

Aggie Transition Camps (ATC)

T-Camp 2022

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, sponsored by Aggie Transition Camps (ATC). T-Camp is an extended (three-day) optional orientation camp for students who are transferring to Texas A&M University. There was one session held from August 10th through August 12th. Following the camp, 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 Affairs Planning, Assessment, and Research identified several key findings and developed actionable recommendations 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 2022 T-Camp overall reported a positive experience. Counselors, teamers, and co-chairs generally indicated that they felt prepared to facilitate T-Camp. Correspondingly, the campers felt welcomed, learned about campus resources, and learned about Texas A&M traditions.
- Staff rated highest that they developed positive relationships that they hoped continued after camp and that they felt engaged in camp activities. However, they rated lowest that their workdays were well organized.
 - Student Affairs Planning, Assessment, and Research (SAPAR) recommends working with camp staff to find out more about how to improve organization of workdays during camp. The mean for this question has decreased in each assessment over the last three years.
- Campers indicated that T-Camp helped them learn Texas A&M yells and increase their awareness of resources available to them at Texas A&M. 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 and teamers for resources the lowest. This statement was also one of the lowest rated statements in the 2021 and 2020 surveys. 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 23 questions: 17 quantitative and six qualitative questions. It was sent successfully to 73 students on November 12, 2022, through an email invitation; non-respondents received up to five reminders before the survey closed on November 30, 2022. Of the students who were sent the survey, 33 completed at least some part of it, resulting in a 45% response rate which is lower than last year's 53% response rate. Due to branching technology, not all respondents saw all questions.

The 28-question camper survey included 23 quantitative and five qualitative questions. Due to branching technology, not all respondents saw all questions. The camper survey was sent to 187 students through an email invitation on November 11, 2022; however, two email addresses were invalid. Non-respondents received up to five reminders before the survey closed on November 30, 2022. Of 185 who successfully received the survey, 38 responded to at least some part of the survey, for a 21% response rate, similar to last year's T-Camp camper survey response rate of 22%.

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 2022 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, 64% of the 33 respondents selected counselor, 18% selected teamer and 18% selected co-chair. Respondents were asked to indicate their level of agreement or disagreement to statements describing the preparation for their roles at T-Camp. Table 1 indicates respondents rated highest that they felt prepared to lead both small and large groups. Respondents least agreed that the workdays were well organized.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	2022 T-Camp Mean (sd) [n=25]	2021 T-Camp Mean (sd) [n=41]	2020 T-Camp Mean (sd) [n=44]
I felt prepared to facilitate small groups	60%	36%	4%	--	3.56 (.58)	‡	‡
I felt prepared to facilitate large groups	56%	44%	--	--	3.56 (.51)	‡	‡
I felt prepared to navigate risk management situations	48%	48%	4%	--	3.44 (.58)	‡	‡
The CoRI training prepared me for camp **	48%	40%	4%	8%	3.28 (.89)	3.41 (.63)	3.23 (.71)
The CPT/CREI training prepared me for camp *	36%	56%	4%	4%	3.24 (.72)	3.29 (.68)	3.36 (.61)
The workdays were well organized	32%	36%	20%	12%	2.88 (1.01)	3.20 (.81)	3.30 (.70)

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)

(‡ Question not asked)

Respondents who disagreed or strongly disagreed with the statements about CoRI and/or CPT/CREI were provided a chance to explain why they felt that the training did not feel prepare them for camp. Three varied responses were provided. One shared that CoRI training had good intentions, but that doing it during prep week was draining

mentally and recommended keeping the training only during camp itself. Another said that they did not learn anything during the trainings.

Camp staff were asked what they felt most prepared for at camp; 14 responded and their feedback varied. Several mentioned being prepared for the high energy of the camp experience, for skits, and for Discussion Group (DG) time. One responded that they did not feel prepared for the All Camp (AC) workdays. When asked what suggestions they had for improving how they were prepared for their role, 15 respondents provided varied feedback. A couple mentioned having consistent room sizes for skits, more preparation for how to do specific tasks or schedules, and having mock DG time to practice. Respondents were then asked to share any additional topics they felt should be included during camp training and 13 responded. Responses varied, one mentioned preparing staff to interact with campers outside of the DG setting and putting more of an emphasis on continuity and others mentioned being more prepared and recognized for the amount of work that goes in preparation for camp.

The next set of questions asked about the amount of time that the counselors, teamers, and co-chairs had spent working on T-Camp during the spring and summer semesters. Table 2, in order by hours, shows that during the spring semester, most respondents spent 1-5 hours per week, about 20 percent more than the percentage that chose that response last year. During the summer, a little over one-third of respondents reported that they spent 6-10 hours a week working on T-Camp and nearly one-quarter said that they spent 11-15 or 16-20 hours per week.

On average, how much time per week during the Spring semester did you spend working on T-Camp?	2022 T-Camp Percent [n=21]	2021 T-Camp Percent [n=39]	2020 T-Camp Percent [n=44]
0 hours	--	--	2%
1-5 hours	62%	39%	80%
6-10 hours	24%	33%	11%
11-15 hours	10%	15%	7%
16-20 hours	5%	5%	--
21+ hours	--	8%	--
On average, how much time per week during the Summer did you spend working on T-Camp?	2022 T-Camp Percent [n=21]	2021 T-Camp Percent [n=39]	2020 T-Camp Percent [n=44]
0 hours	--	‡	‡
1-5 hours	14%	‡	‡
6-10 hours	38%	‡	‡
11-15 hours	24%	‡	‡
16-20 hours	24%	‡	‡
21+ hours	--	‡	‡

Table 2-Hours Spent per Week on T-Camp
(‡ Question not asked)

Camp staff were then asked how much personal money they spent on both camp supplies and on building relationships with their camp. Figure 1, on the next page, reveals that responses for amount of personal money spent on camp supplies varied. Figure 2, on the next page, demonstrates that the majority of respondents spent \$300 or less of their personal money on building relationships with their camp.

Not including money refunded to you, how much personal money did you spend on camp supplies (not including dues, hangouts, or road trips). [n=21]

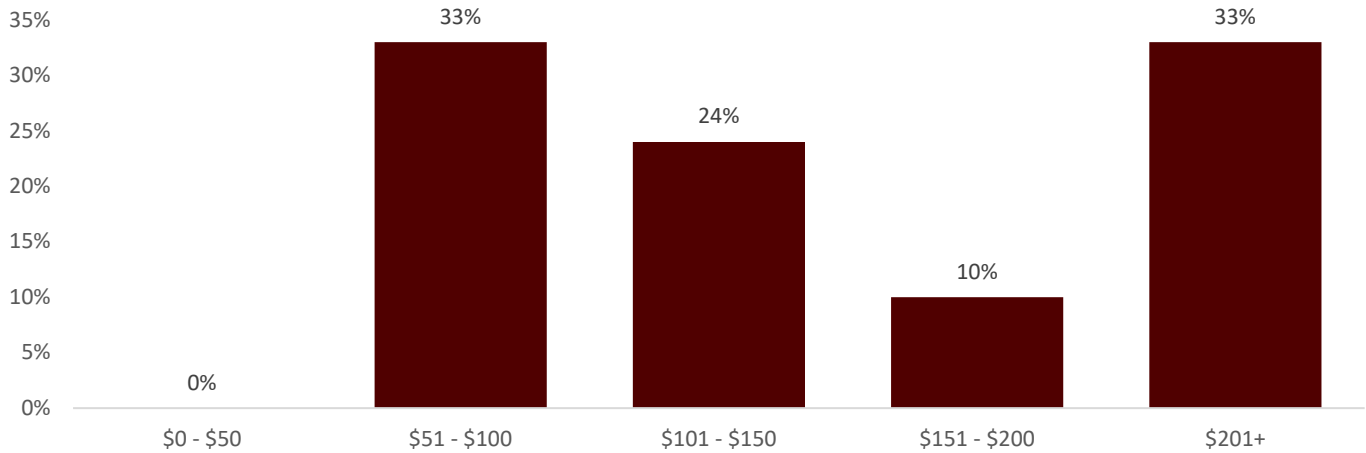


Figure 1: Personal Money Spent on Camp Supplies

Not including money refunded to you, how much personal money did you spend on building relationships with your camp (road trips, hangouts, etc.)? [n=21]

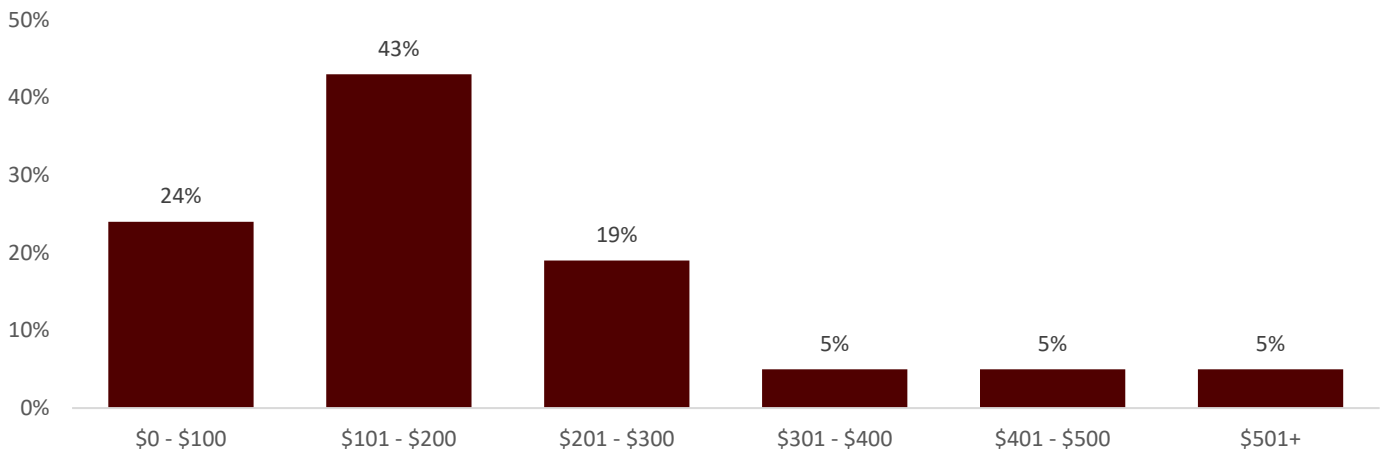


Figure 2: Personal Money Spent on Building Relationships

Respondents were then asked their level of agreement or disagreement with statements surrounding expectations, engagement, and relationship development. Table 3, on the next page, shows that all respondents either agreed or strongly agreed that they developed relationships that they hope to continue after camp and that they feel engaged in camp activities. Respondents who disagreed or strongly disagreed that they felt engaged would have been asked to explain why they did not feel engaged; however, no respondents selected that they did not feel engaged in camp activities.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]	2020 T-Camp Mean (sd) [n]
I have developed positive relationships that I hope to continue after camp.	65%	35%	--	--	3.65 (.49) [20]	3.55 (.68) [40]	3.59 (.62) [44]
Did you feel engaged in camp activities?	60%	40%	--	--	3.60 (.50) [20]	‡	‡
The expectations (number of meetings, cost, deadlines) for my role were realistic.	24%	62%	14%	--	3.10 (.63) [21]	3.33 (.69) [40]	3.64 (.49) [44]

Table 3- Expectations, Engagement, and Relationship Development of Staff (‡ Question not asked)

Counselors and teamers were asked about the co-chair staff and ATC director staff. As noted in Table 4, respondents indicated feeling supported more often by their co-chair staff than by ATC director staff. Respondents felt supported more often by the co-chair staff than in the last two years as well; however, they generally feel less supported by ATC staff than the last two years.

I felt supported by....	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]	2020 T-Camp Mean (sd) [n=44]
I felt supported by my Co-chairs	77%	18%	6%	--	--	4.71 (.59) [17]	4.38 (.86) [29]	4.64 (.72) [44]
The ATC Director Staff fulfilled their role as a liaison	30%	55%	15%	--	--	4.15 (.67) [20]	4.35 (.84) [31]	4.43 (.87) [44]
I felt supported by the ATC Director Staff	10%	35%	30%	20%	5%	3.25 (1.10) [20]	3.77 (.96) [31]	3.98 (1.17) [44]

Table 4-Support from Co-chairs and ATC Director Staff

Lastly, the respondents that indicated that they did not feel supported by their co-chairs, ATC director staff, or that ATC director staff did not fulfill their role as a liaison were asked to provide examples of when they felt unsupported. Five respondents shared examples. One shared that they felt that they were “on their own” to figure things out and that their co-chairs were too busy to help them understand what they needed to do. Another indicated that while their ATC director liaisons were helpful, the director staff as a whole did not make them feel supported nor welcome. Two others indicated that they were teamers and did not feel like they were supported by staff.

Participant (Camper) Survey

Participants (campers) were asked to rate their level of agreement or disagreement about their experiences registering for T-Camp. Table 5 illustrates that almost three-fourths of participants agreed or strongly agreed that the registration system was easy to navigate. Approximately two-thirds of respondents indicated that their questions were answered quickly by email or phone.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]
The registration system was easy to navigate.	26%	46%	20%	9%	-	3.89 (.90) [35]	4.08 (.95) [52]
My questions were answered quickly whether by email or phone.	28%	38%	22%	6%	6%	3.75 (1.14) [32]	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, over two-thirds indicated from family or friends, as seen in Table 6. Of those that selected “other,” they shared that they had known about it previously or heard about it from a campus tour.

How did you hear about T-Camp? (select all that apply)	2022 T-Camp Percent [n=35]	2021 T-Camp Percent [n=53]
Family or friends	69%	74%
New Student Conferences	26%	36%
T-Camp website	14%	8%
Social media	9%	32%
Phone call from T-Camp student leader	9%	†
Other	6%	--

Table 6-T-Camp Marketing
(† Question not asked)

Respondents 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. Table 7, on the next page, reveals that most respondents shared that they knew Texas A&M yells and that they were aware of resources available to them at Texas A&M. Participants also responded that, of these statements, they felt least prepared to begin at Texas A&M. If participants selected “disagree” or “strongly disagree” to knowing opportunities to get involved on campus, they were asked a follow up question about what they had wanted to learn about getting involved. However, no participants responded to that question.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]
I feel welcomed into the university	41%	41%	15%	--	3%	4.18 (.90) [34]	4.62 (.63) [52]
I know Texas A&M yells	56%	29%	3%	12%	--	4.29 (1.00) [34]	4.62 (.60) [52]
I know opportunities to get involved on campus	39%	52%	6%	--	3%	4.24 (.83) [33]	4.45 (.81) [51]
I am aware of resources available to me at Texas A&M	35%	62%	--	--	3%	4.26 (.75) [34]	4.37 (.72) [52]
I felt prepared to begin at Texas A&M	35%	35%	15%	12%	3%	3.88 (1.12) [34]	4.31 (.78) [52]

Table 7-Campers' Experiences

Campers were also asked how knowledgeable they felt about Texas A&M traditions before and after attending camp. Table 8 demonstrates that the campers' mean scores increased after attending camp. Approximately three-fourths (70%) of the campers reported feeling somewhat knowledgeable or very knowledgeable about Texas A&M traditions before attending T-Camp. All of them reported feeling somewhat knowledgeable or very knowledgeable about Texas A&M traditions after attending T-Camp. Almost half (49%) increase one level, 15% increased two levels, and 9% increased three levels. Additionally, 27% stayed the same.

How Knowledgeable did you feel about Texas A&M traditions...	Very Knowledgeable (4)	Somewhat Knowledgeable (3)	Not Knowledgeable (2)	Not at all Knowledgeable (1)	2022 T-Camp Mean (sd) [n=33]	2021 T-Camp Mean (sd) [n=52]
Before attending T-Camp?	12%	58%	15%	15%	2.67 (.89)	2.88 (.73)
After attending T-Camp?	73%	27%	--	--	3.73 (.45)	3.88 (.38)

Table 8-Knowledge of Traditions

Respondents were asked to describe different aspects of their camp experience. Table 9, on the next page, illustrates that at least 80% of respondents agreed or strongly agreed that their counselors were able to effectively answer questions about campus resources, that DG time at camp was an effective learning environment, and that they found the T-Camp experience engaging. This year's camp participants least agreed that they were comfortable using their teamers as resources. Additionally, if participants disagreed or strongly disagreed that they found the T-Camp experience engaging, they were asked what part of camp they felt least engaged with. Of the three that responded, two respondents that only getting to interact with their team did not help them feel engaged with the camp as a whole and the third responded that they did not enjoy campus, but that it was engaging overall.

	Strongly Agree (5)	Agree (4)	Neither Agree Nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2022 T-Camp (sd) [n=32]	2021 T-Camp (sd) [n=42]
My counselors effectively answered questions about campus resources	47%	47%	3%	3%	--	4.38 (.71)	4.50 (.73)
DG time at camp was an effective learning environment	50%	38%	9%	--	3%	4.31 (.90)	4.44 (.85)
Overall, I found the T-Camp experience engaging	47%	41%	3%	6%	3%	4.22 (1.01)	4.48 (.94)
I am comfortable using my counselors as resources	53%	22%	16%	6%	3%	4.16 (1.11)	4.35 (.91)
I am comfortable using my co-chairs as resources	38%	16%	25%	16%	6%	3.63 (1.31)	3.92 (1.05)
I am comfortable using my teamers as resources	25%	16%	31%	19%	9%	3.28 (1.30)	‡

Table 9-Camper Feedback on Camp Environment, ATC Staff and Resources
(‡ Question not asked)

Participants were asked to describe their experience with the We Are The Aggies, The Aggies Are We program. Table 10 reveals that over 79% of the campers agreed or strongly agreed that they understood the reason behind the We Are The Aggies, The Aggies Are We program, they appreciated the diversity among the students of Texas A&M, and that the program was carried out respectfully.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2022 T-Camp Mean (sd) [n=32]	2021 T-Camp Mean (sd) [n=51]
The program was carried out in a respectful way.	50%	44%	3%	-	3%	4.38 (.83)	4.49 (.73)
After experiencing the program during camp, I appreciated the diversity among the students of Texas A&M.	38%	47%	16%	-	-	4.22 (.71)	4.35 (.80)
I understood the reason behind the We Are The Aggies, The Aggies Are We program.	41%	38%	9%	9%	3%	4.03 (1.09)	4.45 (.70)

Table 10- Program Responses

Campers were asked how their original expectations of T-Camp compared to the reality of camp. Of the 20 responses, about one-quarter of them said that camp was about what they expected, another quarter shared that it was better than expected, and a couple of responses shared that they felt like they were ‘treated like a child’ while at camp.

In a select-all-that-apply format, respondents 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 11, participants chose most frequently that counselors planned continuity events and hangouts. The two respondents that selected ‘other’ shared that they were asked to coffee and that they were disconnected from their counselors.

What activities have your counselors invited you to since camp to help you stay connected?	2022 T-Camp Percent [n=32]	2021 T-Camp Percent [n=51]	2020 T-Camp Percent [n=21]
Continuity Events	84%	96%	86%
Hangouts (in person or virtual)	66%	6%	48%
Dinner	56%	47%	62%
Campus Tour	41%	35%	52%
Lunch	38%	43%	38%
Other	6%	12%	23%
No activities have been planned	6%	--	--

Table 11-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 12, on the next page, students most frequently selected continuity events and hangouts. The three respondents that selected “other” shared that they went to coffee and that they did not plan to attend any activities.

What activities that the counselors planned have you participated in or plan to participate in since camp?	2022 T-Camp Percent (n=30)	2021 T-Camp Percent (n=45)	2020 T-Camp Percent [n=20]
Continuity Events	67%	80%	70%
Hangouts (virtual or in person)	47%	4%	50%
Dinner	27%	33%	55%
Campus Tour	23%	7%	20%
Lunch	17%	31%	20%
No Activities Have been planned	13%	7%	--
Other	10%	11%	20%

Table 12-Post-Camp Activities Participation

Participants were also asked if they were still interacting with members of their DG. Of the 32 that responded, 53% indicated yes and 47% indicated no. If respondents responded “no,” they were asked why they are not interacting with members of their DG. Of the 12 that responded, about half shared that their DG didn’t maintain relationships after camp.

Given that the students had 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 16 responses, multiple mentioned covering how to make friends, build relationships, and join clubs as a transfer student. A couple of others mentioned covering how to navigate transportation would have also been helpful. A couple also shared that they wouldn’t change anything.

Respondents were asked if they attended other orientation camp programs other than T-Camp. There were 29 responses, 90% of them said that they did not attend any other orientation camp program, 7% said that they attended Impact Retreat, and 3% said "other." The participant that selected "other" shared that they went to Vet Camp.

Demographic information for T-Camp participants was collected through official student records using the participants' Universal Identification Number. Table 13 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 Arts and Sciences. Frequencies are in descending order by survey respondents for each category.

T-Camp 2022 Participants	Participants Percentage n=189	Respondents Percentage n=38
Classification		
Sophomore	60%	53%
Junior	30%	34%
Freshman	9%	12%
Senior	1%	0%
Academic College		
Arts and Sciences	35%	29%
Agriculture & Life Sciences	20%	29%
Education and Human Development	13%	16%
Architecture	9%	5%
Engineering	7%	3%
Bush School	6%	13%
Business	5%	5%
Performance and Visualization	2%	-
Public Health	2%	-
Ethnic Origin		
White	70%	71%
Hispanic or Latino of any Race	23%	21%
Black or multi-racial with Black	3%	3%
Asian	2%	-
Multi-racial excluding Black	2%	5%
First Generation College Student		
Not First Generation	84%	87%
First Generation	15%	11%
Sex		
Female	57%	74%
Male	43%	26%

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

Student Affairs Planning, Assessment, and Research 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 Affairs Planning, Assessment, and Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Planning, Assessment, and Research can be found at <https://sapar.tamu.edu/results/>. Additionally, division staff and student leaders can follow Student Affairs Planning, Assessment, and Research on Facebook.

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

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