

## First-Year Experience Goals

These goals describe a learning environment we seek to cultivate for our first-year students. The environment is generated through features of the FYE we will intentionally design and student behaviors we seek to influence through the features. It is important to distinguish these goals which will foster dispositions for success from student learning outcomes.

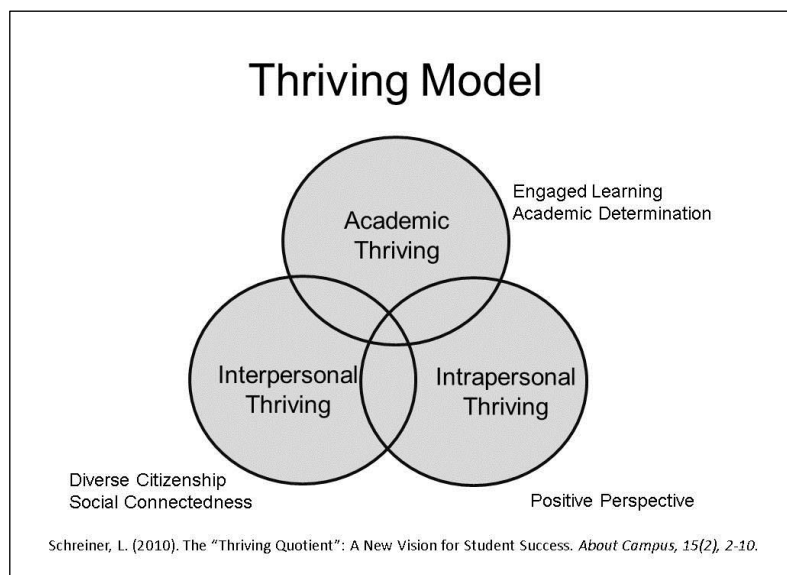
### Goal 1: ENGAGED LEARNING

**Definition:** Engaged learning is the perpetual act of attentive, participatory investment in a learning experience.

First-Year students will move beyond passively participating in whatever they believe they are required to do toward actively investing in planning and doing to maximize learning and best prepare for future success.

### Goal 2: ACADEMIC DETERMINATION

**Definition:** Academic Determination is the perpetual act of investing the physical and mental effort necessary to excel in college, especially when tasks are difficult and obstacles or competing opportunities arise.



First-Year students will move beyond gauging their academic success through external (minimum threshold) performance metrics, primarily responding to purely extrinsic motivators, and prioritizing their effort accordingly toward seeing their own learning through an optimistic lens of perpetual improvement, aiming to excel instead of merely survive, and moving toward intrinsic motivators for learning and growth.

### Goal 3: POSITIVE PERSPECTIVE

**Definition:** Positive perspective is the propensity to view current circumstances and future possibilities through an optimistic, self-determined lens.

First-Year students will move beyond seeing themselves as powerless to affect the trajectory of their lives and the nature of their current circumstances toward seeing themselves as participatory and influential actors in shaping their present and their future.

### Goal 4: SOCIAL CONNECTEDNESS

**Definition:** Social connectedness is a state of being in which an individual meets his or her interpersonal and relational needs through connections with other members of the same community.

First-Year students will move beyond meeting one's deeper interpersonal and relational needs through interactions with individuals outside of the Augustana community toward building meaningful and mutually satisfying relationships with individuals within the Augustana community.

### Goal 5: DIVERSE CITIZENSHIP

**Definition:** Diverse citizenship is an enacted belief in the benefits of substantive interactions across all dimensions of difference, a willingness to give of one's time and effort to contribute to the betterment of one's community, and a propensity to respond to difference with openness and positive curiosity.

First-Year students will move beyond an unawareness of, or even holding misgivings about, difference and the unfamiliar toward recognizing the collective impact of systemic difference and the benefit of collaborating across difference to the individual and the community.

**Coverage of thriving components across the student experience**

	<b>Thriving Components</b>				
	Academic Determination	Engaged Learning	Positive Perspective	Diverse Citizenship	Social Connectedness
Transitional Experience	Important	Important	Important	Essential	Essential
Residential Life	Important	Essential	Important	Essential	Essential
Student Life	Important	Important	Essential	Essential	Essential
Advising	Essential	Important	Essential	Important	Important
Classroom	Essential	Essential	Important	Essential	Important
Experiential Learning	Essential	Essential	Important	Important	Essential

**Components of FYE under consideration**

Transitional Experience	<ul style="list-style-type: none"> <li>• O&amp;R Introduction to Thriving</li> <li>• O&amp;R Modifications to Game Plan-What should my advisor know about me?</li> <li>• O&amp;R Set stage for Diverse Citizenship—what not to do</li> <li>• Multicultural Student Orientation: Thriving included</li> <li>• International Student Orientation: Thriving included</li> <li>• Welcome Week: Peer Mentors educated on Thriving model and how to frame conversations with mentees; student panel focusing on common FY challenges and how students overcame them; vignettes performed by student groups to demonstrate surviving vs thriving</li> </ul>
Residential Life	<ul style="list-style-type: none"> <li>• Reduced FY student:CA ratio</li> <li>• Intentional conversation topics with Starfish tracking for CAs</li> <li>• Area Wide Programming based on Thriving</li> <li>• Bulletin Board series tied to programming/newsletters</li> <li>• Living Learning Communities (two pilot programs in collaboration with Classroom Experiences)</li> <li>• Area Specific Training for CA Staff</li> </ul>
Student Life	<ul style="list-style-type: none"> <li>• First-Year Mentor Training Program</li> <li>• Programming tied to Augie Reads book</li> </ul>
Advising	<ul style="list-style-type: none"> <li>• 15 sections of 1-credit advising course tied to FYI-101</li> <li>• Fixed vs Growth mindset</li> <li>• “What I wish I knew when I was a first-year student” booklet/video</li> <li>• Change “Peer Mentor” to “First-Year Mentor”</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>• Use of Augie Reads text for two years (diverse citizenship for 2016-17)</li> <li>• Pilot Program of Two Living Learning Communities (engaged learning, social connectedness)</li> <li>• Name change from LSFY to FYI (engaged learning)</li> <li>• Expansion of FYI-199 course to 15 sections, with the potential for further expansion in future years (academic determination, positive perspective)</li> <li>• In the future: Development of an FYI website where future students will be able to get a sense of the program and its goals before classes start (engaged learning)</li> </ul>
Experiential	Pre-WW camps?