

Aggie Transition Camps
T-Camp 2023
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 9th through August 11th. A few weeks into the semester, survey evaluations were sent to co-chairs, counselors, and teamers, and another survey was sent to participants (campers) to assess their camp experiences.

Key Findings with Recommendations

Student Affairs Planning, Assessment & Research (SAPAR) 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 the 2023 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 work weekends were well organized, similar to last year.
- Nearly three-quarters of staff responded that costs associated with camp were not as expected and over half indicated they felt costs were not reasonable. Twenty percent reported spending more than \$200 building relationships and thirty percent reported spending more than \$200 on camp supplies.
 - Student Affairs Planning, Assessment & Research (SAPAR) recommends working with camp staff to find out more about how to improve the organization of work weekends. Additionally, as so many camp staff reported that costs associated with the camp were more than expected, delving into how to manage these expectations as well as ways to further offset costs incurred by counselors, co-chairs, and teamers is also warranted.
- Participants (campers) indicated that T-Camp registration and staff response during registration improved over previous years' campers' experience. They reported that T-Camp helped them learn Texas A&M yells and increased their awareness of resources available to them at Texas A&M, however, they rated learning about off-campus involvement opportunities the lowest. Campers also rated feeling comfortable using their co-chairs as a resource the lowest in comparison to counselors and teamers, and lower than the previous two years. Campers mentioned that while they learned about traditions and making friends, they wished T-Camp covered more information about getting involved with student organizations as transfer students and more about studying.
 - 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. Similarly, including more resources regarding available student organizations and how to join them as well as study skills and expectations may be welcomed by participants(campers)
- The new Core Values programming at camp was well received by participants (campers) and most thought all the Core Values were clearly defined. A few respondents thought integrity, excellence, and respect could use a more thorough definition but would prefer that be done through more interactive means than just presentation.

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 25 questions: 19 quantitative and six qualitative questions. It was sent successfully to 59 students on September 21, 2023, through an email invitation; non-respondents received up to two reminders before the survey closed on October 6, 2023. Of the students who were sent the survey, 27 completed at least some part of it, resulting in a 46% response rate which is higher than last year's 45% response rate. Due to branching technology, not all respondents saw all questions.

The 31-question participant (camper) survey included 24 quantitative and seven qualitative questions. Due to branching technology, not all respondents saw all questions. The participant (camper) survey was sent to 173 students through an email invitation on September 21, 2023; non-respondents received up to two reminders before the survey closed on October 6, 2023. Of 173 who successfully received the survey, 33 responded to at least some part of the survey, for a 19% response rate, smaller than last year's rate of 21%.

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 2023 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. Comparisons to previous camps are provided where possible. This report contains two sections: Counselor/Teamer/Co-Chair Survey and Participant (Camper) Survey.

Counselor/Co-Chair/Teamer Survey

When asked what their role was on staff, 82% of 27 respondents selected counselor, 11% selected teamer, and 7% selected co-chair. Respondents were asked to indicate their level of agreement or disagreement with statements describing the preparation for their roles at T-Camp. Table 1, on the next page, indicates respondents rated highest that they felt prepared to lead large groups. Respondents least agreed that the work weekends were well organized, which was similar to last year.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	2023 T-Camp Mean (sd) [n]	2022 T-Camp Mean (sd) [n=25]	2021 T-Camp Mean (sd) [n=41]
I felt prepared to facilitate large groups	56%	36%	4%	4%	3.44 (.77) [25]	3.56 (.51)	‡
I felt prepared to facilitate small groups	52%	32%	16%	--	3.36 (.76) [25]	3.56 (.58)	‡
I felt prepared to navigate risk management situations	40%	56%	--	4%	3.32 (.69) [25]	3.44 (.58)	‡
The all camp meetings were well organized	32%	60%	8%	--	3.24 (.60) [25]	‡	‡
The Core Values program training prepared me for camp	27%	54%	15%	4%	3.04 (.77) [26]	‡	‡
The *work weekends were well organized	20%	52%	20%	8%	2.84 (.85) [25]	2.88 (1.01)	3.20 (.81)

Table 1-Counselor, Teamer, and Co-Chair Experiences

* called "workdays" in 2022 and 2021 surveys

‡ Question not asked

Respondents who disagreed or strongly disagreed with the statements about the Core Values program training preparation were provided a chance to explain why they felt that the training did not prepare them for camp. Two responded; one indicated they felt it did not do much at all, and the other spoke about not being prepared for "being made fun of" by their partner. They indicated that even after talking with their chairs and higher-ups no one helped them.

Camp staff were asked what they felt most prepared for at camp; 18 responded and their feedback varied. Several mentioned being prepared for the handling of different situations, for large group meetings, socializing, for skits, and for Discussion Group (DG) time. When asked what suggestions they had for improving how they were prepared for their role, 18 respondents provided varied feedback. Counselors most often mentioned needing more preparation for leading DG time and having more mock DG time to practice. One noted highlighting the importance of respecting one another as a model for campers, being prepped for the suicide talk during training, and being provided a reference sheet/schedule to refer to at camp if needed. Respondents were then asked to share any additional topics they felt should be included during camp training, 14 responded although more than half reported n/a or nothing. Suggested topics included conflict management, improving the organization of work weekends, and extending the time dedicated to mock Discussion Groups.

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. On the following page, 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, over half of respondents reported that they spent 6-10 hours a week working on T-Camp.

On average, how much time per week during the Spring semester did you spend working on T-Camp?	2023 T-Camp Percent [n=20]	2022 T-Camp Percent [n=21]	2021 T-Camp Percent [n=39]
0 hours	--	--	--
1-5 hours	80%	62%	39%
6-10 hours	20%	24%	33%
11-15 hours	--	10%	15%
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?	2023 T-Camp Percent [n=20]	2022 T-Camp Percent [n=21]	2021 T-Camp Percent [n=39]
0 hours	--	--	‡
1-5 hours	25%	14%	‡
6-10 hours	60%	38%	‡
11-15 hours	10%	24%	‡
16-20 hours	5%	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 reveals that half spent between \$101 and \$150, and another 40% indicated spending over \$151 of their personal money spent on camp supplies. 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 supplies for camp (not including dues, hangouts, or road trips). [n=20]

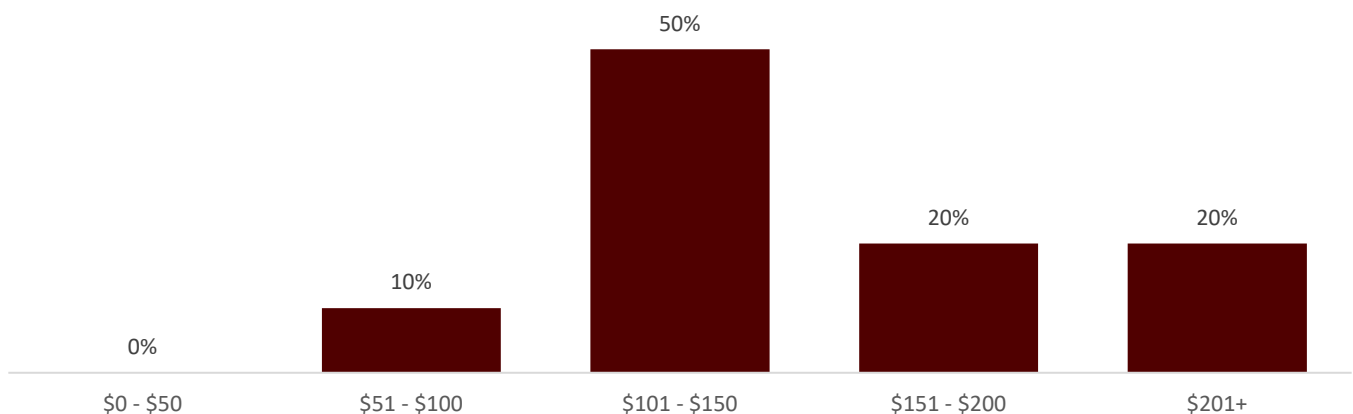


Figure 1: Personal Money Spent on Camp Supplies

Not including money refunded to you, how much personal money did you spend on building relationships with your camp (road trips, hangouts, etc.) [n=20]

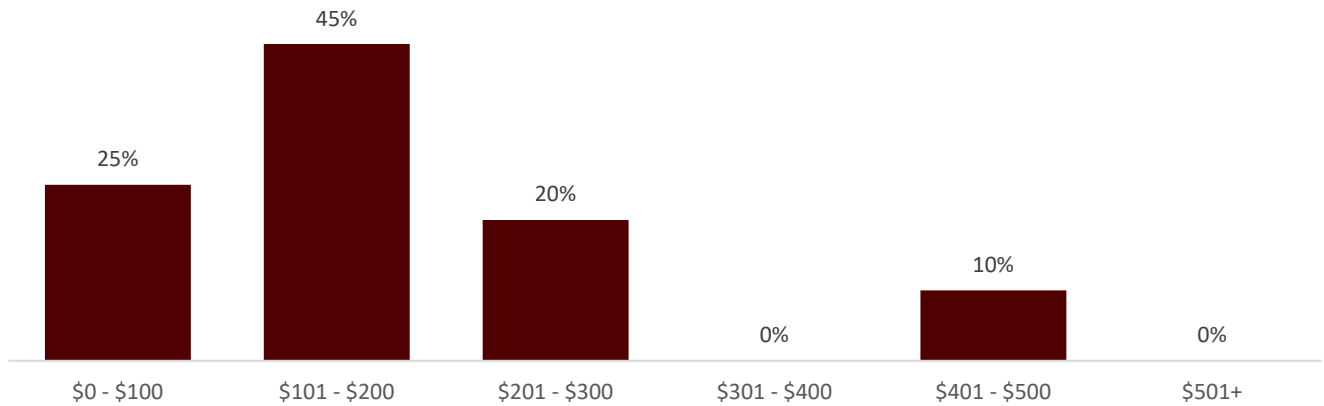


Figure 2: Personal Money Spent on Building Relationships

Respondents were then asked about 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 felt engaged in camp activities. Over half of respondents disagreed or strongly disagreed that costs associated with all camp related activities were reasonable and three-quarters disagreed or strongly disagreed that those costs were as expected. 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)	2023 T-Camp Mean (sd) [n]	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]
Did you feel engaged in camp activities?	50%	50%	--	--	3.50 (.51) [20]	3.60 (.50) [20]	‡
I have developed positive relationships that I hope to continue after camp.	50%	40%	--	10%	3.30 (.92) [20]	3.65 (.49) [20]	3.55 (.68) [40]
The expectations *(number of meetings, duties, deadlines) for my role were realistic.	20%	70%	10%	--	3.10 (.55) [20]	3.10 (.63) [21]	3.33 (.69) [40]
The costs associated with all camp related activities (dues, hangouts, road trips, camp supplies, etc....) were reasonable.	5%	40%	35%	20%	2.30 (.87) [20]	‡	‡
The costs associated with all camp related activities (dues, hangouts, road trips, camp supplies, etc....) were as expected.	10%	15%	70%	5%	2.30 (.73) [20]	‡	‡

Table 3- Expectations, Engagement, and Relationship Development of Staff (‡ Question not asked)
*previous to 2023 listed examples were “number of meetings, cost, deadlines”

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, although generally they felt more often supported by ATC Director staff this year than in the previous two years.

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	2023 T-Camp Mean (sd) [n]	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]
I felt support by my Co-chairs	53%	21%	16%	11%	--	4.16 (1.06) [19]	4.71 (.59) [17]	4.38 (.86) [29]
The ATC Director Staff fulfilled their role as a liaison	35%	35%	30%	--	--	4.05 (.83) [20]	4.15 (.67) [20]	4.35 (.84) [31]
I felt supported by the ATC Director Staff	25%	40%	25%	10%	--	3.80 (.95) [20]	3.25 (1.10) [20]	3.77 (.96) [31]

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

Lastly, the respondents who 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. Four respondents shared examples. One shared that they felt unsupported because when they voiced concerns about being made fun of no one really listened. Another indicated that camp policy was constantly broken as experienced counselors would go out drinking during work weekends, and made a point of excluding the new counselors in that activity, which affected new counselor morale. Another counselor spoke about the poor communication from their chair leading up to and during the work weekends, and the lack of professionalism from their chair when they did communicate (yelling and screaming).

Demographic information for T-Camp counselors, co-chairs, and teamers was collected through official student records using these students' Universal Identification Numbers. Table 5 shows the demographics of T-Camp student staff and respondents to the survey. Student staff and respondents to the survey were primarily female, 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 2023 Counselor/Teamer/Co-chair	All Staff Percentage [n=59]	Respondents Percentage [n=26]
Classification		
Sophomore	8%	53%
Junior	36%	38%
Masters	5%	8%
Senior	51%	8%
Academic College		
Arts and Sciences	32%	27%
Education and Human Development	19%	19%
Architecture	8%	19%
Agriculture & Life Sciences	14%	12%
Engineering	10%	8%
Public Health	3%	8%
Business	5%	4%
Nursing	2%	4%
Bush School	7%	--
Ethnic Origin		
White	59%	69%
Hispanic or Latino of any Race	31%	27%
Multi-racial excluding Black	3%	4%
Black or multi-racial with Black	3%	--
Asian	3%	--
First Generation College Student		
Not First Generation	81%	73%
First Generation	15%	19%
Unknown	3%	8%
Sex		
Female	56%	62%
Male	44%	38%

Table 5-Demographics: All T-Camp Staff and Staff Survey Respondents

Participant (Camper) Survey

Participants (campers) were asked to rate their level of agreement or disagreement about their experiences registering for T-Camp. Table 6 illustrates that more than 90% of participants agreed or strongly agreed that the registration system was easy to navigate, and participants indicated that response by T-Camp staff to their questions via email or phone was quicker than in the previous two years.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 T-Camp Mean (sd) [n]	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]
My questions were answered quickly whether by email or phone.	41%	44%	11%	4%	--	4.22 (.80) [27]	3.75 (1.14) [32]	3.98 (.97) [47]
The registration system was easy to navigate.	36%	55%	3%	7%	--	4.19 (.79) [31]	3.89 (.90) [35]	4.08 (.95) [52]

Table 6-Registering for T-Camp

When participants were asked how they heard about T-Camp in a select all that apply question, over 90% indicated from family or friends and/or New Student Conferences, as seen in Table 7. Of those that selected "other," they shared that they learned about T-Camp from the Outdoor Adventures backpacking email, Fish Camp website, Howdy portal, and staff at GSC. Those who selected social media were asked to indicate which platform, but as no one selected social media there were no responses.

How did you hear about T-Camp? (select all that apply)	2023 T-Camp Percent [n=31]	2022 T-Camp Percent [n=35]
Family or friends	58%	69%
New Student Conferences	36%	26%
T-Camp website	23%	14%
Other	13%	6%
Phone call from T-Camp student leader	7%	9%
Social media	--	9%

Table 7-T-Camp Marketing

Respondents were asked to rate their level of agreement or disagreement with a series of statements about their experiences attending T-Camp to ascertain how well the camp accomplished its goals. Table 8, 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, and at a higher rate than last year's participants. Participants also responded that, of these statements, they knew least about opportunities to get involved off-campus from attending T-Camp. 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)	2023 T-Camp Mean (sd) [n]	2022 T-Camp Mean (sd) [n]	2021 T-Camp Mean (sd) [n]
I know Texas A&M yells as a result of attending T-Camp.	80%	13%	3%	3%	--	4.70 (.70) [30]	4.29 (1.00) [34]	4.62 (.60) [52]
I am aware of resources available to me at Texas A&M as a result of attending T-Camp.	43%	53%	3%	--	--	4.40 (.56) [30]	4.26 (.75) [34]	4.37 (.72) [52]
I felt prepared to begin at Texas A&M as a result of attending T-Camp	50%	40%	7%	3%	--	4.37 (.77) [30]	3.88 (1.12) [34]	4.31 (.78) [52]
I feel welcomed into the university as a result of attending T-Camp.	50%	33%	13%	3%	--	4.30 (.84) [30]	4.18 (.90) [34]	4.62 (.63) [52]
I know opportunities to get involved <u>on campus</u> as a result of attending T-Camp	40%	47%	10%	3%	--	4.23 (.77) [30]	4.24 (.83) [33]	4.45 (.81) [51]
I know opportunities to get involved <u>off campus</u> as a result of attending T-Camp	13%	33%	37%	10%	7%	3.37 (1.07) [30]	‡	‡

Table 8-Campers' Experiences

Campers were also asked how knowledgeable they felt about Texas A&M traditions before and after attending camp. Table 9 demonstrates that the campers' mean scores increased after attending camp. Slightly more than half 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, similar to previous years.

How knowledgeable did you feel about Texas A&M traditions...	Very Knowledgeable (4)	Somewhat Knowledgeable (3)	Not Knowledgeable (2)	Not at all Knowledgeable (1)	2023 T-Camp Mean (sd) [n=30]	2022 T-Camp Mean (sd) [n=33]	2021 T-Camp Mean (sd) [n=52]
Before attending T-Camp?	20%	37%	37%	8%	2.70 (.88)	2.67 (.89)	2.88 (.73)
After attending T-Camp?	87%	13%	--	--	3.87 (.35)	3.73 (.45)	3.88 (.38)

Table 9-Knowledge of Traditions

Respondents were asked to describe different aspects of their camp experiences. Table 10, on the next page, illustrates that all respondents agreed or strongly agreed that their counselors were able to effectively answer questions about campus resources. This year's camp participants least agreed that they were comfortable using their co-chairs as resources. 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. One respondent indicated they were the oldest camper and felt “herded” around with no one to relate to. If participants answered that same question as strongly agree, agree, or neither agree nor disagree they were asked to share what part of camp they felt was most engaging. One-third of the 15 respondents shared they found their Discussion Group (DG) the most engaging part of camp. Others indicated the yell practice, skits, and the more somber traditions engaging as it showed how students really care for one another on campus.

	Strongly Agree (5)	Agree (4)	Neither Agree Nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 T-camp (sd) [n=29]	2022 T-Camp (sd) [n=32]	2021 T-Camp (sd) [n=42]
My counselors effectively answered questions about campus resources	62%	38%	--	--	--	4.62 (.49)	4.38 (.71)	4.50 (.73)
DG time at camp was an effective learning environment	52%	41%	3%	3%	--	4.41 (.73)	4.31 (.90)	4.44 (.85)
Overall, I found the T-Camp experience engaging	55%	35%	7%	3%	--	4.41 (.78)	4.22 (1.01)	4.48 (.94)
I am comfortable using my counselors as resources	52%	38%	3%	7%	--	4.34 (.86)	4.16 (1.11)	4.35 (.91)
I am comfortable using my teamers as resources	24%	35%	35%	7%	--	3.76 (.91)	3.28 (1.30)	‡
I am comfortable using my co-chairs as resources	17%	28%	45%	10%	--	3.52 (.91)	3.63 (1.31)	3.92 (1.05)

Table 10-Camper Feedback on Camp Environment, ATC Staff and Resources
(‡ Question not asked)

Participants were asked to describe their experiences with the Core Values program, which was presented this year for the first time. Table 11, on the next page, reveals that over 90% of the campers agreed or strongly agreed that they understood the reason behind the Core Values program.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 T-Camp Mean (sd) [n=29]
I understood the reason behind the Core Values program.	62%	35%	3%	--	--	4.59 (.57)
After experiencing the program during camp, I appreciated the different perspectives students have of the Core Values of Texas A&M.	59%	31%	10%	-	-	4.48 (.69)

Table 11- Program Responses

In a select-all-that-apply format, respondents were requested to share which Texas A&M Core Values were not clearly defined during the Core Values program. As noted below in Table 12, most respondents indicated that all of the Core Values were clearly defined during the Core Values program. When asked what about the Texas A&M Core Values they would like to know more about or that they felt were not clearly covered during the program, the majority of the eight respondents listed n/a or said they felt everything was covered clearly. One respondent said they wished the value (integrity) would be explained better, from the heart and not a script. Another respondent shared they felt that more activities during the program would enable practicing the values rather than teaching or explaining their meaning, which would better emphasize their importance at Texas A&M.

At camp, which of the following Texas A&M core values were not clearly defined for you during the Core Values program? (select all that apply)	T-Camp Percent [n=29]
All of the core values were clearly defined	93%
Excellence	3%
Integrity	3%
Respect	3%
Leadership	--
Loyalty	--
Selfless Service	--

Table 12- Core Values Defined

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 13, on the next page, participants chose most frequently that counselors planned continuity events and hangouts. The two respondents that selected 'other' shared that they were asked to attend Midnight Yell, pool party, karaoke, and MSC table.

What activities have your counselors invited you to since camp to help you stay connected?	2023 T-Camp Percent (n=28]	2022 T-Camp Percent [n=32]	2021 T-Camp Percent [n=51]
Continuity Events	86%	84%	96%
Hangouts (in person or virtual)	50%	66%	6%
Campus Tour	32%	41%	35%
Lunch	21%	38%	43%
Dinner	11%	56%	47%
Other	7%	6%	12%
No activities have been planned	4%	6%	--

Table 13-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 14, students most frequently selected continuity events and hangouts. Respondents who selected “other” were provided space to share, but no one made that selection.

What activities that the counselors planned have you participated in or plan to participate in since camp?	2023 T-Camp Percent [n=	2022 T-Camp Percent [n=30]	2021 T-Camp Percent [n=45]
Continuity Events	65%	67%	80%
Hangouts (virtual or in person)	30%	47%	4%
Lunch	20%	17%	31%
Campus Tour	15%	23%	7%
Dinner	10%	27%	33%
No Activities Have been planned	10%	13%	7%
Other	--	10%	11%

Table 14-Post-Camp Activities Participation

Participants were also asked if they were still interacting with members of their DG. Of the 29 that responded, 55% indicated yes and 45% indicated no. If respondents responded “no,” they were asked why they were not interacting with members of their DG. Of the 10 that responded, about half shared they just did not connect with others in DG and were not friends so did not continue any interaction. Others noted their reasons for not continuing to interact were that their DG leaders did not communicate events often or far enough in advance for them to participate and they were busy with coursework.

Given that the students had been at Texas A&M for several weeks, they were asked what topics they felt should have been covered at T-Camp or covered in greater depth. Although there were a variety of responses, of the 15 responses, the students wanted to know about clubs and student organizations and how to join as transfer students. A few wanted more information about how to study and good places to do so. Other topics mentioned were changing majors, time management, transportation, and career fairs.

Respondents were informed that Aggie Transitions Camps (ATC) was always looking for new members to serve as counselors and teamers, participating in T-Camp during the summer or Howdy Camp immediately before the spring semester starts in January. Next respondents were asked if they were interested in joining as a counselor or teamer in the future. Of the 29 who responded, 55% said no, 28% said unsure and 17% said yes. Those who answered yes or unsure were asked to provide contact information and nine accommodated; those responses can be found in the attached documents.

Demographic information for T-Camp participants was collected through official student records using the participants' Universal Identification Number. Table 15 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 2023 Participants	Participants Percentage [n=173]	Respondents Percentage [n=33]
Classification		
Sophomore	56%	55%
Junior	30%	33%
Freshman	10%	9%
Undergraduate Nondegree	1%	3%
Senior	3%	--
Academic College		
Arts and Sciences	34%	33%
Agriculture	21%	21%
Education and Human Development	14%	21%
Architecture	8%	3%
Engineering	10%	9%
Performance and Visualization	2%	6%
Business	3%	3%
Other	3%	3%
Bush School	4%	--
Public Health	2%	--
Ethnic Origin		
White	64%	64%
Hispanic or Latino of any Race	24%	24%
Black or multi-racial with Black	2%	3%
Asian	5%	3%
Multi-racial excluding Black	2%	3%
Unknown/Not reported	2%	3%
First Generation College Student		
Not First Generation	84%	79%
First Generation	16%	21%
Sex		
Female	55%	67%
Male	45%	33%

Table 15-Demographics - 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 & Research (SAPAR) 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 SAPAR are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through SAPAR can be found at <https://sapar.tamu.edu/results/>. Additionally, division staff and student leaders can follow SAPAR on Facebook.

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

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