

Snapshot of Life Design Catalyst Program, School of Health and Human Sciences Enrollment, Retention and Graduation Rate Data, July 2019

(Respectfully submitted by Bill Johnson, Student Success Navigator/Life Design Catalyst Coach/Guide, School of HHS)

The Life Design Catalyst Program was created to empower students to engage in deep reflection to create a life that allows them to optimize their lives, become their best selves, and to be in service to something bigger than themselves in order to make the world a better place. Over the course of the year, we provide them in-class activities to develop a plan that incorporates their personal, educational, and professional goals and dreams. This report provides a brief overview of the program, data regarding student success for the School of HHS and for UNCG, as well as student feedback on the learning outcomes they've gain from their involvement in the program.

HHS125: Design Your Life I - What Could I Do With My Life course

- Enrolled over **2,500** students in course since Fall 2008
- Over **230%** enrollment growth over past three years (243 students enrolled in 2015-16, 388 in 2016-17, 443 in 2017-18, and 567 in 2018-19).
- Projected to enroll up to **600 students in 28 sections** of HHS125 just in the 2019 Fall Semester (25 in-person and 2 online sections).
- From Fall 2008 to Fall 2013, achieved slightly higher Retention Rates (**3.2%**), as well as higher 5-Year (**6.4%**) and 6-year (**2.8%**) Graduations Rates than the UNCG average.
- Since Fall Semester 2014 (when we implemented the Poster/Presentation Projects), achieved over **81%** Retention Rate for all students, over **40%** 4-Year Graduation Rate, and over **63%** 5-year Graduation Rate - a 5-Year Graduation Rate that's significantly higher than the 5-year AND 6-year Graduation Rates averages for all UNCG students.
- Achieved over **82%** Retention Rate for all Minority students, including:
 - Achieved over **84%** Retention Rate for Black/African American students.
 - Achieved over **83%** Retention Rate for Hispanic/Latino students.
- Achieved over **91%** Retention Rate for Transfer Students (Fall Semester 2018 to Fall Semester 2019).

First-Year Experience: Combination of HHS125 and HHS135 in First-Year of College

- Students who've taken HHS125 in Fall Semester and HHS135 in subsequent Spring Semester of their first year in college:
 - Achieved over **88%** Retention Rate.
 - Achieved over **69%** 5-Year Graduation Rate.

Student Feedback on HHS125 course (328 responses - Fall 2017; 399 responses - Fall 2018) - Percentages based on responses to "Strongly Agree" or "Agree" to statements. First percentage refers to results from Fall 2017 evaluation; second percentage refers to results from Fall 2018 evaluation.

- **86.0%** and **91.5%** - This course helped me understand my meaningful work - how I plan to serve others.
- **86.9%** and **81.9%** - This course helped to clarify my goals and dreams and create a vision for my future.
- **87.8%** and **89.5%** - This course provided me with knowledge that could help me be successful in life.
- **82.0%** and **84.4%** - I believe that I can make better decisions about my life and my future now that I have completed this course.
- **80.0%** and **84.9%** - I have a much better understanding of who I want to be and what I'm here to do now that I've completed this course.
- **90.8%** and **95.7%** - I would recommend this course to other students.

Student Success Navigators/Life Design Catalyst Coaches/Guides (as of July 2019)

(Time allocation to the Life Design Catalyst Program (LDC) equivalent to two full-time people)

- Megan Cayton (mcdelph@uncg.edu) – 75% time allocated to LDC Program
- Jennifer Clark (jdaustin@uncg.edu) – 5% time allocated to LDC Program
- Zitty Nxumalo (zznxumal@uncg.edu) – 25% time allocated to LDC Program
- Bill Johnson (whjohnso@uncg.edu) – 95% time allocated to LDC Program



Life Design Catalyst Program Overview, Principles, and Words of Wisdom

Inspirational Quote

“Our job in this lifetime is not to fit into some mold that others have determined is best for us. Our job is to find out who we already are – and become it.” - Steven Pressfield

Introduction

The mission of the Life Design Catalyst Program is to empower students – young and old – to acquire the knowledge and develop the skills necessary to optimize their lives, express the best version of themselves and serve something bigger than themselves in order to make the world a better place.

Life Design Catalyst Program Principles

- Provides a content-based group coaching process designed to engage in meaningful conversations AND take action towards personal transformation.
- Views the exploration of Purpose (“Who am I meant to be?”), Meaning (“Why do I matter and what I do matter?”), Mission (“What am I here to do?”), and Vision (“Where do I want to go?”) as the foundation for student development and ultimately, student success.
- Engaged in a process where learning is focused on self-awareness (knowing yourself), self-actualization (becoming the best version of yourself) and self-transcendence (utilizing your gifts for something bigger than yourself).
- Guided by concept of self-expertise – YOU are the expert on YOU.
- Empowers students to take control of their lives through self-directed learning and self-designed experiences.
- Believes that “Better Character = Better People => Better People = Better Students.”
- Subscribes to the concept that in every moment of the day you have an opportunity choose whether to move forward into growth (+1) or backward into safety (-1).
- Promotes the development of the “Life Design Catalyst Spirit” by: (1) becoming deeply engaged in and committed to meaningful work and purposeful, passionate goals; (2) being intentional and persistent in all activities by taking calculated risks to create substantial value and generate significant results despite adversity, obstacles, and failure; and (3) stepping out of your comfort zone to use curiosity, creativity, imagination, and resourcefulness to design and plan a better life and a better future for yourself and for others.

Life Design Simple Rules for Success

- Know Yourself.
- Serve Profoundly.
- Find Your Right Pond.

Life Design Catalyst Motto: “Awakening Meaningful Change”

Design Your Life Courses

First-Year

- HHS125: Design Your Life I: What Could I Do With My Life (1 credit)
- HHS135: Design Your Life II: Redesign a Life You’ll Love (1 credit)

Second Year

- HHS250: Purpose-Driven Entrepreneurship (3 credits)
- HHS275: Entrepreneurial Personal Branding (3 credits)

Note: HUGE bonus for students - no books required for ANY of our courses! We’ve created all materials for our classes – free access to course materials for ALL students enrolled in our classes. We’re big proponents of the Open Education Resources (OER) Initiative.

Life Design Catalyst Program

General Data on Enrollment, Retention, and Graduation Rates

The chart below provides information regarding per semester enrollment, first-to-second year retention rate for all HHS125 students and minority HHS125 students, and the 5-year and 6-year graduation rates. The data collection started in the 2008 Fall Semester, when the first HHS125 course, “Personal and Academic Success in HHP” was offered (course name was changed in Fall 2015 to “Design Your Life I: What Could I Do With My Life”). The data illustrates the effectiveness of the HHS125 course, especially when taken in the Fall Semester of the first semester; students are retained at a higher rate from first to second year AND they graduate from UNCG at a higher rate in 5 years and 6 years compared to those students who do not take the HHS125 course in the Fall Semester. (Note: UNCG Retention and Graduation Rate Data obtained from UNC-GA Data Dashboard and/or UNCG Office of Institutional Research Common Data Set web site.)

Fall to Fall Retention Rate	HHS125	UNCG	Total Enrollment in HHS125 (Fall Semester)
Fall 2008 to Fall 2009	78.9% (30)	77.0%	Fall 2008: 2 sections, 40 students (38 1 st year)
Fall 2009 to Fall 2010	75.6% (31)	77.0%	Fall 2009: 3 sections, 56 students (41 1 st year)
Fall 2010 to Fall 2011	76.9% (30)	75.6%	Fall 2010: 3 sections, 65 students (39 1 st year)
Fall 2011 to Fall 2012	81.1% (30)	75.8%	Fall 2011: 3 sections, 66 students (37 1 st year)
Fall 2012 to Fall 2013	65.3% (32)	73.5%	Fall 2012: 3 sections, 73 students (49 1 st year)
<u>Fall 2013 to Fall 2014¹</u>	<u>75.0% (66)</u>	<u>78.1%</u>	Fall 2013: 8 sections, 111 students (88 1 st year)
Fall 2014 to Fall 2015 ²	84.9% (101)	76.9%	Fall 2014: 10 sections, 170 students (119 1 st year)
Fall 2015 to Fall 2016	82.8% (130)	75.8%	Fall 2015: 10 sections, 193 students (157 1 st year)
Fall 2016 to Fall 2017 ³	82.4% (221)	77.3%	Fall 2016: 17 sections, 320 students (268 1 st year)
Fall 2017 to Fall 2018 ⁴	77.4% (237)	76.6%	Fall 2017: 20 sections, 374 students (307 1 st year)
Total (889/1,118)	79.5%	76.3%	Fall 2018: 25 sections, 448 students (364 1 st year)
Note Number in parentheses in HHS125 column are actual number of first year students retained.			Total Students Served (Fall Semester 2008 to Fall Semester 2018): 1,916 (1,507 1st year students)
Graduation Rates (5-year)			Fall 2019: 28 sections, (capacity of) 672 students (includes 3 online sections)
Fall 2008 class (25/38)	65.8%	50.1%	Total Enrollment for HHS125 (Spring Semester)
Fall 2009 class (23/41)	56.1%	51.5%	Spring 2009: 2 sections, 26 students
Fall 2010 class (19/39)	48.7%	49.7%	Spring 2010: 2 sections, 38 students
Fall 2011 class (21/37)	56.8%	49.2%	Spring 2011: 3 sections, 32 students
Fall 2012 class (19/49)	38.8%	49.6%	Spring 2012: 3 sections, 61 students
<u>Fall 2013 class (49/88)</u>	<u>55.7%</u>	<u>54.5%</u>	Spring 2013: 3 sections, 50 students
Fall 2014 class (76/119)	63.8%	-	Spring 2014: 3 sections, 54 students
Total (232/411)	56.4%	50.0%	Spring 2015: 3 sections, 51 students
Graduation Rates (6-year)			Spring 2016: 3 sections, 50 students
Fall 2008 class (28/38)	73.7%	55.0%	Spring 2017: 4 sections, 68 students
Fall 2009 class (25/41)	61.0%	56.0%	Spring 2018: 4 sections, 69 students
Fall 2010 class (22/39)	56.4%	54.0%	Spring 2019: 6 sections, 119 students (includes 2 online sections)
Fall 2011 class (22/37)	59.5%	53.1%	Total Students Served in Spring Semester: 618
Fall 2012 class (21/49)	42.9%	53.1%	
Fall 2013 class (50/88)	56.8%	-	
Total (168/292)	57.5%	54.7%	

¹ Fall 2013 was the introduction to the Life Design Catalyst Coaching process and curriculum to HHS125 students.

² Fall 2014 was the introduction of Life Design Poster Projects and Presentations in the HHS125 courses.

³ Fall 2016 was the first time all HHS125 instructors followed a common Life Design Catalyst curriculum (posted on-line through Canvas) for the HHS125 course.

⁴ In Fall 2017, School of HHS pre-enrolled approximately 125 students with Pre-Health/Nursing Interest designation (vs Pre-Nursing designation) in the HHS125 course. This population has one of the highest attrition rates due to difficulty of admission into the Nursing Program. Previous data showed that students with a Pre-Health/Nursing Interest designation had a 4-5% chance of getting into UNCG Nursing Program (from a population typically between 150 and 200 students admitted with this designation each year). We also found that approximately two-thirds of these Pre-Health/Nursing Interest students are minority.

Breakdown of Retention Rates for Students in Enrolled HHS125 course (since 2014)

For the 2014 Fall Semester, we restructured the HHS125 class, by modifying and incorporating three Poster Presentations Projects: (1) My Life Story, (2) Major/Career/Calling Exploration, and (3) Personal Charter. Our goal was to empowering students to create a plan that defines their educational experiences, both within and outside the classroom. Once we incorporated these Projects into the curriculum, we noticed a significant increase in retention rates, especially with minority students as a whole:

Fall to Fall Retention Rate for First-Year Minority Students

(Minority students include American Indian or Alaskan Native, Black or African American, Asian, Hispanic or Latino, Native Hawaiian and Pacific Islander.)

Fall 2014 to Fall 2015	91.0% (61/67)
Fall 2015 to Fall 2016	82.0% (73/89)
Fall 2016 to Fall 2017	83.6% (122/146)
Fall 2017 to Fall 2018*	79.2% (156/197)
Total	82.6% (412/499)

*Indicates the LDC Program taking on the challenge of enrolling Pre-Health, Nursing Interest students, a population with one of the highest attrition rates due to the difficulty of getting into the Nursing Program (for this particular group of students, they have a 4-5% chance of gaining admittance into Nursing).

The chart blow provides a more specific breakdown of retention rates for the specific minority groups over 4 years:

Year	White	Black/ Afr Amer	Hispanic/ Latino	Asian	Native Amer	Pacific/ Island	Total
Fall 2014	52 (40) 76.9%	49 (46) 93.9%	11 (10) 90.9%	5 (4) 80.0%	2 (1) 50.0%	n/a (n/a)	119 (101) 84.9%
Fall 2015	68 (57) 83.8%	72 (62) 86.1%	11 (7) 63.6%	4 (3) 75.0%	2 (1) 50.0%	n/a (n/a)	157 (130) 82.8%
Fall 2016	122 (99) 81.1%	105 (90) 85.7%	23 (20) 87.0%	13 (11) 84.6%	5 (1) 20.0%	n/a (n/a)	268 (221) 82.5%
Fall 2017	110 (82) 74.5%	146 (117) 80.1%	23 (20) 87.0%	20 (13) 65.0%	6 (5) 83.3%	2 (1) 50.0%	307 (238) 77.5%
Total	352 (278) 79.0%	372 (315) 84.7%	68 (57) 83.8%	42 (31) 73.8%	15 (8) 53.3%	2 (1) 50.0%	851 (690) 81.1%
Note: First number pertains to total number of students for that particular group of students; second number (in parentheses) indicates number of students retained for that particular group. Percentage below each pair represents retention rate for that particular population.							

Graduation Rates (Fall 2014 class)

We are now tracking the students who started in the 2014 Fall Semester, with the redesign of the HHS125 course. One of the main components of the redesigned curriculum were the completion of three posters/presentations: (1) My Life Story, (2) Major/Career/Calling Exploration, and (3) Personal Charter. These reflective posters not only provide the students a chance to reflect on their lives, but to create their plan for academic and life success. As a result of this change, we've decided to focus our efforts on improving 4-year and 5-year Graduation Rates. In the past, students who've completed the HHS125 had slightly higher 5-year and 6-year graduation rates. Now, we see students graduating at a higher rate in both 4 years and 5 years, as the chart illustrates below:

	4-Year Rate	5-year Rate
2014 Class	42.0% (50/119)	63.8% (76/119)
2015 Class	39.5% (62/157)	63.1% (99/157) - projected
Total	40.6% (112/276)	63.4% (175/276) - projected

UNCG 4-year graduation rate (averaged from 2010 to 2014) – 33.1%

UNCG 5-year graduation rate (averaged from 2009 to 2013) – 50.9%

UNCG 6-year graduation rate (averaged from 2008 to 2012) – 54.7%

The 4-year graduation rate for students who've taken the HHS125 class in Fall 2014 and Fall 2015 is over 7% higher (40.6%) than UNCG's overall 4-year Graduation rate of 33.1%. The data also shows that the 5-year Graduation Rates for students who've taken the HHS125 class in Fall Semester 2014 (and projected for Fall Semester 2015) are SIGNIFICANTLY higher (over 63%) than UNCG's overall 5-year Graduation Rates AND overall 6-year Graduation Rates. Note: There are still 4 students from the 2014 Class currently enrolled for the 2019 Fall Semester and remain on track to finish no later than May 2020. If these students complete their degree, the 6-year graduation rate for the 2014 class would be 67.2%.

First Year Experience: HHS125 and HHS135

In the 2014 Spring Semester, we introduced HHS126: Purpose and Vision in Action (now changed to HHS135: Design Your Life II – Redesign a Life You'll Love) to supplement the HHS125 course. Based on previous student evaluations, many students indicated that they would like a follow-up course that would enhance the personal development knowledge gained in the HHS125 course. Our goal was to create a second course that would provide students an opportunity to receive additional Life Design Catalyst Coaching for the Spring Semester. Listed below is the breakdown of the total sections and enrollment for the course each semester as well as the number of first-year students (in parentheses):

Total Enrollment in HHS135 (Spring Semester)

Spring 2014: 2 sections, 13 students (10 1st year)

Spring 2015: 3 sections, 35 students (26 1st year)

Spring 2016: 3 sections, 33 students (17 1st year)

Spring 2017: 4 sections, 62 students (18 1st year)

Spring 2018: 4 sections, 62 students (15 1st year)

Spring 2019: 5 sections, 81 students (27 1st year)

Total Students Served in HHS135: 286 (113 1st year students)

We've also started to track the retention and 5-year graduation rates for students who complete both the HHS125 (Fall) and HHS126/HHS135 (Spring) courses in consecutive semester in their first year. So far, the results look promising:

	Retention Rate ¹	5-Year Graduation Rate ²
Fall 2013/Spring 2014	90.0% (9/10)	80.0% (8/10)
Fall 2014/Spring 2015	84.6% (22/26)	65.4% (17/26)
Fall 2015/Spring 2016	88.2% (15/17)	--
Fall 2016/Spring 2017	94.4% (17/18)	--
Fall 2017/Spring 2018	86.7% (13/15)	--
Total	88.4% (76/86)	69.4% (25/36)

¹ The first number in parentheses under "Retention Rate" indicates the number of students retained; the second number indicated the total number of first year students that had both classes for that particular academic year.

² The first number in parentheses under "Graduation Rate" indicates the number of students who completed their degrees (in five years or less); the second number indicated the total number of first year students that had both classes for that particular academic year.

HHS125 and Transfer Students

In the 2018-2019 Fall Semester, we were asked to create a specific section of HHS125 in the 2018 Fall Semester and HHS135 in the 2019 Spring Semester. Although we don't have specific retention rate data for Transfer students, we do have 2-year, 3-year, and 4-year graduation rates for this particular population of students. Since 2009, the graduation rate for Transfer students are:

- 2-year Rate: 24.8%
- 3-year Rate: 54.8%
- 4-year Rate: 65.8%

Although we haven't focused on Transfer students in the past, I believe Transfer students can also greatly benefit from the content shared in the HHS125 course – especially in developing a plan for life after completing their degree.

In the Transfer Connect Learning Community (facilitated by Megan Cayton), of the 20 students enrolled in the HHS125 for Fall, 17 students enrolled in the HHS125 course the Spring Semester. Surprisingly, all 20 students from the Fall 2018 section of HHS 125 have enrolled for the 2019 Fall Semester - 100% retention rate. Taking this out further, we had an additional 15 Transfer students enroll in various sections of the HHS125 course during the 2018 Fall Semester. Of those 15 students, 12 of those students have enrolled for classes for the 2019 Fall Semester – an 80% retention rate. As a group, 32 of the 35 Transfer students who took the HHS125 course in the 2018 Fall Semester have enrolled for the 2019 Fall Semester – **a 91.4% retention rate**. It will be interesting to track these students over the course of the 2019-2020 Academic Year to see how many complete their degrees in 2-years.

HHS125 and HHS135 Curriculum

Listed below are the topics we cover in both the HHS125 and HHS135 courses in the Fall and Spring Semesters, respectively. In the HHS125 course, all activities are done in class, except for the three Posters. In HHS135, all activities are done as out-of-class work. (Note: Curriculum in HHS125 has been modified for the 2019 Fall Semester; changes are reflected below.)

HHS125: Design Your Life I - What Could I Do With My Life (Fall Semester)	HHS135: Design Your Life II – Redesign a Life You'll Love (Spring Semester)
<ul style="list-style-type: none"> • Week 1: Intro to Course, Classmates, and Meditation • Week 2: Intro to Storytelling: I Am Statements and Power of Vulnerability • Week 3: Storytelling: Pivotal Moments; Instructions for My Life Story Poster • Week 4: My Life Story Poster Presentations • Week 5: Personality Type • Week 6: Values and Lifestyle Assessment • Week 7: Character and Engagement Assessment • Week 8: Know Your Why; Meaningful Work Statement • Week 9: Meaningful Work Statement Quiz; Instructions for Major/Career/Calling Exploration Poster (and Calling Connection) Poster • Week 10: Major/Career/Calling Exploration Poster Presentations; Choose Your Own Career Adventure • Week 11: Body of Work and Opportunities Exploration Activities • Week 12: Problem to Solve and Life's Works Activity; Instructions for Personal Charter Poster • Week 13: Personal Charter Poster Presentations 	<ul style="list-style-type: none"> • Week 1: Intro to Course, Classmates, and Meditation • Week 2: Daily Practice Part I: Gratitude and Random Acts of Kindness • Week 3: Daily Practice Part II: Movement/Exercise and Journaling • Week 4: Your Personal Superpowers • Week 5: You...The Superhero Poster • Week 6: Transformation Triad Worksheet; Instructions for Current State vs. Ideal State Poster • Week 7: Current State vs. Ideal State Poster Presentation • Week 8: Living Your Best Life: Habit Creation and/or Elimination • Week 9: Your Legacy: Eulogy • Week 10: Building Your Dream Team/Dream Community • Week 11: Creating Your Personal Manifesto • Week 12: Life Word Activity; Instructions for Meaningful Life Poster • Week 13: Meaningful Life Poster Presentations

HHS125: Design Your Life I: What Could I Do With My Life Course Evaluation Results (Fall Semester 2017 and 2018)

Summary of Student Feedback of HHS125 Course

Below are the results of the student responses for the HHS125: Design Your Life I - What Could I Do With My Life course. Many of the survey questions are linked to the student learning outcomes for the course, as listed below:

- Connect how your “story” impacts your present and future, both personally and professionally.
- Identify your personality type, personal core values and desired work values, your character and engagement strengths, your talents and gifts, your interest, and the people/groups you’d like to serve to construct a meaningful work statement that defines how you’d like to serve others.
- Create a vision for your future.
- Connect with at least 10 or your classmates through personal reflection activities and poster presentations.

The survey also measures the effectiveness of the class in connecting how the students want to serve with determining whether its connected with their major – whether it’s staying in their current major or switching to a new major. The numbers in the first two columns are the percentage of student responses who either “Strongly Agree” or “Agree” with the statements listed below. There were 328 total survey responses in Fall 2017, 399 total survey responses in Fall 2018):

Fall 2017 (328)	Fall 2018 (399)	
87.2%	89.5%	I learned a lot about myself in this course.
92.7%	93.4%	This course helped me understand my personality, my strengths, and my values.
86.0%	91.5%	This course helped me understand my meaningful work - how I plan to serve others.
86.9%	81.9%	This course helped to clarify my goals and dreams and create a vision for my future.
74.4%	71.9%	This course helped me decide on my major or helped me clarify that I am in the right major.
87.8%	89.5%	This course provided me with knowledge that could help me be successful in life.
82.0%	84.4%	I believe that I can make better decisions about my life and my future now that I have completed this course.
80.0%	84.9%	I have a much better understanding of who I want to be and what I’m here to do now that I’ve completed this course.
76.2%	78.7%	I found the “My Life Story” Poster useful in sharing my story with my classmates.
84.2%	84.9%	I found the “Major/Career/Calling Exploration” Poster or the Calling Connection Mind Map useful in creating a plan of action in college and/or after college.
83.5%	87.9%	I found the “Personal Charter” Poster useful as a summary of what I learned about myself over the course of the semester.
70.4%	79.6%	I enjoyed having meditation/quiet time at the beginning of every class.
88.4%	89.2%	I enjoyed watching the videos that accompanied the topics/activities.
68.0%	70.3%	I enjoyed sharing the results of the activities with my classmates each week.
79.2%	76.6%	I appreciated the opportunity to interact with my classmates during class each week.
90.5%	97.0%	I enjoyed taking this course with this instructor.
91.6%	97.2%	I believe the instructor really enjoyed teaching this course.
86.9%	94.2%	I believe the instructor really cared about me as a student.
96.7%	94.5%	I believe the grading structure for this class was fair.
90.8%	95.7%	I would recommend this course to other students.
76.5%	83.0%	I believe a course like this should be a required course for ALL new students.
96.4%	96.8%	HHS125 course had either a high impact or some impact on your life this semester.

Note: Questions 17 and 18 only had 190 total responses in Fall 2017 due to a change in the survey during the evaluation period.