

“TAYLOR Your Life” (TYL) Fall 2018 Assessment Report

Purpose of Report

This report shares pre and post data from 84 students who participated in seven TYL sections in Fall, 2018 and outlines course development and the future direction of life design at Tulane University.

TYL Spring 2018 Student Report

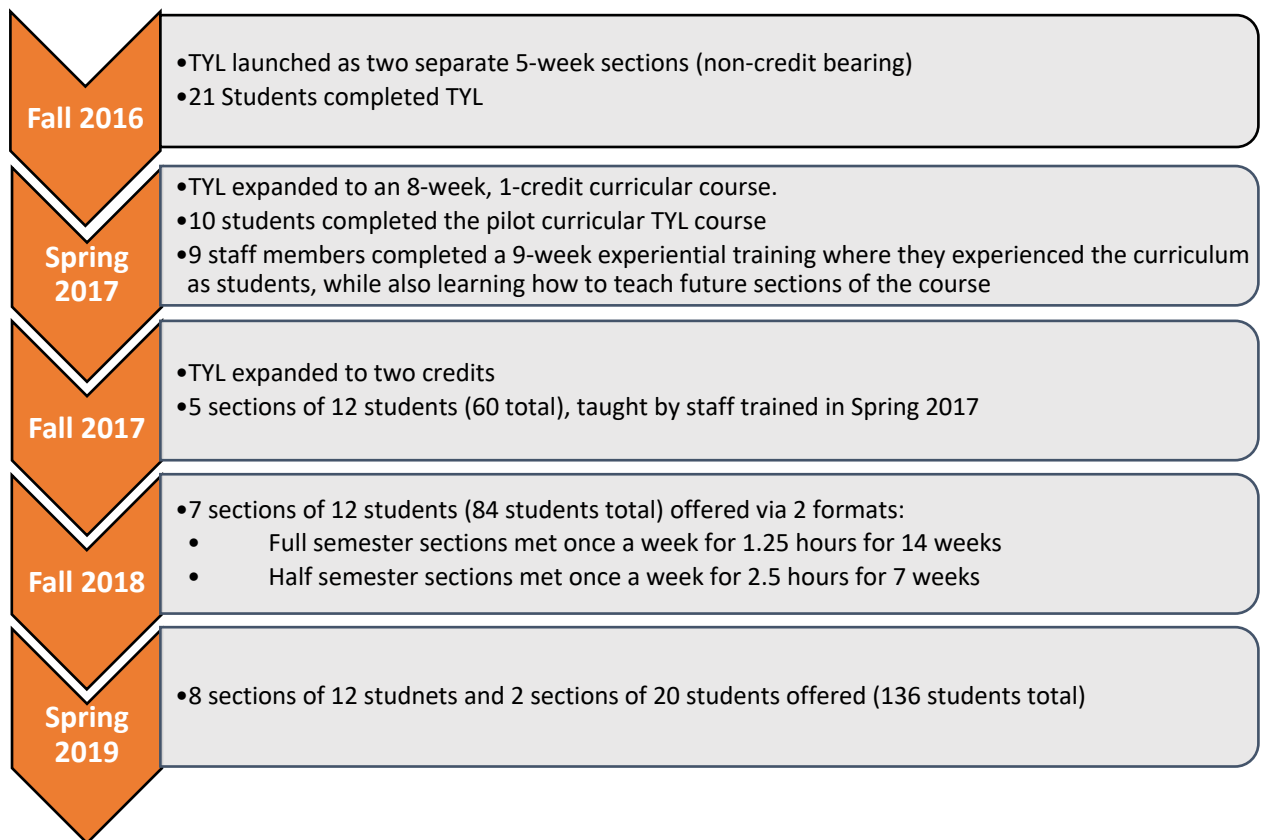
- i. Course Description and Overview of Course History (pg. 1)
- ii. Pre vs. Post-Taylor Your Life Survey Responses (pg. 2)
- iii. Biggest Takeaways and Areas of Learning (pg. 3-4)
- iv. Quality of Instructors and Course Curriculum (pg. 5)
- v. Constructive Feedback, Modifications, and Future Direction (pg.9)

i. Course Description and Overview of Course History

Course Description

Taylor Your Life (TYL) is a social impact career development lab for undergraduate and graduate students to “Taylor” their life course by applying methods and mindsets of design thinking (human centered design) to career development. In Fall 2018, TYL transitioned to a 2-credit, 14-week course.

Course History/Development



ii. Pre vs. Post Taylor Your Life Survey Responses

Summary: Summary: In the pre-TYL survey, students felt least confident (less than 60% confidence) about preparing for a negotiation conversation with a potential employer, tailoring a resume to a job, creating an effective LinkedIn profile, talking about themselves and their interests to a potential employer, and networking in their targeted professional community. The post-TYL survey demonstrated significant growth in these areas, with over 85% of respondents feeling confident or very confident in those same areas. More information in the chart below.

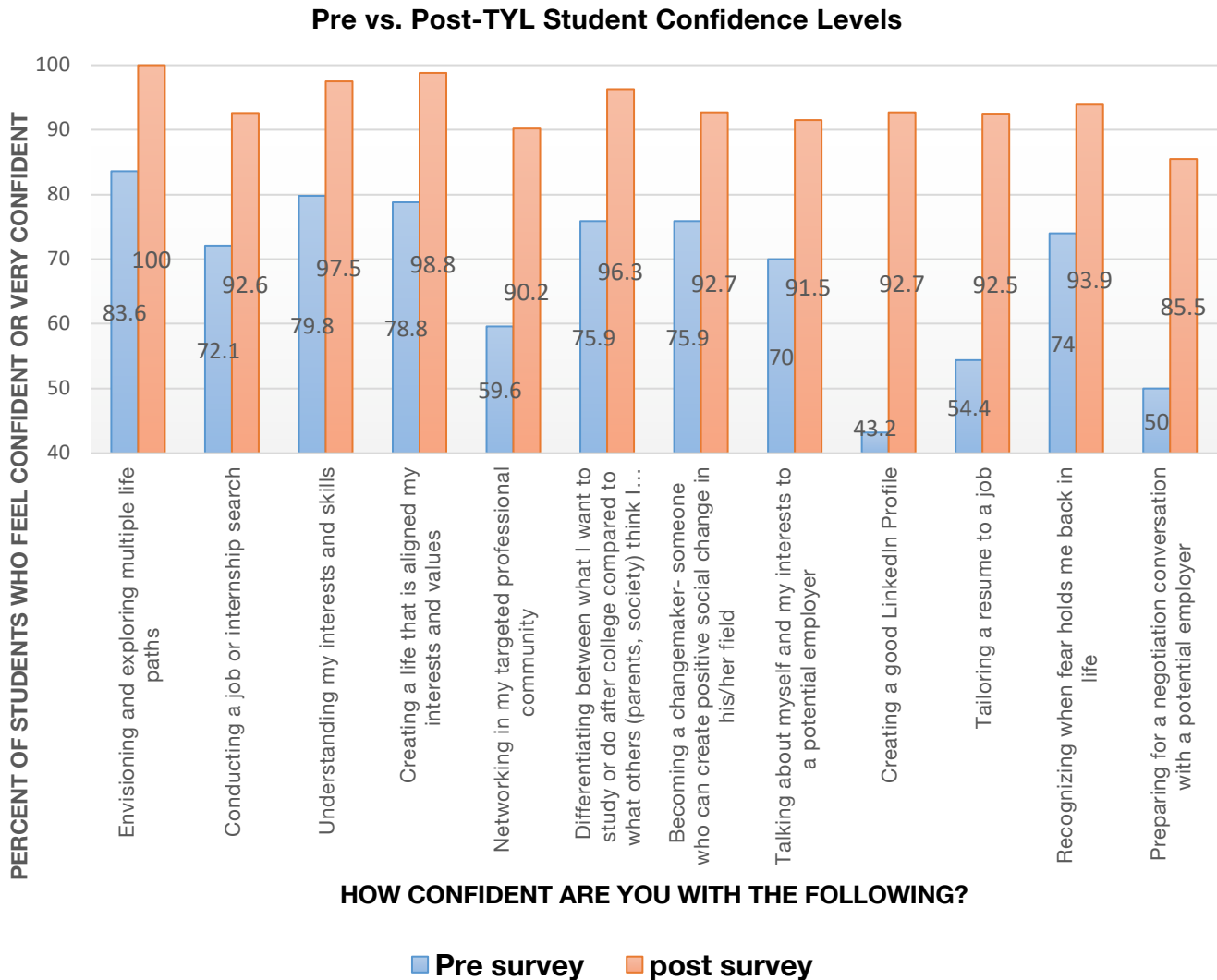


Figure 1 Summary: In the pre-TYL survey, students' confident levels ranged from 43.2% (creating a good LinkedIn profile) to 83.6% (envisioning and exploring multiple life paths). In the post-TYL survey, student's confidence levels ranged from 85.5% (preparing for a negotiation conversation with a potential employer) to 100% (envisioning and exploring multiple life paths). In the pre-TYL survey, students reported feeling most confident in envisioning and exploring multiple life paths (83.6% confidence), understanding their interests and skills (79.8% confidence) and creating a life that is aligned with their values (78.8% confident). However, this contradicts with qualitative post-TYL feedback, in which many students reported greatest learning in becoming open/aware of multiple life paths, identifying career paths that match their interests and values, and solidifying interests (see section III of report). This could indicate that students overestimate their confidence levels in the pre-TYL survey. Thus, these topics will still remain a core part of the course in future sections.

iii. Biggest Takeaways and Areas of Learning

Summary: The main areas of learning highlighted by students in the post-TYL survey include learning to envision and explore multiple life paths, learning and practicing various career development and professional skills and learning to move past fear and failure. This is demonstrated by the following quotes extracted from the post-TYL survey.

Envisioning and exploring multiple life paths

“My greatest takeaways are that there are so many options, and we do not need to have a set life path. **It is better to have an open mind.**”

“I think **this course helped me with my general self-awareness as a person**, but also what I want in life. It helped to talk it out and work through different paths.”

“I feel more confident going into the job search knowing that **I have the opportunity to do many things in my life** and that this is just the beginning.”

“I learned that there are many directions that my life can go. I may not know exactly what I want, but this course helped me to narrow down my ideas. **Other people are in the same position as me, so it makes me feel less worried and that I am not alone.** This course showed me new ways to look at things and I am glad I took it.”

“My greatest takeaways from this course have been understanding that **many people at my age do not have a career outlined, and that there are steps to be taken to to successfully find a career path.** Another main takeaway is the fact that first job is not as important as we may think, it can end up changing afterward.”

“**I solidified a lot of my interests** and was able to really reflect on different paths my life could take.”

“Greatest takeaway is reframing my thoughts from "I don't know what I'm doing post-graduation" and feeling anxious about that to "**I don't know exactly where I am going, but I know I am going in the right direction.**" I feel confident and assured in myself.”

Career Development

“**Life design interviews really were helpful. It is a better way to get information about your career field.** Instead of talking about yourself you talk about them, get information about them and then apply it to your life. Personally, this course has helped solidify what I want to do with my life.”

“**I learned how to make a resume** and [think] about my career path more. I also found some good materials and books throughout this course.”

“It really opened my eyes to **incorporating my skills through interview stories** when I go on one, the networking connections I already have, the different career paths I can take, my good vs. bad habits, and negotiating skills in an interview.”

“Personally, this course helped me a lot with learning how to do things related to creating a career that I otherwise did not know about. **My greatest takeaways were negotiating salary, interview advice, using LinkedIn and other job-finding tips.**”

Moving Through Fear and Building Confidence

“My greatest takeaway is to **always do instead of holding yourself back.**”

“**That fear is one of the biggest factors limiting our success and we have to ignore some of that fear to achieve what we want in life.** Also, success comes in many shapes and sizes and the meaning of success is different to every person.”

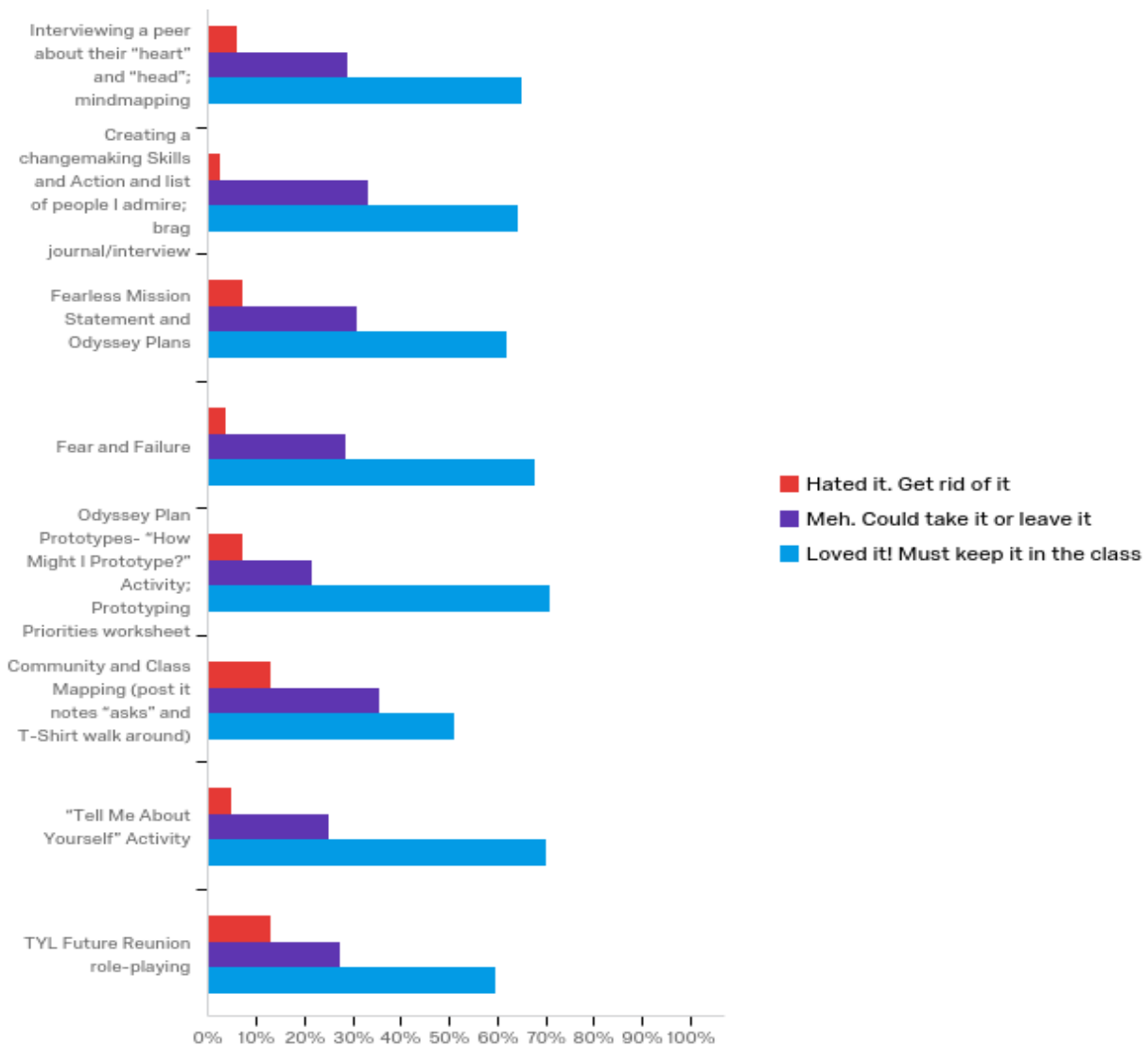
“Learning about myself and my wants and my capabilities. **Gave me a lot of confidence and direction.**”

“**That it is okay to be afraid and [experience] fear and failure.** Don't let the fear stop you or hold you back.”

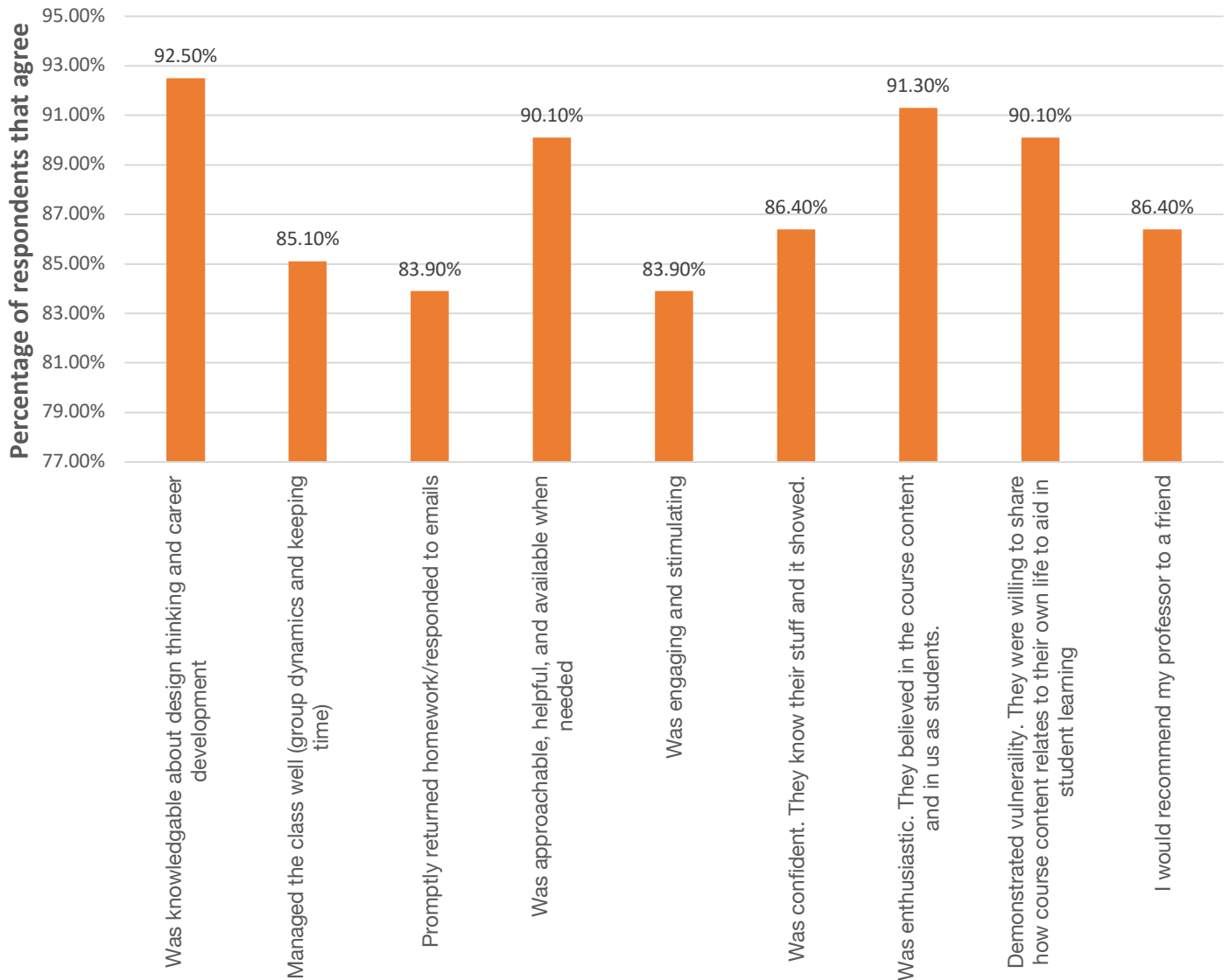
iv. Quality of Instructors and Course Curriculum

Summary: The TYL class activities and homework assignments received mostly positive reviews in the post-TYL survey. These results are presented in more detail below.

Effectiveness of Class Activities and Homework Assignments



TYL Instructor Feedback. My instructor...



“She was clearly engaged in all activities even when the class was struggling to become engaged. She did a great job at working through obstacles to make sure the class was all on the same page.”-
Instructor, Kayla Smith

“[Julia was]-really great and approachable. **Connected us with a lot of people. Motivating and easy to talk to. Great!**”-**Instructor, Julia Lang**

“[Shanice] has been a very strong influence on all students. One of my favorite teachers on Tulane’s campus.”- **Instructor, Shanice Webb**

“He was amazing. **Helped me put my whole life together.**”-**Instructor Cornell Sneed**

“Myron Shaffer was a great professor, **very understanding and helpful.**”-**Instructor, Myron Shaffer**

VI. Constructive Feedback for Future Sections (from post-TYL-survey)

The key concerns that appeared in student's comments and feedback are summarized below:

1. **Consider creating a separate section geared towards freshman/undeclared students:** Some students reported that during the initial weeks of the course they felt they had to move on under the guise that they had a life plan when in reality they felt lost as what I wanted to study or lacked concrete career aspirations.
2. **Consider incorporating more focus on applied skills such as interviewing skills for a larger portion of the class.**
3. **Prepare and encourage students to be vulnerable and emphasize creating a safe space:** Because of the non-academic nature of the course some students reported that it could be challenging to open up at times due to fear of judgement.
4. **Consider adjusting point system so that it is not reliant on participation:** Some students felt that participation points should not account for the majority the course grade in order to accommodate absences for personal emergencies/reasons.
5. **Consider breaking up the class time:** Some students expressed that they felt the class did not need to be 3 hours long. *Note: in 2018/2019, we are no longer offering 3-hr long sections.*

VII. Modifications and Future Direction

Summary: In response to student feedback and curriculum research, adjustments were made to the TYL curriculum and implemented in 2018/2019. They are summarized below.

1. **Taylor Your Tulane,** a course geared for first-year students, is being developed with the plan to launch in Fall 2019
2. **Participation points:** For the spring 2019 section of TYL onwards, participation has been adjusted and now accounts for 42% of the total grade.
3. **Class length:** For the spring 2019 section of TYL onwards, all classes were adjusted to 1-hour 45 minutes. We no longer plan to offer 3-hour long classes