Fish Camp
Participant Evaluation
August 2006

Background
Fish Camp, a four-day extended orientation camp for Texas A&M University, provides a transition from high school to college for about 4,700 incoming freshmen. Students are bussed from College Station to Lakeview Methodist Conference Center in Palestine, Texas. According to their website, “Fish Camp believes every member of the organization, through their actions, shoulders the responsibility to aid in the freshmen’s transition from high school to Texas A&M in an unconditionally accepting environment. To that end we strive to welcome freshmen into the Aggie Family by creating a support system that allows them to build relationships and share in the Aggie Spirit.” Their core values are development, integrity, compassion, unity, continuity, and outreach. This is the seventh year that Fish Camp partnered with Student Life Studies to prepare a participant evaluation.

Methodology
The 68-question evaluation was developed in Perseus®, a software program that creates web-based surveys. Student Life Studies evaluated the results using SPSS®, a statistical software program, and Microsoft Excel®. Six of the questions were qualitative in nature, and the others were based on scales or categorical responses.

This year approximately 4,700 incoming students attended Fish Camp. Fish Camp sent out the survey link through the Texas A&M University Neo e-mail system to all of the students who attended. Of the 4,700 sent out, 1,630 freshmen responded, representing a 35% response rate (up 3% from last year). This is the second year that the camp programs evaluation and the overall evaluation were combined (in previous years using web-based technology, half of the students evaluated the programs and half evaluated the overall camp experience).

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, the percentages are rounded to the nearest whole percent, so totals may not add up to exactly 100%. For the qualitative questions, the themes are reported here, but the full listing is in separate document. In addition, individual session statistics and session comparisons are in another document. Some of the 2006 questions are the same as the 2005 questions; when applicable 2005 means will also be reported. (The survey changed significantly from 2004 to 2005.)

Most of the questions were based on the following scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree and 0=Not Applicable. The Not Applicable responses were not included in the statistical calculations. The results are divided into three areas: the Overall Evaluation, Camp Programs, and Demographics.
Overall Evaluation

Participants were asked twenty-five questions about their experiences during their small group times, programs, and the activities that took place over several days. Table 1 indicates participants’ level of agreement with statements about Discussion Group (DG) time and Camptime. Students seemed to have good rapport with the counselors and developed friendships with other freshmen. Fish Camp appears to have prepared students for the culture of Texas A&M including the traditions and values.

<table>
<thead>
<tr>
<th>DG/Camptime</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>2005 Mean (n=1354)</th>
<th>2006 Mean (sd) [n]</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt like I could ask my counselors questions</td>
<td>66%</td>
<td>29%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>4.71</td>
<td>4.59 (0.67) [1620]</td>
</tr>
<tr>
<td>I learned about being an Aggie and college life at A&amp;M through the skits and activities during Camptime and DG</td>
<td>64%</td>
<td>30%</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
<td>--</td>
<td>4.54 (0.73) [1616]</td>
</tr>
<tr>
<td>I felt accepted by my chairs and counselors</td>
<td>59%</td>
<td>34%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>4.64</td>
<td>4.50 (0.72) [1611]</td>
</tr>
<tr>
<td>I felt comfortable in smaller numbers in the DG</td>
<td>61%</td>
<td>30%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>--</td>
<td>4.49 (0.77) [1621]</td>
</tr>
<tr>
<td>I felt like I could approach my counselors with any concerns</td>
<td>59%</td>
<td>31%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>4.60</td>
<td>4.44 (0.80) [1620]</td>
</tr>
<tr>
<td>My cabin leaders were good role models</td>
<td>46%</td>
<td>35%</td>
<td>14%</td>
<td>3%</td>
<td>2%</td>
<td>--</td>
<td>4.19 (0.93) [1597]</td>
</tr>
<tr>
<td>I found purpose in the Camptimes (2005: I recognized the purpose…)</td>
<td>38%</td>
<td>47%</td>
<td>10%</td>
<td>4%</td>
<td>2%</td>
<td>4.41</td>
<td>4.15 (0.88) [1617]</td>
</tr>
<tr>
<td>I use my DG folder as a resource of valuable information</td>
<td>28%</td>
<td>38%</td>
<td>23%</td>
<td>9%</td>
<td>3%</td>
<td>--</td>
<td>3.79 (1.02) [1610]</td>
</tr>
</tbody>
</table>

Table 1—DG/Camptime
Students were asked about the intended outcomes of Fish Camp. Table 2 indicates that students are happy about coming to Texas A&M and know the Aggie traditions. While still positive, fewer students felt prepared for college and how to be academically successful.

<table>
<thead>
<tr>
<th>Because of Fish Camp…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>2005 Mean (n=1354)</th>
<th>2006 Mean (sd) [n]</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel confident I made the right decision to attend Texas A&amp;M</td>
<td>70%</td>
<td>22%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>4.71</td>
<td>4.60 (.73) [1613]</td>
</tr>
<tr>
<td>I know about Aggie Traditions</td>
<td>66%</td>
<td>31%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>4.72</td>
<td>4.60 (.63) [1614]</td>
</tr>
<tr>
<td>I know about Aggie values, such as integrity and the Honor Code</td>
<td>65%</td>
<td>32%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>--</td>
<td>4.60 (.62) [1613]</td>
</tr>
<tr>
<td>I feel comfortable networking and making friends at A&amp;M</td>
<td>57%</td>
<td>32%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>4.56</td>
<td>4.43 (.79) [1613]</td>
</tr>
<tr>
<td>I know the many services A&amp;M provides its students (counseling, dining, transportation, alcohol and drug, health)</td>
<td>49%</td>
<td>45%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>4.46</td>
<td>4.41 (.67) [1619]</td>
</tr>
<tr>
<td>I developed positive relationships</td>
<td>54%</td>
<td>35%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>4.52</td>
<td>4.38 (.81) [1620]</td>
</tr>
<tr>
<td>I know about the involvement/leadership opportunities at A&amp;M</td>
<td>41%</td>
<td>46%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>4.29</td>
<td>4.24 (.80) [1616]</td>
</tr>
<tr>
<td>I know more about resources and how to be successful academically</td>
<td>36%</td>
<td>47%</td>
<td>14%</td>
<td>2%</td>
<td>1%</td>
<td>--</td>
<td>4.14 (.80) [1618]</td>
</tr>
<tr>
<td>I feel more prepared for college</td>
<td>31%</td>
<td>45%</td>
<td>18%</td>
<td>4%</td>
<td>1%</td>
<td>4.21</td>
<td>4.01 (.88) [1621]</td>
</tr>
</tbody>
</table>

Table 2—Because of Fish Camp…
Table 3 indicates that they have a better understanding of the Aggie Code of Honor and the characteristics of Texas A&M students following the activities included in Fish Camp. The Adjustments program had less meaning for them. Over 300 students did not visit the Aquarium.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>2005 Mean (n=1354)</th>
<th>2006 Mean (sd) [n]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Integrity Program provided me a good introduction to the Aggie Code of Honor</td>
<td>41%</td>
<td>50%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>4.33</td>
<td>4.29 (.71) [1610]</td>
</tr>
<tr>
<td>The Community of Respect Program (led by your chairs, the stand up activity and DG time afterwards) made me more aware of similarities and differences at A&amp;M</td>
<td>40%</td>
<td>46%</td>
<td>10%</td>
<td>2%</td>
<td>1%</td>
<td>4.20</td>
<td>4.22 (.80) [1596]</td>
</tr>
<tr>
<td>The Academic Program provided me with examples of successful Aggies</td>
<td>36%</td>
<td>52%</td>
<td>11%</td>
<td>1%</td>
<td>1%</td>
<td>--</td>
<td>4.21 (.73) [1603]</td>
</tr>
<tr>
<td>I felt that the Team Building activities provided our DG a time to build teamwork in a unique way</td>
<td>42%</td>
<td>41%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
<td>--</td>
<td>4.17 (.91) [1611]</td>
</tr>
<tr>
<td>I felt that the Mixers created a fun atmosphere and opportunity to get to know other people</td>
<td>47%</td>
<td>33%</td>
<td>14%</td>
<td>4%</td>
<td>3%</td>
<td>--</td>
<td>4.16 (1.00) [1590]</td>
</tr>
<tr>
<td>The Academic Program gave me information about ways to achieve academic success</td>
<td>30%</td>
<td>53%</td>
<td>15%</td>
<td>2%</td>
<td>1%</td>
<td>--</td>
<td>4.09 (.76) [1597]</td>
</tr>
<tr>
<td>The Adjustments Program (slideshow and music) gave me a time to reflect on high school and prepare for college</td>
<td>36%</td>
<td>38%</td>
<td>16%</td>
<td>7%</td>
<td>3%</td>
<td>3.99</td>
<td>3.96 (1.05) [1604]</td>
</tr>
<tr>
<td>I felt the Aquarium provided a fun environment to hang out, play games, and get to know other people</td>
<td>29%</td>
<td>39%</td>
<td>27%</td>
<td>3%</td>
<td>2%</td>
<td>--</td>
<td>3.89 (.93) [1283]</td>
</tr>
</tbody>
</table>

Table 3—Activities

Participants were asked three open-ended questions about their experiences. In terms of what they liked most about Fish Camp, students really enjoyed meeting new people, whether freshmen or counselors, through a variety of means: DG (discussion group) time, in their cabin, camp time, mixers, or free time. Many also enjoyed the counselor skits and learning about traditions. Some people talked about being comfortable and the friendly atmosphere. This is very similar to last year’s responses.
Participants were also asked what they would suggest to improve the experience. Many of the suggestions were similar to last year’s comments and were diverse. Some students did not enjoy the food and cabins (insects). A fair number of people wanted interaction with other students outside of their camp or DG either through free time or structured events. They did not perceive “free time” as actual free time, since there were structured events going on as well. A few people suggested shortening Fish Camp by a day to decrease repetition within Camp and the redundancy from New Student Conferences. The heat bothered some people who wanted the mixers and other activities indoors. Several people noted that some of the counselors were distant to the freshmen and were not approachable. For some, the schedule was too structured and they felt as if some of the programs/activities were childish (Adjustments, campfire, holding hands when moving through Lakeview).

About 96% would recommend Fish Camp to a friend, down 1% from last year. About 4% of the participants attended ExCEL, a transition conference geared toward ethnic minority students (up 1% from last year), and about 11% were attending Impact, an orientation focused on Christian issues (up 2% from last year). About 93% said their expectations were met.

Camp Program Evaluation

Freshmen attended several programs that oriented them with programs, services, and organizations at Texas A&M. Tables 4-8, in descending mean order, indicate their responses to the questions. Students were also asked, in a qualitative format, to describe what they learned from each of the programs. Because the questions changed from last year, no comparative information is provided. Not applicable responses were removed from the calculations. Table 4 specifically indicates that students can identify some of the risks they might encounter and the resources available to them.

<table>
<thead>
<tr>
<th>First Year Experience (Student Health Services, Student Counseling Service, Alcohol &amp; Drug Education Programs)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean (sd)</th>
<th>[n]</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can articulate the risks and impact of alcohol and drug use</td>
<td>43%</td>
<td>52%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>4.36 (.66)</td>
<td>[1550]</td>
</tr>
<tr>
<td>I can identify responsible behaviors regarding alcohol</td>
<td>41%</td>
<td>53%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>4.32 (.67)</td>
<td>[1553]</td>
</tr>
<tr>
<td>I know where to find contact information in case of emergencies</td>
<td>37%</td>
<td>54%</td>
<td>7%</td>
<td>2%</td>
<td>1%</td>
<td>4.24 (.73)</td>
<td>[1548]</td>
</tr>
<tr>
<td>I can articulate the components of a well-balanced, healthy college lifestyle</td>
<td>26%</td>
<td>62%</td>
<td>11%</td>
<td>1%</td>
<td>1%</td>
<td>4.10 (.70)</td>
<td>[1556]</td>
</tr>
<tr>
<td>I can identify counseling and health services resources</td>
<td>22%</td>
<td>59%</td>
<td>15%</td>
<td>3%</td>
<td>1%</td>
<td>3.97 (.78)</td>
<td>[1542]</td>
</tr>
</tbody>
</table>

Table 4—Responses to First Year Experience
When asked what they learned during the First Year Experience Program, students said how to make good decisions, how to be healthier, and who to contact for help. A fair number of students said they learned more about alcohol poisoning and the laws related to alcohol. For some, it was a comfort knowing that there are resources for students if they ever have problems.

Table 5, focusing on the departments of Transportation Services and Dining Services (who over the summer changed their name from Food Services) indicates that most students know their options for travel and dining.

<table>
<thead>
<tr>
<th>Student Services (Transportation Services, Food Services)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the dining options available to me on campus</td>
<td>40%</td>
<td>53%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>4.30 (.68) [1550]</td>
</tr>
<tr>
<td>I know how to take care of my transportation needs on and off campus</td>
<td>30%</td>
<td>52%</td>
<td>13%</td>
<td>4%</td>
<td>1%</td>
<td>4.06 (.82) [1545]</td>
</tr>
</tbody>
</table>

Table 5—Responses to Student Services

From the Student Services presentation, students took away a better understanding of where to find information about the services. They would have liked more detailed information about bus routes and parking rules. Some students indicated that they already knew this information from their New Student Conference experience.

Several organizations spoke to new students about getting involved in the life of the university outside of the classroom. Table 6 indicates that students know the opportunities to get involved as a student and even after graduation.

<table>
<thead>
<tr>
<th>Involvement (Department of Student Activities, Association of Former Students, 12th Man Foundation)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the Aggie Network</td>
<td>45%</td>
<td>46%</td>
<td>7%</td>
<td>1%</td>
<td>1%</td>
<td>4.33 (.73) [1540]</td>
</tr>
<tr>
<td>I recognize my potential as a leader at Texas A&amp;M</td>
<td>37%</td>
<td>51%</td>
<td>10%</td>
<td>2%</td>
<td>1%</td>
<td>4.21 (.75) [1540]</td>
</tr>
<tr>
<td>I know resources and opportunities to get involved</td>
<td>31%</td>
<td>58%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>4.16 (.72) [1542]</td>
</tr>
<tr>
<td>I know how to be involved in Aggie Athletics</td>
<td>36%</td>
<td>48%</td>
<td>11%</td>
<td>4%</td>
<td>1%</td>
<td>4.13 (.84) [1529]</td>
</tr>
<tr>
<td>I can define leadership and student engagement as defined by Texas A&amp;M</td>
<td>33%</td>
<td>51%</td>
<td>13%</td>
<td>3%</td>
<td>1%</td>
<td>4.12 (.79) [1536]</td>
</tr>
</tbody>
</table>

Table 6—Responses to Involvement
When asked what they learned in this session, students talked about the importance of getting involved and finding the place for them. Several specifically mentioned attending MSC Open House. Some also talked about the Aggie family and networking, while others were excited about attending athletic events.

The Traditions Council and Class Councils presented to the individual Camps in their Camp rooms. Based on the results in Table 7, new students seem to grasp the traditions and are likely to participate.

<table>
<thead>
<tr>
<th>Traditions (Class Councils, Tradition Council)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see myself participating in A&amp;M traditions</td>
<td>69%</td>
<td>27%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>4.63 (0.66)</td>
</tr>
<tr>
<td>I understand the meaning behind A&amp;M traditions</td>
<td>62%</td>
<td>35%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>4.57 (0.64)</td>
</tr>
</tbody>
</table>

Table 7—Responses to Traditions

In the qualitative responses, freshmen indicated that they learned more about the traditions (even those students who had some familiarity with them). A fifth generation Aggie liked seeing the traditions reinforced, and several first generation/out of state Aggies appreciated the lessons to bring them up to speed.

To get an overall comparison of each session, students were asked to rate the usefulness of each area that presented. The scale was 5=Excellent, 4=Above Average, 3=Average, 2=Below Average, and 1=Poor. Table 8, on the following page, indicates that the 12th Man Foundation (who presented with Student Activities and the Association of Former Students) rated the highest, followed closely by Traditions Council. Class Councils, who presented with Traditions Council, rated the lowest in usefulness.
<table>
<thead>
<tr>
<th>Please rate the USEFULNESS of each topic</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Mean (sd) [n]</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Man Foundation</td>
<td>30%</td>
<td>41%</td>
<td>27%</td>
<td>2%</td>
<td>1%</td>
<td>3.99 (.82) [1536]</td>
</tr>
<tr>
<td>Traditions Council</td>
<td>26%</td>
<td>42%</td>
<td>30%</td>
<td>2% &lt;1%</td>
<td></td>
<td>3.92 (.81) [1538]</td>
</tr>
<tr>
<td>Department of Student Activities</td>
<td>21%</td>
<td>44%</td>
<td>33%</td>
<td>2%</td>
<td>1%</td>
<td>3.84 (.79) [1535]</td>
</tr>
<tr>
<td>Association of Former Students</td>
<td>19%</td>
<td>36%</td>
<td>41%</td>
<td>3%</td>
<td>1%</td>
<td>3.70 (.83) [1536]</td>
</tr>
<tr>
<td>Dining Services</td>
<td>17%</td>
<td>37%</td>
<td>41%</td>
<td>4%</td>
<td>1%</td>
<td>3.66 (.84) [1542]</td>
</tr>
<tr>
<td>Student Counseling Service</td>
<td>16%</td>
<td>37%</td>
<td>44%</td>
<td>2% &lt;1%</td>
<td></td>
<td>3.66 (.78) [1543]</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>15%</td>
<td>36%</td>
<td>46%</td>
<td>2%</td>
<td>1%</td>
<td>3.64 (.78) [1544]</td>
</tr>
<tr>
<td>Alcohol &amp; Drug Education Programs</td>
<td>16%</td>
<td>36%</td>
<td>44%</td>
<td>3%</td>
<td>1%</td>
<td>3.62 (.82) [1538]</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>16%</td>
<td>36%</td>
<td>42%</td>
<td>5%</td>
<td>1%</td>
<td>3.60 (.85) [1538]</td>
</tr>
<tr>
<td>Class Councils</td>
<td>15%</td>
<td>35%</td>
<td>45%</td>
<td>4%</td>
<td>1%</td>
<td>3.59 (.84) [1539]</td>
</tr>
</tbody>
</table>

Table 8—Overall Usefulness of Camp Programs

A qualitative question asked for suggestions to improve the Camp Programs. They were mixed reviews ranging from students who thought they were "great" to those that thought they were “boring” or “repetitive” of New Student Conferences or high school classes. Many students wanted more interaction/entertainment. Some wanted more videos, while others wanted fewer. Numerous people recognized that lack of sleep made it difficult for them to pay attention during the programs.
Demographics

Participants were asked some demographic questions. About 17% of the respondents came from Session A, 18% from Session B, 17% from Session C, 17% from Session D, 17% from Session E, and 16% from Session F. The camp colors were fairly evenly distributed, between 13% (Green) and 18% (Yellow, Aqua, and Red).

In terms of respondents’ gender, females outnumbered males 65% to 35%. Approximately 74% of respondents live on campus (non-Corps), 21% live off campus, and 5% are in the Corps. Both of those were very similar to last year.

In terms of ethnicity, 82% were Caucasian/White, and 9% were Hispanic. About 3% were Asian American/Asian/Pacific Islander, 2% African American/Black, and less than 1% Native American/American Indian or multiracial/biracial. One percent indicated “other,” but they were not given the option to write in a response. Three percent (3%) preferred not to answer. About 6% of the participants were Regents Scholars, and 23% were first generation college students.

When asked what one source of information had the most impact on their decision to attend Fish Camp, 43% said friends and 32% said family member. The other selections were distant choices: mailed information packet (8%), New Student Conference (7%), “Other” (7%), Fish Camp website (3%), and Newly Admitted Student Conference (1%). The “other” responses included former students, high school teachers/coaches/counselors, themselves, campus events/programs, employers, parents, and specifically named people. Two people thought it was required.

Conclusions and Recommendations

As before, most participants seemed to learn from their experiences at Fish Camp, and felt more prepared to attend Texas A&M and participate in the life of the institution. They liked the interactions with their counselors, felt comfortable, and made friends during Camp. Most felt accepted and learned the traditions of Texas A&M.

Fish Camp may not be the best place for students to learn about some of the campus services available. Transportation Services, with parking permits and the bus routes, are a good example of that. Students looking for specific information that affects only them get lost in the generalities of the program. There might be opportunities to enhance the program by posting the bus route and parking maps in each of the Camp rooms. As Lakeview continues to expand technologically, there may be potential for the presenters to connect to the internet to show their websites. One challenge may be that the screen may not be large enough for students to see the images on the website. If not already done so, the presenters could provide material for the DG folders so students have something to refer back to. For each of the sessions, the Fish Camp staff could brainstorm how to provide reinforcement for the program material. After reading the report and all of the qualitative responses, Fish Camp should prepare reports for each presenter to provide them specific feedback.

In addition, Fish Camp should review the content of New Student Conferences to determine which areas have already been covered adequately, which areas need reinforcement, and which areas are unique to Fish Camp.

On an annual basis, Fish Camp should review their mission, core values, learning outcomes and objectives to determine if their activities contribute to those stated objectives. The first part of the mission
statement addresses the counselors, so there may be potential for the mission statement to put freshmen first. If there are activities that do not clearly support the mission of Fish Camp, then maybe they are eliminated or changed. The Fish Camp staff should review their mission and objectives in light of all the assessment related to Fish Camp over the past several years. Both efforts should build upon one another: the mission/objectives should inform the assessment, and the assessment should inform the mission/objectives. Another area to review to align Fish Camp with the institution’s goals would be the report from the Texas A&M Task Force on Enhancing the Undergraduate Experience chaired by Dr. Elsa Murano (submitted to Dr. Gates on February 1, 2006).

The Fish Camp staff should read through all of the qualitative responses to get the full range of comments. While themes have been addressed here, there are some unique and useful comments made by individual participants.

Once again, the Fish Camp staff may be interested in a presentation from the Department of Student Life Studies based on the results from the 2006 Cooperative Institutional Research Program survey (given to students the summer before they start classes). That will give the Fish Camp staff an idea of the opinions, expectations, and experiences of freshmen, so the staff can further assist students in their transition from high school to college.

It might be interesting to create focus groups of first year students who did attend and those who did not. The questions could be something to the effect of “If you created an optional freshmen orientation camp, what would it look like? What would the activities be? What would the desired outcomes be?” Having students build something from scratch may provide insights to changes that could be made in the structure, content, and format of Fish Camp.