

Revolutionizing Academic Advising in the 21st Century: Coaching with Life Design in Mind

**William H Johnson Jr., Student Success Navigator and Life Design Catalyst Facilitator/Coach
School of Health and Human Sciences
University of North Carolina at Greensboro**

Do you ever get that deep, gnawing feeling that your work as an advisor isn't fun anymore? Do you dread going to work in the mornings? Do you wonder if there's more to life than this – the daily routine of registration, scheduling, and degree audits? Do you believe that there should be more to the college experience than just getting a degree? Did you answer YES to any (or all) of these questions? Yes, me too.

Change is all around us. The rollercoaster economy. The ever-shrinking job market. And most notably, scathing articles devaluing the worth of a college education and a college degree. Higher education is under fire in many ways – increases in tuition and student fees, increases in student debt, stagnant/decreases in graduation rates, decreases in funding from state government, increases in competition with for-profit education programs – and a host of others. As budgets get tighter, additional change is coming. How do we, as advisors, navigate these changes to increase our presence and value on campus? How do we justify the importance of advising? How do we prepare students for a world that will be different when they graduate? How do we empower students to stand out, stand up, and become engaged, empowered members of society?

I would contend that it starts with academic advising. And it starts with you. Together, we need to change academic advising, right now! We need to stop being servants to the institution, solely to enforce degree completion; it's time for academic advisors to be seen as an integral part of the learning mission of higher education, just as vital as the faculty. Advisors need to be recognized as fundamental resources in human-centered design. However, as colleges and universities invest more dollars into more sophisticated registration, scheduling, and degree-monitoring technology, advisors will become extinct. It is time for advisors to step up and identify concrete strategies to be recognized and valued, not seen as another tool to support retention and graduation. This is a matter of survival!

The manner in which advisors serve students, especially in the first year, can have a profound impact on the rest of their college career – and the rest of their lives! What if we could develop an approach that helps students see that college is more than just getting a degree – that college could also be a pathway to creating meaningful work and meaningful lives? Is it possible to combine personal growth and development with degree completion? If it's possible, what would it look like? Don't know? Start with answering the five questions below. Challenge yourself to come up with answers that resonate with your soul.

- In my role as an advisor/coach, what do I aspire to achieve?
- What is my view about the overall purpose of advising/coaching?
- What will advising/coaching look like in five years? In ten years?
- In what kind of advising/coaching profession would I like to participate in the future?
- How would I change the ways advising/coaching is done and organized?

If you believe that your purpose is to help students get into college, stay in college, and graduate from college, then stop reading now. If you believe that degree completion is a piece of something bigger, better, and more rewarding for our students, then read on.

Find Your Why.

Four years ago, Kyle Maynard shared these words at the end of his keynote address to 750 students and advisors at the Golden Key International Honour Society Summit. He challenged the students with these words: “If there's ONE thing that you do in your lifetime on this earth - find your why.” For me, those three words have lived inside my heart and soul every day since that speech.

Three years ago, I restructured my “What Could I Do With My Life” course, to help students find their why. I also created a second course (“Redesign a Life You'll Love”) for the Spring Semester to provide students the opportunity to nurture their why. The program was also cited as a “Best Advising Practice” by the Bill and Melinda Gates

Foundation. Two years ago, the two courses became part of a learning community. We also hosted our first “find your why” coach training program for faculty and staff (and later, students); one of the few trainings in the country that emphasizes professional development through personal development. Last year, we were able to expand the Fall course to 200 students and hire an additional staff member. This year, we’ve enrolled 330 new School of Health and Human Sciences first-year students into the Fall course, as well as opened the new Life Design Center (more on this later). Now, it’s time for you to find your why – and help your students do the same.

Finding Your Why starts with Designing Your Life. The Life Design Program is a process that provides students a chance to learn about themselves and create a life that matters. The Program is a series of regular “meetings” over the course of the student’s first year (and for a select few, over the course of their college career), where they answer the questions, “Who do I want to be?” (Purpose) and “What am I here to do?” (Meaning). Students identify their values and strengths, define their purpose, and craft a meaningful work statement on how they want to serve the world, construct an inspiring vision for their future, and then create meaningful experiences based on reflective work.

There are several principles that guide Life Design work. We believe that this work inspires students to be self-experts, encourages them to become self-directed learners, and embodies beliefs that embrace the entrepreneurial spirit. Below are characteristics of the three principles that we use to guide students in Life Design work:

Characteristics of Self-Expertise:

- Take 100% personal responsibility for your life.
- Own your story.
- Find your purpose in life.
- Identify your strengths, talents, and gifts.
- Describe how you want to serve the world.
- Create a meaningful vision for the future.
- Be the creator and master of your life.

Characteristics of Self-Directed Learning (From “The Art of Self-Directed Learning,” Blake Boles, 2014):

- Solve their own problems.
- Become their own teachers.
- Work on self-determined projects.
- Collaborate and connect with others.
- Be directors of the direction of their lives.

Characteristics of Entrepreneurial Spirit (From “The Path to Purpose,” William Damon, 2008)

1. The ability to set clear goals and make realistic plans to accomplish them.
2. An optimistic, can-do attitude.
3. Persistence in the face of obstacles and difficulties.
4. A tolerance - or more, even an appetite - for risk.
5. Resilience in the face of failure.
6. Determination to achieve measurable results.
7. Resourcefulness and inventiveness in devising the means to achieve those results.

Embedded in the principles are features we believe will support the longtime success of the Life Design Program, such as student success factors (Cuseo, 2016), well-being (Gallup, 2014 and Brzycki, 2016), high-impact practices (Kuh, 2008), and skill development (Koru, 2016). The specific features include:

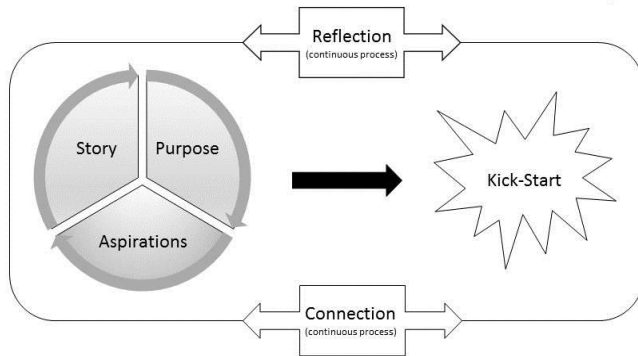
- Involvement in activities that lead to positive educational outcomes such as personal validation, self-efficacy, meaning and purpose, active involvement, engagement, reflection, and self-awareness.
- Creation of a full-year, First-Year Seminar/Learning Community, where small groups of students meet with faculty/staff on a regular basis, which involves critical inquiry of the self and its relationship with the world.
- Completion of collaborative assignments and projects that require reflective thought, writing, and sharing with one or more classmates.
- Incorporate aspects of well-being that lead to happiness and success: physical, social, community, financial, and spiritual.
- Development of high performance skills required for the workplace: grit, curiosity, polish, rigor, teamwork, impact, and ownership.

Find Your Why. Grow Your Why. Build Your Why. Live Your Why.

Life Design Models

We integrate two models to guide our work: (1) Design Your Life Project, and (2) Meaningful Work. The first model, Design Your Life Project is the foundation for the Life Design Program. We've incorporated most, if not all, of SPARCK – Story, Purpose, Aspirations, Reflection, Connection, and Kick-Start – in all of the courses in the Life Design Program. Foundational activities are focused on Story, Purpose, and Aspirations, with the end goal to move into action (Kick-Start). Reflection and Connection (on self and with others) is continuous and occurs throughout the life exploration process. The second model, the Meaningful Work Model was developed to identify the “work” you are here to do, the gifts that you will share with the world, the positive contribution you will make in serving others, all of which empowers you to become a better person.

Design Your Life Project: SPARCK inspired change!



The **Design Your Life Project**, which incorporates a more holistic view of one's life, engages students in a process where they feel empowered, passionate, energetic, and committed toward a life they desire – a life that represents who they are and where they want to go. In turn, they fully invest their best selves – their hearts, minds, bodies and spirit – in creating meaningful work and developing a life of significance.

"If you don't know who you are and why you're here, how are you supposed to know where you're going?" – Bill Johnson

The Design Your Life Project

incorporates:

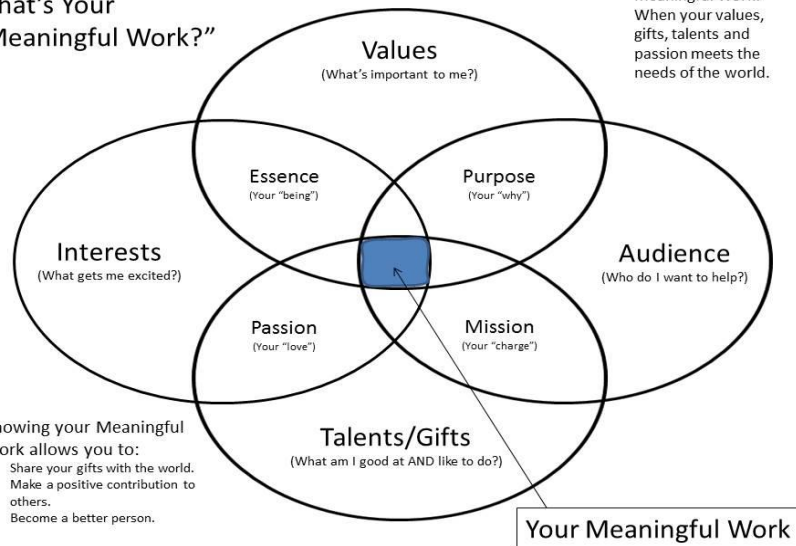
Design Thinking Process (SPARCK)
Engagement through Intrinsic Motivation
Laser-Focused Coaching
Contemplative Practices
Development of an Entrepreneurial Spirit

SPARCK Principles:

Story: Who am I?
Purpose: What am I here to do?
Aspirations: Where do I want to go?
Reflection: How am I doing?
Connection: Who can I partner with?
Kick-Start: What will I do NOW (or NEXT)?

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What's Your "Meaningful Work?"



Meaningful Work:
When your values,
gifts, talents and
passion meets the
needs of the world.

Knowing your Meaningful Work allows you to:

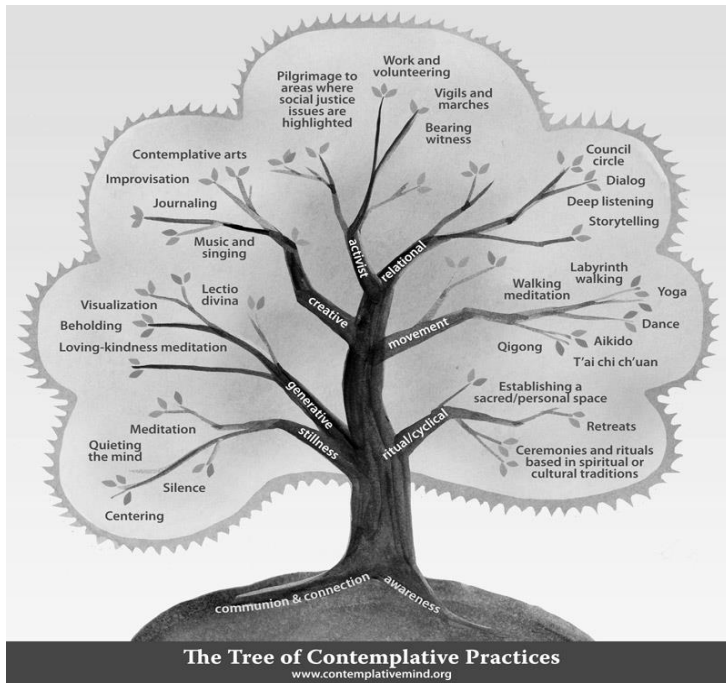
- Share your gifts with the world.
- Make a positive contribution to others.
- Become a better person.

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The Tree of Contemplative Practices

(From The Center for Contemplative Mind in Society)

<http://www.contemplativemind.org/practices/tree>



The Life Design Program also incorporates a variety of contemplative practices (meditation, journaling, contemplative arts, and storytelling) as components of the program. Research has shown that students who engage several of these practices tend to improve their health and well-being and have better college experiences.

For example, according to UCLA's Spirituality in Higher Education Survey and Report (2011 - <http://spirituality.ucla.edu/>), "Meditation and self-reflection are among the most powerful tools for enhancing students' spiritual development. Providing students with more opportunities to connect with their "inner selves" facilitates growth in their academic and leadership skills, contributes to their intellectual self-confidence and psychological well-being, and enhances their satisfaction with college."

Life Design as a Course

To impact as many students as possible, we decided that the Design Your Life Project courses - HHS125 and HHS135 - would be credit-bearing, where the instructors also serve as the students' Life Design Catalyst Coach over the course of the first year. One document that has been essential in creating the courses for credit was Marc Lowenstein's article, "Envisioning the Future"

(https://www.nacada.ksu.edu/Portals/0/Events/Annual%20Conference/documents/Lowenstein_proof.pdf), where he shares the premise that academic advising should be a credit-bearing activity. In the article, he states that:

"To persuade all stakeholders to view advising as a serious learning experience on par with the classroom, educational leaders reasoned that institutions need to award academic credit for it. This effort turned out to be the single lever that made many other changes possible. The importance is partly symbolic but also very practical. By making advising a credit-bearing activity, the academy communicates that students should expect to experience learning in their advising relationship and that advisors are teachers. The move also suggests that advisors bring considerable knowledge and wisdom to the advising encounter and that students should prepare for it as they do for class. Indeed, the mandate implies that the advising relationship has intended learning outcomes such that students bear responsibility for achieving results for which they will be graded! More mundanely, but just as importantly, the students understand that advisors assign homework that students are expected to complete."

In a traditional advising setting, an advisor may have a caseload of students, where they might have one or two 30-minute contacts with a student over the course of a semester; in many cases, these meetings occur only during peak registration periods. Many instances, students are required to bring their schedule and/or a four-year plan of study. Very little time (if any) is spent addressing values, purpose, meaningful work, and/or goals and dreams. In extreme cases, advisors might not have ANY contact with a number of their students, either due to the amount of time available to schedule students, a lack of motivation on the students' part, or a combination of the two. With the increase sophistication of technology, registration and degree mapping will be completely on-line (if it isn't already), reducing and/or eliminating the need for advisors/coaches. The Life Design Program provides an avenue to increase face-to-face connections with students, be a part of the learning process, and yet still increase retention and graduation rates.

Over the eight years of the Program, we have been able to increase the caseload for the instructor/coach from the pilot group of 40 students in 2008 to 200 students in 2015. For the 2016 Fall Semester, we were able to hire an additional instructor/coach for the program, thereby increasing the number of students in the program to 330 students. We believe that this process of Life Design could be extremely effective with up to 400 students per instructor/coach. With modification, this approach could even work with upwards of 800 students or more. For example, the instructor/coach could have the students attend every other week instead of every week or offer the course as a half-semester or short course, which would provide an opportunity to double their caseload of students. Regardless of the approach taken, the students will be able to have face-to-face contact with their coach on a regular basis.

We have found a number of benefits to this Design Your Life approach:

- Increases the amount of contact each student has with his or her instructor/coach over the course of the semester and the year.
- Provides opportunity for students to interact/meet at least 10 new students in their class each semester.
- Provides opportunity for instructor/coach to monitor students' health and well-being on a more personal level.
- Empowers each student to decide on major/career/calling with clarity and purpose, as well as consider multiple paths to get their desired major/career/calling.
- Engages group dynamics where students hold each other accountable to complete work in a timely manner.
- Provides instructor/coach opportunity to modify content of courses based on their personality and/or interests.
- Can easily be connected with another course(s) are part of a learning community (i.e. Communications, English, Psychology, etc.).
- Provides instructor/coach time throughout the day to work on other projects, be involved in committee work, and/or engage in additional work-related activities.
- Supports Open Education Resource, since students are provided workbook activities required for Design Your Life courses on-line for free.

This year, we are incorporating Life Design work in collaboration with other educational programs on campus, such as:

- Piloting a section of the "HHS125: What Could I Do With My Life" course for Honors Students.
- Provide opportunity for students in the Beyond Academics Program (intellectual and physical disability students) to enroll in the HHS125 course in the 2017 Spring Semester.
- Serve the UNCG Middle College (high school) Program, providing coaching and life design activities in both the Fall and Spring Semesters.
- Provide support for students creating identity collages for the Foundations for Learning (FFL100) course.
- Offer a 5-week Life Design Workshop, "28 Days to a Meaningful Life," to the faculty and staff at UNCG through the Healthy UNCG Program.
- Provide half-day/full-day Life Design workshop for graduate students.
- Provide weekend workshop for non-traditional/adult students, students from other colleges and universities, and community members – anyone interested in Life Design work.

The Life Design Center

The Life Design Center was created in September, 2016 to support the students and the instructors/coaches in the Design Your Life courses. The Center is staffed by four undergraduate students; each student has completed at least two Design Your Life classes over the past year and has been trained as certified Life Design Catalyst Coach at least once. They provide the following services:

- Coach students on life design, including values assessment, meaningful work, and major/calling choice(s).
- Assist students with the design of their posters and presentations for the HHS125 and HHS135 courses.
- Offer Life Design workshops to fellow UNCG students, both within the Center and at various locations around campus.
- Create activities/projects that emphasize creativity and play to be used in future Design Your Life courses.
- Collaborate with campus and community partners to provide Life Design workshops to local middle and high school students.
- Assist the three Student Success Navigators/Life Design Catalyst Coaches and the Senior Associate Dean with their courses, as well as with on-campus and off-campus trainings and workshops.
- Provide constructive feedback on the effectiveness of the Design Your Life courses and Life Design Program.

The Life Design Center also provides resources to encourage play and creativity, including Legos, adult coloring books, and building blocks, as well as materials to make dream/vision boards, my life story collages, and inspiration boxes. Students employed by the Center in the future will have the option of receiving a stipend or college credit for their time in the Center. They are truly engaged in this Life Design work!

Life Design Program Staff

- Bill Johnson (whjohnso@uncg.edu) and Megan Delph (mcdelph@uncg.edu) – UNCG Student Success Navigators and Life Design Catalyst Coaches and Training Facilitators
- Joe Dousharm (jwdousha@uncg.edu), Jasmine Kendrick (jlkendri@uncg.edu), J’Dari Lott (jslott@uncg.edu), and J’Dia Lott (jklott@uncg.edu) – Undergraduate Students and Life Design Catalyst Coaches

Life Design Catalyst Coach Training Program (<https://lifedesigncatalyst.wordpress.com/training/>)

The Life Design Catalyst Coach Training Program was created in June 2014 to train faculty and staff in higher education on the strategies to learn Life Design Catalyst Coaching. Our motto: Inspire Change. We have since expanded the Program to include undergraduate and graduate students, professional life coaches, spiritual healers, high school guidance counselors, mental health therapists, and community career development counselors. The Catalyst Coach Training Program has evolved to now serve as an alternative to traditional academic advising/academic coaching programs. Since 2014, we have trained over 250 Life Design Catalysts from 38 different colleges and universities from across the country, as well as many local community members.

Design Your Life First-Year Curriculum

Below is a sample curriculum of the two 1-credit courses (Fall and Spring Semesters) which incorporates the skills to become self-experts, the connection with an advisor/coach, and aligns with registration and scheduling of classes for the following semester. In the 2016 Fall Semester, we currently have two-thirds of our first-year students (300) during their first semester of college. Special note: We don’t require a textbook for the course; we are big proponents of Open Education Resource, so students are provided materials on-line, free of charge.

HHS125: Design Your Life I - What Could I Do With My Life	HHS135: Design Your Life II - Redesign a Life You’ll Love
<ul style="list-style-type: none"> • Week 1: Introduction to Course, Breathing Meditation • Week 2: Introduction to Personal Responsibility • Week 3: Intercultural Workshop • Week 4: My Life Story Worksheet • Week 5: My Life Story Class Poster and Presentation • Week 6: Personality Type Assessment • Week 7: Personal Core/Desired Work Values • Week 8: Character and Engagement Strengths • Week 9: Lollipop Moments; Seven Word Life Motto • Week 10 Meaningful Work Statement and Quiz; • Week 11: Major/Career/Calling Exploration Poster and Presentation • Week 12: Visionary Lifework and Twitter Pitch • Week 13: Desired Feelings; Desired Dream List; Personal Manifesto • Week 14: I Am Poem • Week 15: Personal Charter Poster and Presentations 	<ul style="list-style-type: none"> • Week 1: Introduction to Course; Breathing Meditation • Week 2: My Life Self-Assessment, 4-week Life Change Challenge I • Week 3: Letter to Past Self • Week 4: Grateful Project • Week 5: Pieces of Me Project and Presentation • Week 6: Personal Board of Advisors, 4-week Life Change Challenge II • Week 7: Portfolio Life Activity • Week 8: Calling Connection Worksheet/Mind Map • Week 9: Personal Job Advertisement Poster • Week 10: Vision Mapping Poster, 4-Week Life Change Challenge III • Week 11: Draw Your Future Poster • Week 12: Letter to Future Self • Week 13: Eulogy Activity • Week 14: Dream Board Poster and Presentation <p>Note: We provide opportunity for each individual instructor to infuse one activity of choice not listed above at some point during course of semester.</p>

Design Your Life Project Data/Assessments

We are excited by the results of this project. We are very aware that data drives action. Since the inception of the HHS125 course in Fall Semester, 2008, we have tracked students' graduation and retention rates. We found that students who've enrolled in at least the Fall Semester Design Your Life course, "HHS125: Design Your Life I - What Could I Do With My Life" in most instances will be retained at or slightly above those enrolled at UNCG as a whole. More importantly, students enrolled in the HHS125 course were likely to graduate in FIVE years at or above the SIX-YEAR UNCG graduation rate. And student who enroll in both the HHS125 course in the Fall Semester and HHS135 course in the Spring Semester were 90% likely to return to UNCG the following Fall Semester.

We now have three years of data on the HHS135 course. Although the sample size is small, 48 of the 53 students who've taken both HHS125 and HHS135 during their first year of college have been retained at a 90.6% retention rate. One of our goals is to increase enrollment for the HHS135 course for the 2017 Spring Semester.

Most students have shared that the courses have changed their lives in one way or another, whether it's getting clear about the major/career, defining their strengths, purpose, and values, or connecting with other students in the courses. The table below provides information pertaining to retention rates, graduation rates, and enrollment numbers for the Design Your Life First-year courses.

Fall to Fall Retention Rate			Enrollment in HHS125 (Fall Semester)
	HHS125	UNCG	Fall 2008: 2 sections, 40 students
Fall 2008 to Fall 2009:	78.9%	77%	Fall 2009: 3 sections, 56 students
Fall 2009 to Fall 2010:	75.6%	77%	Fall 2010: 3 sections, 65 students
Fall 2010 to Fall 2011:	76.9%	76%	Fall 2011: 3 sections, 66 students
Fall 2011 to Fall 2012:	81.1%	76%	Fall 2012: 3 sections, 73 students
Fall 2012 to Fall 2013:	65.3%	74%	Fall 2013: 8 sections, 111 students
Fall 2013 to Fall 2014:	75.0%	78%	Fall 2014: 10 sections, 170 students
Fall 2014 to Fall 2015:	84.9%	78%	Fall 2015: 10 sections, 193 students
			Fall 2016: 17 sections, 330 students
Graduation Rates (5-year)			Enrollment in HHS135 (Spring Semester)
Fall 2008 class	73.7%	50.1%	Spring 2014: 2 sections, 13 students
Fall 2009 class	61.0%	51.5%	Spring 2015: 3 sections, 35 students
Fall 2010 class	56.4%	no data	Spring 2016: 3 sections, 33 students
Fall 2011 class	56.8%	no data	
Note: 6-year Graduation rate for UNCG = 55%			Retention Rate - students enrolled in both HHS125 and HHS135 during their first-year: 90.6%

We have also been able to accomplish other success metrics pertaining to the "HHS125: What Could I Do With My Life" course; students who've enrolled in the course had a:

- 86% retention rate for our most at-risk students at the end of Spring Semester, 2016.
- 67% graduation rate for a subset of fifteen minority males enrolled in the course as part of the Rites of Passage Minority Male Mentoring Program in the 2012 Summer Session.

HHS125 Student Evaluation

We have continually gathered survey information from the students enrolled in the HHS125 courses every semester. This information is useful to: (1) whether we are achieving our learning outcomes and, (2) identify potential changes in the course to provide effective life design activities for our students. Here are the results of our most recent survey:

Learning Outcome Results (Percentage of those that chose either "Strongly Agree" or "Agree")

- 97.6% - I have a much better understanding who I am and what I am meant to do.
- 97.4% - I believe a course like this should be a required course for ALL new students.

- 95.1% - I learned a lot about myself in this course.
- 95.1% - This course has helped me understand my personality, my strengths, and my values.
- 95.1% - This course has helped me understand the meaningful work that I'm here to do.
- 92.7% - This course has helped to clarify my goals and dreams, and create a vision for my future.
- 90.2% - This course has provided me with knowledge and skills that could help me be successful in life.
- 90.2% - I can make better decisions about my future and my life now that I have completed this course.
- 90.2% - I appreciated the opportunity to share/interact with a few of my classmates during class.
- 85.4% - I enjoyed having meditation/quiet time at the beginning of every class.
- 85.4% - This course helped me decide on my major and/or helped me clarify that I am in the right major.

Open Ended Questions

- Briefly describe how this course changed your educational, career, and/or personal plans for the future?
- Share three things you really liked about this class?
- Share three things you didn't like about this class?
- What are at least one thing you would recommend to improve and/or change this course that could make this a better experience for you – or could make it a better experience for future students?

We also have a collection of posters from the HHS125 course to visually document self-expertise and progress toward self-directed learning. The links below take you to examples of the My Life Story, Major/Career/Calling Exploration, and Personal Charter posters. These posters have students reflect (and make sense) of their past, identify strategies to fulfill their meaningful work for the future, and develop guidelines for living on a day-to-day basis. Click on the links below for examples:

- My Life Story Posters – <https://thedreamdean.files.wordpress.com/2012/08/posters-my-life-story-spring-2016.doc>
- Major/Career/Calling Exploration Posters – <https://thedreamdean.files.wordpress.com/2012/08/posters-major-career-exploration-spring-2016.doc>
- Personal Charter Posters – <https://thedreamdean.files.wordpress.com/2012/08/posters-personal-charter-spring-2016.doc>

Summary

The Life Design Program is successful – not only in helping students stay in and graduate from college, but to pivot when they hit a road bump, to ultimately create lives that matter. As you review this document, think about what you'd like to achieve in your advising and/or coaching program:

- What do you want your students to achieve, especially at the end of their first year?
- What do you need to do - as an individual, as a group, and/or as a department - to provide the opportunity for students to become self-experts and self-directed learners and to encourage and develop the entrepreneurial spirit?

We've shared with our students this statement by William Damon from "The Path to Purpose," defining our goals for them to be classified as one of "the purposeful":

“The purposeful are those who have found something meaningful to dedicate themselves to, who have sustained this interest over a period of time, and who express a clear sense of what they are trying to accomplish in the world and why. They have found a cause or ultimate goal that inspires their efforts from day to day and helps them fashion a coherent future agenda. They know what they want to accomplish and why, and they have taken concerted steps to achieve their ambitions.”

We are excited for the possibilities in the future; first and foremost, we would like to increase the number of students enrolled in both the HHS125 and HHS135 courses. Our greatest challenge is retaining the Pre-Health, Nursing Interest students, since most of these students are interested in UNCG's Nursing program. With a small number of these students actually gaining admittance into the program, many decide to leave and attend other institutions to pursue their Nursing degree. This Fall Semester (2106), we pre-enrolled almost every Pre-Health, Nursing Interest student in the HHS125 course, with the hope of providing them clear options in case they do not get into the Nursing program at UNCG.

Another challenge has been space; in the past, our courses have been in classrooms spread across campus. One of our goals was to create a space where we could hold most, if not all, of our classes in one space. Since our classes are very interactive, there were challenges and limitation, such as finding enough wall space to post posters for presentations and transporting materials across campus. We created the Life Design Center as a place to not only hosts our courses, but to offer a space for additional activities, such as daily meditation sessions and life design trainings and workshops.

Due to the success of the Life Design Program, we now offer the Life Design Catalyst Coach Training Program, a training created for advisors and coaches looking for professional development opportunities to work with students in a more meaningful way, as well as a personal development experience to define one's meaningful work and create a meaningful life. Think about this...how could the Life Design Program fit into your work and your life – as an advisor, as a coach, as an educator, and as a human being? Want ideas? Want to learn more? Be bold! Attend one of the Life Design Catalyst Coach Training Programs, where “you can do you better so you can do your work – and your life – better!” Find out more at: <https://lifedesigncatalyst.wordpress.com/training/>.

If you have any thoughts, comments, and/or questions about the Life Design Program, the Design Your Life Project, or anything else in this document, please feel free to contact Bill Johnson, Student Success Navigator and Life Design Catalyst Coach, at whjohnso@uncg.edu or 336-207-6795.

The Life Design Program: Develop your purpose, define your dreams, and craft an inspiring vision to create the best version of yourself – one student at a time!

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