M. Students were asked to rank what presentation style worked the best. Table 16 lists the 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 were viewed as the presentation style that worked best for campus programs. Interactive through technology was the second-highest ranked presentation style; much higher than the previous two years.

Please rank the order of the presentation style for the campus programs you feel works the best.	2020 Mode	2020 Mean (sd) [n=168]	2019 Mode	2019 Mean (sd) [n=366]	2018 Mode	2018 Mean (sd) [n=471]
Interactive Discussions	1	2.04 (1.25)	1	2.14 (1.27)	1	2.15 (1.34)
Interactive through technology	2	2.77 (1.28)	6	4.89 (1.36)	6	4.97 (1.32)
Testimonies from Student Leaders	3	2.91 (1.24)	2	2.74 (1.56)	2	3.01 (1.54)
Pre-made videos	4	3.36 (1.48)	4	3.78 (1.64)	3	3.34 (1.64)
Testimonies from Campus Representative	5	3.92 (1.09)	5	3.97 (1.37)	5	4.00 (1.37)
Prizes given out for participation	‡	‡	3	3.49 (1.57)	4	3.53 (1.61)

Table 16: Programs' Presentation Style (‡ Question not asked)

In addition, participants were asked to describe presentations that stood out to them and why. Of the 64 comments, many stated that the skits and pre-made videos stood out the most because they were funny. Others appreciated the programs on the campus traditions and Yell Practice because they learned about the Aggie spirit. Although not a program, several students commented on their DG time standing out because they could interact with others. Silver Taps and Muster were mentioned for being serious and evoking the importance of these campus traditions. Some students said they enjoyed the ones with personal testimonies or stories from other students.

Fish Camp participants were asked about their knowledge of Texas A&M traditions before and after camp. Table 17 indicates that students learned about campus traditions by attending Fish Camp. There was a statistically significant difference between students' self-reported knowledge before attending Fish Camp to after attending. In looking at individual responses, 68% increased their knowledge from before attending Fish Camp to after attending Fish Camp, 31% remained the same, and 1% decreased. This is a slight decrease compared to last year with 81% increasing their knowledge, 19% remaining the same, and 1% decreasing.

How knowledgeable did you feel about Texas A&M traditions...	Very Knowledgeable (4)	Somewhat Knowledgeable (3)	Not Knowledgeable (2)	Not At All Knowledgeable (1)	2020 Mean (sd) [n=194]	2019 Mean (sd) [n=372]
After attending Fish Camp	44%	50%	5%	1%	3.37 (.63)	3.74 (.46)
Before attending Fish Camp	8%	46%	31%	14%	2.47 (.83)	2.55 (.93)

Table 17: Traditions

Continuity

When asked if they accessed the resources in eCampus during camp, 91% of the 186 respondents said yes, they did access the resources and 9% stated they did not. However, the results were different when students were asked if they accessed the resources in eCampus since camp or during the fall semester. One-quarter (28%) reported that they had accessed the resources since camp and 73% indicated they did not.

Students who reported they accessed the resources in eCampus either during camp or since camp, were asked a follow-up question about the helpfulness of the resources. Just over three-quarters reported that the resources were helpful (21% strongly agreed and 55% agreed). Additionally, 20% were neutral if the resources were helpful, 2% disagreed and 2% strongly disagreed that resources were helpful (mean=3.91/5.00; sd=.81; n=175).

Community of Respect

Participants were asked to rate their level of agreement or disagreement with statements regarding the Community of Respect program. Table 18 shows that participants felt mostly positive about each area of the program. Additionally, the results this year were slightly higher compared 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)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
The program was carried out in a respectful way.	63%	32%	5%	--	--	4.58 (.58) [189]	4.52 (.68) [362]	4.54 (.67) [471]
I understood the reason behind the Community of Respect program.	61%	30%	6%	2%	--	4.51 (.71) [188]	4.45 (.70) [364]	4.49 (.70) [471]
After experiencing the program at camp, I appreciated the diversity among the students of Texas A&M.	56%	32%	11%	2%	--	4.41 (.76) [189]	4.29 (.83) [363]	4.37 (.83) [472]

Table 18: 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 respect for these differences, and appreciate that through everything we still have one commonality: we are all Aggies!" Students were asked if the Community of Respect programs during Fish Camp met its purpose as stated. A majority (92%) of the 187 responding students said yes, 8% stated maybe, and 1% said no. This was similar to last year when 93% of the students 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 (89%) said yes, 3% said no, and 1% were not sure. Furthermore, 7% reported that they did not remember the counselors' statements. This was similar to last year. Students who remembered their counselors' statements (n=177) were provided the opportunity to explain their responses and 63 wrote an explanation. One of the two students reporting discomfort said it was awkward and very personal. The other student indicated the counselor made everyone uncomfortable because of the "sermon" on her political beliefs. One student who selected "not sure" to the previous question indicated they did not remember. Students who indicated they were comfortable listening to their counselors' statements expressed appreciation to the counselors for being so open and genuine. Some felt that it made the counselors more relatable and that they were not alone. Others reported hearing the counselors share made it easier for them to feel connected with others. Additionally, freshmen described the counselors and their comments as respectful and safe.

Respondents were asked to provide any general comments about the Community of Respect program and 18 responded. Most students shared positive comments and thoughts about the program such as feeling comfortable in their skin, understanding what the Aggie family means, and being respectful of everyone. Others described it as amazing, respectful, and awesome. Alternatively, one student felt it went too far when explaining it and another student said they did not come to Fish Camp for lectures.

Overall Experience

When asked what they expected to learn or gain from Fish Camp, 294 participants provided a comment. Many students expected to meet new friends or build a personal community. Others expected to understand campus traditions, 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. A few students referenced not having high expectations because Fish Camp was going to be virtual.

Participants were asked if their expectations of Fish Camp were met and then given the opportunity to explain their answers. Approximately three-fourths (76%) said yes their expectations were met, 14% stated no they were not, and 11% were unsure. This is similar to 2019 when 78% said yes, while 11% were unsure and 11% said no.

Students who said Fish Camp met their expectations (n=369) talked about learning information and traditions and meeting other students. They also were extremely positive about their counselors and described them as helpful, welcoming, kind, and answered all questions. Many students described their Fish Camp experience as great, fun, and enjoyable. Some commented that they did not have high expectations because Fish Camp was virtual this year, but that everything was better than they expected. Freshmen who felt their expectations were not met (n=66) shared that they did not enjoy the virtual experience. Students felt that it like a big presentation or lecture and like going to camp and that it was not engaging. Students are reported that they did not learn information, traditions, or yells and that they did not meet other students. Additionally, several were disappointed that their DG group did not get together during the fall semester or that their DG Leaders did not keep in touch after camp. Those who were unsure if their expectations were met (n=53) had opposite comments. Some indicated they did not learn anything at camp, but others shared that they did learn. Some said they did not meet others, but some reported that they made friends. Several also commented on the virtual aspect of Fish Camp.

New this year, students were asked to respond to questions about the virtual environment in which Fish Camp was held. Table 19 indicates felt it was easy to log in and use the virtual platform. They were less in agreement that the virtual platform worked effectively or that they could interact with other students in the virtual environment.

Please respond to the following statements thinking about the virtual environment in which Fish Camp was held.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]
It was easy to log in and use the virtual platform.	39%	47%	10%	4%	<1%	4.19 (.80) [509]
The virtual platform worked effectively.	24%	43%	19%	8%	7%	3.70 (1.11) [510]
I could interact with other students even in the virtual environment.	24%	32%	23%	15%	6%	3.53 (1.19) [505]

Table 19: Virtual Environment

Using a Net Promoter Score (NPS) question, Fish Camp attendees 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 512 students responding to the question, just over half (52%) were promoters, 27% were passive, and 21% were detractors. Table 20 provides the breakdown of how campers responded. Compared to the previous year, there was a slight decrease in those considered to be promoters and an increase for those who were considered to be passive and detractors.

Score	2020 Percentage [n=512]	2020 Breakdown for Promoter, Passive, and Detractor	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	40%	52%	53%	63%	60%	69%
9	12%		10%		9%	
8	19%	27%	11%	20%	11%	18%
7	8%		9%		7%	
6	8%	21%	4%	17%	4%	13%
5	6%		3%		3%	
4	2%		2%		1%	
3	1%		2%		2%	
2	2%		1%		1%	
1	1%		1%		<1%	
0	2%		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 +31.25 (see Image 2); this was a decrease of 14.89 compared to the +46.14 rating in 2019.

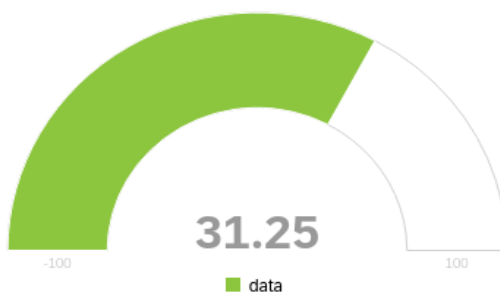


Image 2: 2020 Net Promoter Score for Fish Camp

Respondents were provided the opportunity to explain their zero to 10 ratings for recommending Fish Camp and 279 wrote a comment. Students who were considered detractors (n=107) shared that if it were virtual they would not recommend it; however, they would recommend an in-person program. Some indicated they were disappointed with their online experience and that it was awkward, especially if you were the only freshman in their discussion group. Passives (n=138) indicated that Fish Camp was fun, that they met others, and learned information about Texas A&M, even with it being virtual. Many also reported that having Fish Camp in person would be better. Students who were considered promoters (n=267) expressed how much they enjoyed their Fish Camp experience. Students described it as fun, amazing, and helpful. Some explained that Fish Camp provided them the opportunity to meet other students and learn about Texas A&M, especially traditions. Several also mentioned it helped them feel prepared for the fall semester and less nervous about their transition to college.

Participants were asked what it means to be an Aggie and 217 shared their thoughts. Many talked about being an Aggie meant that you are part of a family, network, or community. Others referenced common phrases such as the Aggie Code of Honor or the six core values. One student described this in the following way:

"To be an Aggie is multiple things. For one, you're part of a big family: they'll be there for you and you should be there for them. Second, it means you're trustworthy: you don't lie, cheat, steal or tolerate those who do. Third, it means you're a good citizen: you're upholding the Aggie core values to make the world and society better."

Students used a wide-range of characteristics when defining what an Aggie is, such as helpful, accepting, respectful, caring, honorable, being a friend, having integrity, being a leader. Several mentioned upholding the traditions and being part of something bigger than yourself or part of Aggies, past, present, and future. One student described being as an Aggie as:

"Being an Aggie means a lot of things. Being an Aggie means you hold yourself to a higher standard and don't forget about other Aggies, past, present, and future. Texas A&M hosts ceremonies to remember fallen Aggies, not many universities do that, it makes us unique as well as other traditions we have on campus. Being an Aggie means to follow the traditions and truly love your time here."

Post Fish Camp Experience

Similar to the last four years, the survey was administered several months 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 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. This is not always the case for all student populations. Black students generally reported feeling less accepted or that they belong at Texas A&M. Crosstab analysis is available in separate documents.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]
People at TAMU accept me.	48%	43%	8%	1%	<1%	4.38 (.70) [512]	4.42 (.67) [1,005]
I feel comfortable at TAMU.	50%	41%	8%	2%	<1%	4.37 (.73) [507]	4.41 (.70) [998]
I belong at TAMU.	52%	33%	13%	2%	--	4.35 (.77) [509]	4.43 (.75) [999]
I get along well with people at TAMU.	40%	48%	11%	1%	<1%	4.26 (.72) [509]	4.27 (.63) [998]
People at TAMU like me.	34%	47%	19%	1%	<1%	4.13 (.74) [508]	4.16 (.73) [997]
I am similar to the kind of people who succeed at TAMU.	22%	54%	20%	4%	1%	3.93 (.79) [509]	3.91 (.78) [997]
People at TAMU are a lot like me.	23%	39%	29%	7%	3%	3.73 (.97) [508]	3.69 (.98) [998]
Other people understand more than I do about what is going on at TAMU.	11%	29%	33%	19%	9%	3.15 (1.12) [511]	2.88 (1.04) [997]
It's a mystery to me how TAMU works.	2%	6%	25%	45%	22%	2.20 (.92) [510]	2.09 (.86) [999]
I feel like an outsider at TAMU.	2%	9%	19%	36%	34%	2.11 (1.05) [511]	2.00 (.95) [1,004]
I feel alienated from TAMU.	2%	3%	14%	40%	40%	1.88 (.93) [508]	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. The response options on the survey changed for this year and several options were removed from the survey due to restrictions from COVID-19; however, those options are on Table 22 as shown below. Hanging out[‡] was the most common activity with just over three-fourths of the students selecting it. Compared to the previous year, most activities decreased. Students selecting Howdy Week events were asked to identify which events they attended; however, there were no written comments provided. Furthermore, those selecting the “other” response option were also provided the opportunity to write a response. Fifty-three students reported dinner, game nights, Zoom meet-ups/hangouts, and virtual game nights 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)	2020 Percent [n=521]	2019 Percent [n=1,006]	2018 Percent [n=1,354]	2017 Percent [n=1,417]	2016 Percent [n=1,695]
Hangout	77%	79%	82%	77%	76%
Virtual Silver Taps*	25%	57%	71%	77%	65%
Campus Tour	24%	42%	40%	33%	47%
Virtual Movie Nights*	15%	16%	19%	16%	20%
No activities have been planned	15%	1%	1%	1%	1%
Virtual MSC Open House*	11%	56%	70%	60%	70%
Other	11%	9%	8%	5%	5%
Virtual Midnight Yell*	9%	71%	80%	79%	84%
Howdy Week events	5%	32%	31%	30%	40%
Dinner	‡	70%	73%	69%	75%
Sporting Events	‡	65%	74%	70%	75%
Camp Reunion	‡	63%	73%	72%	80%
Lunch	‡	62%	71%	75%	76%
Bowling	‡	7%	12%	9%	6%

Table 22: Post Fish Camp Activities

*In previous years virtual was not included with the event option
 ‡ Question not asked

A follow-up question was asked of students who indicated their camp had planned any activity since the end of Fish Camp (n=444) to find out approximately how many activities had been planned with their camp or DG. The results, displayed in Table 23, show that over two-thirds (71%) reported 1-5 activities, which is fewer activities than previous years.

Approximately how many activities have been planned with your camp or DG?	2020 Percent [n=435]	2019 Percent [n=983]	2018 Percent [n=1,326]	2017 Percent [n=1,387]	2016 Percent [n=1,655]
1 – 5 activities	71%	37%	29%	33%	25%
6 – 10 activities	24%	31%	33%	36%	38%
11 – 15 activities	3%	17%	20%	17%	19%
16 – 20 activities	1%	6%	8%	7%	7%
More than 20 activities	1%	9%	10%	8%	12%

Table 23: Number of Post Fish Camp Activities

When asked if they were still interacting with members of their DG, 63% of the 518 students responding said yes and 37% said no. This was a slight decrease compared to 2019 with 65% saying they were interacting with their camp and 36% indicating they were not. Those who were no longer interacting with their DG (n=191) were asked to explain why. Several, of the 113 who responded, indicated that nothing was planned, communication stopped early in the semester, or DG Leaders did not initiate anything. Many indicated that they did not know how to contact others for different reasons. Some stated that their group did not form strong bonds and that they drifted apart quickly. A couple of students mentioned there not being campus activities to attend due to COVID-19 or that they were physically not in College Station for the fall semester.

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 the same as in 2019. Those who reported some level of communication from their DG leaders (n=456) were asked about the communication method used with a select-all-that-apply question. The results also found in Table 24 say that GroupMe was again the most common communication method, but it did decrease compared to the previous years. Those selecting social media (n=175) were able to write which social media platforms were used; of the 126 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 two comments, one said by email, and the other reported using Snapchat.

Communication with DG Leaders	2020 Percent	2019 Percent	2018 Percent	2017 Percent	2016 Percent
How often do your DG leaders communicate with you?	[n=516]	[n=1,002]	[n=1,347]	[n=1,411]	[n=1,677]
Once in a while	53%	53%	33%	35%	23%
Weekly	17%	18%	22%	22%	22%
Several times per week	12%	12%	23%	24%	30%
My DG leaders have not communicated with me	12%	7%	3%	3%	2%
Multiple times per day	3%	7%	11%	10%	15%
Once a day	3%	4%	7%	7%	8%
How does your DG leader communicate with you? (select all that apply)	[n=454]	[n=935]	[n=1,303]	[n=1,366]	[n=1,640]
GroupMe	66%	69%	85%	‡	‡
Text	47%	53%	52%	76%	87%
Social Media	39%	35%	37%	43%	36%
Virtually - any platform	30%	‡	‡	‡	‡
In person	19%	30%	33%	29%	35%
Phone	17%	18%	18%	23%	23%
Other	<1%	<1%	<1%	6%	5%

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

All freshmen were asked if they felt that participating in Fish Camp helped them in their first few weeks at Texas A&M. Almost two-thirds of respondents (64%) felt that Fish Camp did help them in their fall semester, as seen in Table 25, on the following page. In comparison to previous years, fewer students report that Fish Camp was helpful their first several weeks in the fall.

Did participating in Fish Camp help you in your first few weeks at Texas A&M this fall?	Yes	No	Unsure
Fish Camp 2020	64%	15%	21%
Fish Camp 2019	76%	11%	13%
Fish Camp 2018	80%	9%	12%

Table 25: Fish Camp Help First Semester

Those who felt that Fish Camp helped them (n=329) were asked to explain their response or to indicate what information that they learned was helpful. A majority of the 152 students responding to the question talked about knowing people, feeling connected to others, having someone to ask questions during the first several weeks of the semester. A few students appreciated knowing others when they came to school because it was isolating due to COVID-19. Others indicated they learned about campus traditions, what to expect in college to make the transition easier, and where things are located on campus. Some mentioned they learned about academic resources, time management, and where to study.

Alternatively, those reporting that Fish Camp did not help them in their first few weeks (n=79) were also provided the chance to explain, and 32 wrote a comment. Several mentioned that they did not make friends at Fish Camp or that they were not connected by anyone in the fall semester. Some said that they did not learn anything at Fish Camp or that they had already heard the information before.

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. A wide range of suggestions was received from the 205 students who responded. Many students reported that all topics were covered during Fish Camp or that nothing needed to be covered in greater depth. Many students also talked about wanting various academic topics covered more such as registration, resources (Supplemental Instruction, tutoring, etc.), keeping up in classes, how to study, and time management. Others talked about wanting more information about getting involved and making friends. Several felt that there should be more information about mental wellness such as dealing with homesickness, stress, and depression. Finally, some wanted practical information to help with navigating campus, pulling athletic tickets, keeping your room clean, and understanding the student rules. For many of the areas that students mentioned, they wanted more information about how to do various topics, not just that they should do them.

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 26. Six of the seven responses selecting the "other" response option wrote in St. Mary's Connect Retreat. One student indicated the Corps of Cadets Freshmen Orientation Week.

Did you attend any orientation camp program in addition to Fish Camp? (select all that apply)	2020 Percent [n=111]	2019 Percent [n=195]	2018 Percent [n=234]	2017 Percent [n=243]	2016 Percent [n=294]
Impact Retreat	90%	86%	80%	82%	80%
Other	6%	11%	14%	10%	11%
ExCEL	5%	2%	5%	7%	7%
Venture Camp	2%	2%	3%	3%	4%

Table 26: Additional Extended Orientation Programs

Demographics

Demographic data were obtained through the University's student information system. Results are displayed in Table 27, 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.

Demographic Statements	Students Registered for Fish Camp [n=5,050]	Fish Camp Survey Respondents [n=908]
College		
College of Engineering	31%	28%
Mays Business School	13%	11%
College of Liberal Arts	9%	10%
College of Science	9%	10%
General Studies	9%	8%
College of Agriculture and Life Sciences	8%	9%
College of Education and Human Development	8%	9%
College of Veterinary Medicine and Biomedical Science	7%	10%
College of Architecture	3%	3%
Public Health	2%	2%
College of Geosciences	1%	2%
Sex		
Female	56%	72%
Male	44%	28%
Ethnicity		
White	68%	68%
Hispanic or Latino of any Race	20%	17%
Asian	7%	7%
Multiracial excluding Black	4%	4%
Black / Multiracial with Black	2%	3%
American Indian / International / Native Hawaiian / Unknown	<1%	1%
Top Ten Percent Admission		
Top 10%	54%	57%
Not Top 10%	46%	43%
First Generation College Student		
Not First Generation	86%	87%
First Generation	14%	13%
Unknown	<1%	<1%
Classification		
Freshman	87%	84%
Sophomore	11%	14%
Junior	2%	2%
Senior	<1%	<1%
UG Nondegree	<1%	<1%

Table 27: Student Demographics

Background

Fish Camp, typically 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, anyone 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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