

Executive Summary of Report

Transfer Summer Springboard (TSS) assessed and collected data on the following three objectives: 1) academic requirements knowledge, 2) resource knowledge, and 3) social acclimation and community building. Data collection occurred for all three objectives at the following two time points: New Transfer Student Survey (pretest) and Transfer Summer Springboard (posttest) in May or June. At the pretest, students were required to complete this survey as part of The *Transfer One Book* steps. Immediately after students enrolled in classes at Transfer Summer Springboard in late May or early June, transfer students were required to complete a posttest. Matching students from pretest to posttest and excluding rapid responders gave Orientation a sample size of 445. This sample size provided a rich and robust analysis of knowledge and attitude gains from the transfer student population.

Objective 1 – Academic Requirements Knowledge

Prior to Summer Springboard, transfer students correctly identified 54.86% of the academic requirement knowledge items. Following Summer Springboard, transfer students correctly identified 83.57% of the items on the academic requirement scale. This increase demonstrates a statistically and practically significant gain in students' knowledge. The posttest results are an increase from 2012 when 77.5% of students identified items correctly at posttest. Even with an increase in academic requirement knowledge gained, the results also do not meet the Orientation standard set at identifying 90% of academic items accurately. In meeting with the University Registrar and University Studies, staff presenting the sessions will work with Orientation to adhere to the implementation fidelity assessment to present the information students need to know to be successful academically. Students are not differentiating between the credits needed to graduate at JMU if they are transferring from a community college or a 4-year institution. Programming needs to be supplemented to increase knowledge gains in this area. For 2014, University Advising will create videos and presentations that will be viewed online prior to students attending Transfer Springboard that will review the credit hour information.

In collaboration with University Advising, a Transfer Advising scale is utilized to assess students' confidence to enroll in classes. Items for the Transfer Advising scale addresses confidence in students' knowledge of why classes they were registering for met major and degree requirements. We did see an increase in students were confidence level following Transfer Summer Springboard and the opportunity they had to meet with an advisor. Prior to attending Springboard, 75% of students were not confident they could select the appropriate courses for major and degree completion. After attending Springboard, 89.9% of students were confident in their ability to explain how the courses they enrolled in met major requirements. Orientation and University Advising established a 90% cut-off score for student confidence in explaining how classes meet major requirements. However, only about 64% of students could explain the purpose of each course on their schedule, which does not meet the 90% cut-off score.

Objective 2 – Resource Knowledge Requirements

Prior to Summer Springboard, transfer students correctly identified 44.8% of resource knowledge items. Following Summer Springboard, transfer students correctly identified 71.2% of resource knowledge items correctly. This is practical and statistically significant increase in students' knowledge of JMU resources. It is below the Orientation cut-off of 90%. However, in comparison to 2012, students showed gains from 59.4% accuracy in 2012 to 71.2% accuracy in 2013. Even though progress is slow, student knowledge gains are occurring by bolstering programmatic elements that address this objective. The Student Services Video script was written to include information about where to purchase commuter meal plans and was followed by interactive quizzing. Interactive quizzing in 2013, was more thorough, slower, and clarified why items were correct or incorrect. A great example of programmatic changes that increased knowledge can be seen in where students purchase a meal plan. At pre-test, 16% of students responded accurately, following Springboard 85% of students responded correctly, these are huge gains and show the impact of effective programming. Orientation has not achieved the 90% cut-off score, but each year is making gains and getting closer. In future programming years, emphasis needs to be placed on how to appeal 000 transfer credits. Through programmatic adjustments, Orientation is confident that these results will continue to increase and meet the 90% cut-off. Analysis did also occur on student resource knowledge gained based on whether they attended the resource fair or not, it was found that the resource fair is having a positive effect and an impact on students knowledge gained.

Objective 3 – Social Acclimation and Community Building

Due to the practical and statistical significance of results within this objective and the implementation fidelity results, the Orientation Office is confident the program is working to foster a sense of community and belonging to JMU. Programming and administration of assessments will remain the same for 2014.

Implementation Fidelity Assessment

Implementation fidelity assessment results give Orientation a richer understanding of how well the planned program is implemented. Thus, the fidelity results offer an explanation into the quantitative analysis allowing Orientation to better explain the results. Implementation fidelity assessment will continue to assess Academic Requirement Knowledge Objective, Resource Knowledge Objective and Social Acclimation Objective in 2014 by independent auditors and presenters; the results will be integrated into the assessment report. Orientation is not able to conduct an implementation fidelity assessment on the student advising experience.