

SADDLE UP DEBRIEF & ANALYSIS

FIRST YEAR PROGRAM REVIEW, FALL 2022

THE WHY FOR SADDLE UP:



INCREASED PREPARATION
FOR ACADEMIC LOAD AND
EXPECTATIONS



GREATER FAMILIARITY ON
HOW TO ENGAGE WITH
FACULTY



EARLY EXPOSURE TO
CAMPUS RESOURCES & SIZE
OF CAMPUS COMMUNITY



ABILITY TO IDENTIFY
STUDENT NEEDS AND
CONCERNS PRIOR TO
START OF SEMESTER



LOW STAKES PRACTICE
FOR STUDYING AND
NOTETAKING, EXAMS AND
QUIZZES, SELF-ADVOCACY

STUDENT GROUPS PARTICIPATING IN SADDLE UP:

- Total participants: 1403
 - First-time, first-year students
 - Transfer students
 - Specific student groups: ROTC, Athletes, WTMB, Veterans



ASSESSMENT FEEDBACK GROUPS: REVIEW OF YEAR ONE PIECES

- Participating students
- Faculty and College Staff
- Campus Support & Engagement departments
- Student Staff (132 Poke Pack Leaders, 29 Trail bosses)
- External constituents (Parents, community)
- Saddle Up Lead Team

The background of the slide features several interlocking puzzle pieces in shades of grey and blue, set against a vibrant yellow background. The pieces are scattered across the frame, with some overlapping. A dark grey semi-transparent rectangle is positioned on the right side of the slide, containing the text.

YEAR TWO MODIFICATION PIECES

- **Scheduling**

- Adjusted move-in timing
- Earlier SU course registration
- More time for academic support & study sessions
- Provide more unscheduled time
- Weekend post Saddle Up could be all optional programming
- Reconsider start of the day

YEAR TWO MODIFICATION PIECES

- **Academic Coursework**

- Earlier identification of faculty
- Streamlined course expectations
- Increased coordination between faculty & PASS leaders
- Refine and streamline course offerings – high DFW

- **Engagement Sessions:** technology, bystander, inclusivity, mental health

- Modification of content specifics
- More just-in-time driven messaging
- Exploratory Studies increased college session engagement

OVERARCHING ASSESSMENT COMPONENTS: LONG-TERM

- Impact on retention first-year fall to spring retention
- Fall-to-Fall retention
- Impact on 4 and 5-year graduation rates
- Probation rates
- All school withdrawal rates

SADDLE UP HIGHLIGHTS

Growing AND Glowing



Student staff
appreciating increased
exposure to campus



Student Fee of \$200
covered for 360 Pell
eligible students



Overarching positive
response from
participating students

STUDENT PRE & POST SURVEY RESULTS

Pre survey response: 1250

Post survey response: 878

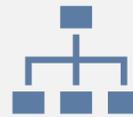
Students assessed on five primary concepts:

1. 5 elements of study habits:
 1. accessing library, establishing study group, study location, frequency & during, time management
2. Comfort with study habits
3. Time management
4. Knowledge of campus resources
5. Community development

RANK THE FOLLOWING STUDY HABITS FROM “NOT IMPORTANT” TO “VERY IMPORTANT:”



75% pre to 81% post said
accessing UW libraries
important/very important.



45% pre to 69% post said
establishing a study group
important/very important.



73% pre to 82% post said
identifying a study location
important/very important.



84% pre to 86% post said
understanding frequency and
duration for successful study
important/very important.

CONSIDER WHAT YOU KNOW ABOUT FREQUENCY AND DURATION FOR SUCCESSFUL STUDY HABITS. PLEASE RATE YOUR CURRENT UNDERSTANDING:



51% pre to 71% post said fair/high understanding of strategies for distributing work evenly throughout semester



43% pre to 65% post said fair/high understanding of techniques to implement test strategies



45% pre to 67% post said fair/high understanding of strategies to understand and retain course content

CONSIDER WHAT YOU KNOW ABOUT TIME MANAGEMENT FOR SUCCESS. PLEASE RATE YOUR CURRENT UNDERSTANDING:

01

56% pre to 72% post
fair/high understanding
of methods for creating
short- and long-term
study goals

02

63% pre to 75% post
fair/high understanding
of strategies for
maintaining up-to-date
calendar

03

68% pre to 78% post
fair/high understanding
of setting priorities for
each day, week, month,
year

TO WHAT EXTENT DO YOU AGREE WITH EACH OF THE FOLLOWING STATEMENTS? (KNOWLEDGE OF CAMPUS RESOURCES)

70% pre to 84% post indicate they know that academic support services provide support to help with academic success

29% pre to 75% post indicate they know how to access academic support services

EXPERIENTIAL FEEDBACK

Input directly from students

Avery O'Brien, PASS Leader Poke Pack Leader
& Cowboy Coach, Poke Pack Leader
& Cowboy Coach

Sean Walker, first-year participating student

Grant Dillivan, Poke Pack Leader & Cowboy
Coach

Peyton O'Dougherty, Poke Pack Leader
& Cowboy Coach

