

**Aggie Transition Camps (ATC)**  
**T-Camp 2021**  
**Counselor/Teamer/Co-Chair and Camper Surveys**

**Purpose of Assessment**

The purpose of this assessment was to understand the experiences of students who participated in T-Camp. T-Camp, sponsored by Aggie Transition Camps (ATC), is an extended (three-day) optional orientation camp for students who are transferring to Texas A&M University. There were two sessions held, from August 2 through August 8. Following the camps, one survey was sent to co-chairs, counselors, and teamers, and a few weeks into the semester another survey was sent to participants (campers) to assess their camp experience.

**Key Findings with Recommendations**

Student Life Studies identified several key findings and developed actionable recommendations the ATC may take based on the results. However, ATC student leaders and staff may identify other findings using their knowledge and understanding of the event and 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.

- Participants (campers), counselors, and teamers of 2021 T-Camp overall reported a positive experience. Counselors and teamers generally indicated feeling prepared for T-Camp. Correspondingly, the campers felt welcomed and learned about Texas A&M traditions.
- Counselors rated highest that they developed positive relationships that they hoped continued after camp and least agreed that the workdays were well organized. The counselors shared that they would prefer to have a more realistic mock DG and a map of Trinity Pines. When asked about their feeling of engagement, some respondents indicated that they had other obligations or did not live in College Station, so they were not able to socialize with the other counselors outside of work.
- When the staff members were asked if the ATC director staff fulfilled their role as a liaison, they said that they would like more communication from co-chairs and ATC director staff outside of just the larger All Camp (AC) trainings, as they generally felt less supported by this staff than their Howdy Camp counterparts.
- Campers indicated that T-Camp helped them feel more prepared to start at Texas A&M University and a slight majority felt they connected to fellow students as a result of attending. Campers mentioned that while their expectations were met in terms of learning about traditions and making friends, they wished T-Camp covered information about transportation like parking, buses, and bikes as well as information about student organizations. Campers rated feeling comfortable using their co-chairs for resources the lowest. This statement was also one of the lowest rated statements in the 2020 survey. Staff may want to review how co-chairs can increase their direct involvement with campers to increase the comfort of campers using them as future resources.

**Method and Sample**

The counselor/co-chair/teamer and camper surveys were developed and distributed using Qualtrics®, a software program that creates web-based surveys and databases. The counselor/co-chair/teamer survey contained 21 questions: 15 quantitative and six qualitative questions. It was sent successfully to 89 students on October 21, 2021, through an email invitation; non-respondents received up to three reminders before the survey closed on November 17, 2021. Of the students who were sent the survey, 47 completed at least some part of it, resulting in a 53% response rate which is higher than last year's 40% response rate. Due to branching technology, not all respondents saw all questions.

The 30-question camper survey included 28 quantitative and two qualitative questions. Due to branching technology, not all respondents saw all questions. The camper survey was sent successfully to 271 students through

an email invitation on October 26, 2021; non-respondents received three reminders before the survey closed on November 11, 2021. Of those who were sent the survey, 60 responded to at least some part of the survey, for a 22% response rate which is higher than last year's T-Camp camper survey response rate of 17%.

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

## Results

Results are reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in 2021 T-Camp descending mean or frequency order unless otherwise specified. Summary themes are provided in this report; the entire list can be found in a separate document. Comparison to previous camps is provided where possible. This report contains two sections: Counselor/Teamer/Co-Chair Survey and Camper Survey.

### Counselor/Co-Chair/Teamer Survey

When asked what their role was on staff, 77% of 47 respondents selected counselor, 13% selected teamer and 11% selected co-chair. Counselors and teamers were asked to indicate their level of agreement or disagreement to statements describing the training for their roles at T-Camp. Table 1 indicates respondents rated highest that they developed positive relationships that they hoped continued after camp. Respondents least agreed that the workdays were well organized.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	2021 T- Camp Mean (sd) [n]	2020 T- Camp Mean (sd) [n]	2020 Howdy Camp Mean (sd) [n=30]
<b>I have developed positive relationships that I hope to continue after camp</b>	63%	33%	3%	3%	3.55 (.68) [40]	3.59 (.62) [44]	3.80 (.41)
<b>The CoRI training prepared me for camp ††</b>	49%	44%	7%	--	3.41 (.63) [41]	3.23 (.71) [44]	--
<b>The expectations (number of meetings, cost, deadlines) for my role were realistic</b>	45%	43%	13%	--	3.33 (.69) [40]	3.64 (.49) [44]	3.47 (.51)
<b>The CPT/CREI training prepared me for camp †</b>	42%	46%	12%	--	3.29 (.68) [41]	3.36 (.61) [44]	3.47 (.51)
<b>All camp (AC) refresher was well organized</b>	42%	52%	2%	5%	3.29 (.75) [41]	3.29 (.64) [42]	3.50 (.57)
<b>The workdays were well organized</b>	39%	46%	10%	5%	3.20 (.81) [41]	3.30 (.70) [44]	3.37 (.72)

Table 1-Counselor, Teamer and Co-Chair Experiences  
† Child Protection Training (CPT) and Civil Rights, Equity and Investigations (CREI)  
†† Community of Respect and Inclusion (CoRI)

Respondents who disagreed or strongly disagreed with any statement were provided a chance to explain why they felt that the training did not feel prepare them for camp. Four respondents commented and responses varied. One respondent shared that they could not remember some things they learned in training because the CoRI training took place months in advance and was not reviewed during the camp weekend. Another respondent shared that training on how to improve reaching out to campers, especially when they are not engaging with camp would be helpful. This respondent also shared that Discussion Groups (DG) should have more realistic topics.

When asked about any other training topics that should be included during All Camp meetings or workdays that would have helped better prepare them for their role, 16 respondents provided comments. Some respondents shared that they would prefer to have a more realistic mock DG and a map of Trinity Pines. Another respondent shared that it would have been helpful if they focused more on the counselors with less experience by reviewing with them for 20-30 minutes. Another respondent shared that the chair should be expected to read through the CoRI script at camp.

The next set of questions asked about the amount of time in the spring that the counselors, teamers and co-chairs had expended to prepare for camp. Table 2 shows that most respondents spent between 1-5 hours per week working on T-Camp, nearly half the percentage who chose that response as the amount of time they spent working on T-Camp last year. Thirteen percent (13%) indicated spending over 15 hours per week in preparation during the spring semester, whereas last year nobody reported spending more than 15 hours preparing for T-Camp. Table 2 presents these data in ascending order of hours per week spent.

<b>On average, how much time per week during the Spring semester did you spend working on T-Camp?</b>	<b>2021 T-Camp Percent [n=39]</b>	<b>2020 T-Camp Percent [n=44]</b>	<b>2020 Howdy Camp Percent [n=30]</b>
0 hours	--	2%	--
1-5 hours	39%	80%	37%
6-10 hours	33%	11%	43%
11-15 hours	15%	7%	17%
16-20 hours	5%	--	3%
21+ hours	8%	--	--

Table 2-Hours Spent per Week on T-Camp in the Spring Semester

When asked if they felt engaged in camp, 78% of the 32 respondents answered yes, and 22% answered sort of. No one selected no as a response to the question. All respondents were then asked to explain their feeling of engagement, or lack of, in camp activities. Nineteen responded and the majority shared feeling engaged. The respondents who shared feeling engaged reported that they felt welcome and included during hangouts. Those who indicated feeling less engaged in camp activities said that some of the counselors formed tight-knit cliques and made it difficult to socialize with them. A few respondents shared that they did not know that T-Camp required a commitment outside of meetings and workdays. They indicated that they had other obligations and that not joining the other counselors during their hangouts made it difficult to feel included. One respondent shared that it would have been nice to know this before camp.

Respondents were asked what they were most prepared for at camp, and nearly half of the 22 respondents indicated that they were most prepared for the skits. Other respondents shared that they felt prepared to interact and lead campers while others indicated that they felt prepared for DG time.

Respondents were then asked to make suggestions for improving the preparation for their roles. There were 20 responses. Some counselors indicated more structured DG time and going over how to better involve quieter, more reserved campers in Discussion Groups (DG). The rest of the responses varied. One respondent shared that it is important for counselors to not clump together and form cliques. Other respondents shared that adding a Q&A

session, having a review session, going over the camp schedule, and discussing how to handle difficult weather would help them prepare for their roles.

All respondents were asked if they felt supported by the co-chair staff and ATC director staff, based on a five-point scale. As noted in Table 3, respondents indicated feeling supported more often by their co-chairs than by ATC director staff, but in general, felt less supported than their Howdy Camp 2020 and T-Camp 2020 counterparts indicated.

I felt supported by....	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	2021 T-Camp Mean (sd) [n]	2020 T-Camp Mean (sd) [n=44]	2020 Howdy Camp Mean (sd) [n]
<b>My Co-chairs</b>	59%	24%	14%	3%	--	4.38 (.86) [29]	4.64 (.72)	4.88 (.33) [26]
<b>ATC Director Staff</b>	26%	36%	29%	10%	--	3.77 (.96) [31]	3.98 (1.17)	4.31 (.85) [29]

Table 3-Support from Co-chairs and ATC Director Staff

Respondents were then asked whether the ATC director staff fulfilled their role as a liaison. Of the 31 respondents answering this question, 52% indicated they felt the ATC director staff always fulfilled their role, 39% indicated often, while 3% indicated sometimes and 7% indicated rarely did the director staff fulfill that role. Respondents were asked to provide examples of when they felt supported or unsupported. Five provided comments, including that there was no personal communication outside of the large training events by co-chairs or director staff, they did not know how camp was going to run until a week before, and they felt unsupported during the application process.

The respondents that indicated feeling unsupported were given the opportunity to share their experiences. Two respondents shared that they felt unsupported by the ATC director staff. One respondent shared that they sometimes felt unsupported because they were yelled at for minor things. It was obvious when the chairs were upset, and they did not accommodate the people living outside College Station. The other respondent indicated that they barely saw some of the staff members and that they did not see some of them until a few days before camp.

Counselors and teamers were requested to identify their camp's color/name. Table 4 demonstrates that respondents most frequently identified themselves as a counselor from Camp Hale.

Camp Color/Name	2021 Percent [n=46]
<b>Pink-Camp Hale</b>	24%
<b>Purple-Camp Carswell</b>	22%
<b>Aqua-Camp Szura</b>	22%
<b>Blue-Camp Roblyer</b>	17%
<b>Team Jamie</b>	15%

Table 4-T Camp Color/Name

## Participant (Camper) Survey

This year, participants (campers) were asked to rate their level of agreement or disagreement to a series of statements about their experiences registering for T-Camp. Table 5 below indicates that approximately three-fourths of the participants agreed or strongly agreed that their questions were answered quickly and promptly whether by email or phone. Over 80% of the participants agreed or strongly agreed that the registration system was easy to navigate.

	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither Agree nor Disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2021 T-Camp Mean (sd) [n]</b>
<b>The registration system was easy to navigate.</b>	37%	46%	6%	12%	--	4.08 (.95) [52]
<b>My questions were answered quickly and promptly, whether by email or phone.</b>	32%	45%	15%	6%	2%	3.98 (.97) [47]

Table 5-Registering for T-Camp

When participants were asked how they heard about T-Camp in a select all that apply question, 32% of the respondents selected social media, 74% selected family/friends, 8% selected camp website, and 36% selected New Student Conference.

Next, participants were asked to rate their level of agreement or disagreement to a series of statements about their experiences attending T-Camp to ascertain how well the camp accomplished its goals. Comparison to previous camps for Likert-type scale questions is not provided in this year's report because the scales changed from a 4-point scale to a 5-point scale. Table 6, on the following page, indicates that most campers agreed or strongly agreed they felt welcomed at the university and knew the Texas A&M yells after attending T-Camp 2021. However, campers rated that they felt prepared to begin at Texas A&M the lowest.

	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither Agree nor Disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2021 T-Camp Mean (sd) [n]</b>
<b>I feel welcomed into the university</b>	67%	29%	2%	2%	--	4.62 (.63) [52]
<b>I know Texas A&amp;M yells</b>	65%	33%	--	2%	--	4.62 (.60) [52]
<b>I have positive relationships with members at Texas A&amp;M</b>	61%	29%	10%	--	--	4.51 (.68) [51]
<b>I know opportunities to get involved on campus</b>	57%	37%	2%	2%	2%	4.45 (.81) [51]
<b>I feel connected to the Aggie Family</b>	58%	27%	14%	--	--	4.40 (.80) [52]
<b>I am aware of resources available to me at Texas A&amp;M</b>	46%	48%	2%	4%	--	4.37 (.72) [52]
<b>I felt prepared to begin at Texas A&amp;M</b>	48%	37%	14%	2%	--	4.31 (.78) [52]

Table 6-Campers' Experiences

The campers were also asked how knowledgeable they felt about Texas A&M traditions before and after attending camp. Table 7 shows that the campers' mean scores increased after attending camp. Approximately three-fourths (71%) of the campers reported feeling somewhat knowledgeable or very knowledgeable about Texas A&M traditions before attending T-Camp. Almost all (98%) of them reported feeling somewhat knowledgeable or very knowledgeable about Texas A&M traditions after attending T-Camp.

	<b>Very Knowledgeable (4)</b>	<b>Somewhat Knowledgeable (3)</b>	<b>Not Knowledgeable (2)</b>	<b>Not at all Knowledgeable (1)</b>	<b>2021 T-Camp Mean (sd) [n=52]</b>
<b>How knowledgeable did you feel about Texas A&amp;M traditions before attending T-Camp?</b>	19%	52%	27%	2%	2.88 (.73)
<b>How knowledgeable did you feel about Texas A&amp;M traditions after attending T-Camp?</b>	90%	8%	2%	--	3.88 (.38)

Table-7 Campers' Knowledge of Traditions

Respondents were asked to describe how their counselors, co-chairs and the camp environment contributed to their camp experience. Table 8 reveals that at least 90% of the respondents agreed or strongly agreed that their counselors created a welcoming environment, counselors effectively answered questions about campus resources, DG time at camp was an effective learning environment, and that the T-Camp program schedule was easy to navigate during camp. This year's campers least agreed that they felt comfortable using co-chairs as resources.

	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither Agree nor Disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2021 T--Camp Mean (sd) [n=42]</b>
<b>My counselors created a welcoming environment at T-Camp</b>	68%	25%	6%	2%	--	4.58 (.70)
<b>My counselors effectively answered questions about campus resources</b>	62%	29%	7%	2%	--	4.50 (.73)
<b>Overall, I found the T-Camp experience engaging</b>	69%	17%	8%	4%	2%	4.48 (.94)
<b>DG time at camp was an effective learning environment</b>	60%	31%	6%	2%	2%	4.44 (.85)
<b>T-Camp program schedule was easy to navigate during Camp</b>	56%	35%	6%	2%	2%	4.40 (.85)
<b>I am comfortable using my counselors as resources</b>	58%	25%	12%	6%	--	4.35 (.91)
<b>I am comfortable using my co-chairs as resources</b>	37%	33%	17%	14	--	3.92 (1.05)

Table 8-Camper Feedback on Camp Environment, ATC Staff and Resources

Respondents were asked to describe their experience with the We Are The Aggies, The Aggies Are We program. Table 9, on the following page, reveals that over 92% of the campers agreed or strongly agreed that they understood the reason behind the We Are The Aggies, The Aggies Are We program and that the program was carried out respectfully.

	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither Agree nor Disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2021 T-Camp Mean (sd) [n=51]</b>
<b>I understood the reason behind the We Are The Aggies, The Aggies Are We program.</b>	55%	37%	6%	2%	--	4.45 (.70)
<b>After experiencing the program during camp, I appreciated the diversity among the students of Texas A&amp;M.</b>	53%	31%	14%	2%	--	4.35 (.80)
<b>The program was carried out in a respectful way.</b>	57%	39%	2%	--	2%	4.49 (.73)

Table 9- Program Responses

Participants were asked what they expected to learn or gain from camp. Of the 35 responses, about half of them said that they went to T-Camp expecting to make new friends and establish a connection within the Aggie family. Approximately three-fourths of the responses said that they expected to learn about traditions and yells.

In a select-all-that-apply format, participants were requested to share what activities their camp counselors invited them to join since camp to help them stay connected to the other campers. According to Table 10, participants chose most frequently that counselors planned continuity events and dinner. The five respondents who selected "other" included that their counselors invited them to community events, to grab ice cream, and to have study sessions.

<b>What activities have your counselors invited you to since camp to help you stay connected?</b>	<b>2021 T-Camp Percent [n=51]</b>	<b>2020 T-Camp Percent [n=21]</b>	<b>2020 Howdy Camp Percent [n=32]</b>
<b>Continuity Events</b>	96%	86%	78%
<b>Dinner</b>	47%	62%	94%
<b>Lunch</b>	43%	38%	84%
<b>Campus Tour</b>	35%	52%	72%
<b>Other</b>	12%	23%	18%
<b>Virtual Hangouts</b>	6%	48%	--
<b>No activities have been planned</b>	--	--	--

Table 10-Post-Camp Activities

Using a select-all-that-apply question, campers were asked which activities their counselors planned for them had they participated or planned to participate in after T-Camp. Noted in Table 11 on the next page, students most frequently selected dinner and continuity events. The four respondents who selected "other" indicated that their counselors invited them to yell practice, and a study sessions.



<b>What activities that the counselors planned have you participated in or plan to participate in since camp?</b>	<b>2021 T-Camp Percent (n=45)</b>	<b>2020 T-Camp Percent [n=20}</b>	<b>2020 Howdy Camp Percent [n=21]</b>
<b>Continuity Events</b>	80%	70%	65%
<b>Dinner</b>	33%	55%	87%
<b>Lunch</b>	31%	20%	52%
<b>Other</b>	11%	20%	13%
<b>No Activities Have been planned</b>	7%	--	‡
<b>Campus Tour</b>	7%	20%	39%
<b>Virtual Hangouts</b>	4%	50%	‡

Table 11-Post-Camp Activities Participation  
‡ Option not provided

Participants were also asked if they were still interacting with members of their DG. Fifty responded, with 70% indicating yes and 30% indicating no.

Given that the students have been at Texas A&M for several weeks, they were asked what topics they feel should have been covered at T-Camp or covered in greater depth. Of the 26 responses, about one-fourth of the respondents were satisfied and said nothing else needed to be covered. Other respondents shared that they needed to cover student organizations and clubs, class registration and advising, and study habits as transfer students. A few mentioned adding tips for students about the campus resources, and more about game etiquette, traditions and yells. Other respondents would have liked more information on transportation services, bus routes and bike lanes.

The respondents were asked if they attended other orientation camp programs other than T-Camp. There were 46 responses, 87% of them said that they did not attend any other orientation camp program, 9% said that they attended Impact Retreat, and 4%, said that they attended Fish Camp.

Campers were asked to identify their camp's name and color. As noted in Table 12 respondents were most frequently from Camp Szura.

<b>Camp Color/Name</b>	<b>2021 Percent</b>
<b>Aqua- Camp Szura</b>	28%
<b>Pink- Camp Hale</b>	26%
<b>Blue- Camp Roblyer</b>	24%
<b>Purple- Camp Carswell</b>	22%

Table 12-Camp Color/Name (n=23)

Demographic information for T-Camp participants was collected through official student records using the participants' Universal Identification Number. Table 13, on the next page, shows the demographics of T-Camp participants and respondents to the survey. Participants and respondents to the survey were primarily female, sophomores, White, non-first-generation students, and were in the College of Education and Human Development. Frequencies are in descending order by survey respondents for each category.

<b>T-Camp 2021 Participants</b>	<b>Participants Percentage n=269</b>	<b>Respondents Percentage n=58</b>
<b>Classification</b>		
<b>Sophomore</b>	59%	59%
<b>Junior</b>	27%	28%
<b>Freshman</b>	10%	7%
<b>Senior</b>	4%	7%
<b>Academic College</b>		
<b>Education and Human Development</b>	22%	26%
<b>Agriculture &amp; Life Sciences</b>	19%	24%
<b>Liberal Arts</b>	32%	21%
<b>Engineering</b>	7%	10%
<b>Architecture</b>	9%	7%
<b>Geoscience</b>	3%	5%
<b>Business</b>	2%	3%
<b>Science</b>	4%	2%
<b>Vet Med</b>	1%	2%
<b>Public Health</b>	<1%	--
<b>Ethnic Origin</b>		
<b>White</b>	71%	72%
<b>Hispanic or Latino of any Race</b>	23%	17%
<b>Black or multi-racial with Black</b>	2%	5%
<b>Asian</b>	2%	3%
<b>Multi-racial excluding Black</b>	2%	2%
<b>First Generation College Student</b>		
<b>Not First Generation</b>	82%	76%
<b>First Generation</b>	18%	24%
<b>Sex</b>		
<b>Female</b>	65%	72%
<b>Male</b>	35%	28%

Table 13-Demographic Comparison of All T-Camp Participants and Survey Respondents

### **Organization Background**

According to its website (<https://www.tamu.edu/traditions/orientation/t-camp/index.html>), T-Camp is an extended orientation camp for students who are transferring to Texas A&M University for the fall semester. Participants usually travel to Trinity Pines in Trinity, Texas and stay in cabins. T-Camp is led by students currently attending Texas A&M and who have familiarity with transferring. The camp student staff is made up of directors, co-chairs, teamers, and counselors. Their goal is to help new transfer students establish relationships with fellow students and learn Texas A&M traditions.

### **Project Details**

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