

Incorporating Coaching Conversations into Academic Advising Practice

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Overview

As explained in the “[Academic Coaching](#)” section of the *NACADA Clearinghouse of Academic Advising Resources*, coaching is an advising approach that can empower the student to reflect and act upon the range of goals, interests, and passions available in higher education, and academic advisors may incorporate coaching methods into their practice in order to address the whole student. Through coaching, students can develop their abilities to think critically, solve problems, overcome personal obstacles, discover their strengths, and generally make the most of their college experiences. Although the research on coaching is still new, it suggests that coaching can also support the kind of student engagement that leads to retention and completion – move them from just “surviving” to actually “thriving” in school.

In this webinar, sponsored by the [NACADA Academic Coaching Advising Community](#), participants will learn about the basic premises of coaching, see a short coaching demonstration video, and encounter several models for implementing coaching in a higher education setting. The Presenters will share key coaching concepts and stories of educators who have successfully implemented coaching on their campuses in unique ways. Attendees will discover the value of utilizing coaching with students, hear about one model for coaching conversations, and have an opportunity to think of ways they might implement coaching on their campuses.

[Academic Advising Core Competencies](#) that will be addressed in this presentation include:

- C4 – Understanding of academic advising approaches and strategies
- C5 – Understanding of expected outcomes of academic advising
- R2 – Ability to create rapport and build academic advising relationships
- R4 – Ability to plan and conduct successful advising interactions
- R6 – Ability to facilitate problem-solving, decision-making, meaning-making, planning, and goal setting

Pre-Webinar Activity Suggestions

View “Know Your Why” - <https://www.youtube.com/watch?v=1ytFB8TrkTo&t=119s>

Post-Webinar Activity Suggestions

View Coaching Videos, available at <https://youtu.be/3cX4Xwgyfxw> and https://youtu.be/yKlHh_7YLO

Find Your SPARCK Question

1. Is there a big question I'd love to answer? Is there a problem I feel compelled to solve? Is there a particular activity that I feel called to do?
2. Are there things that fascinate me? Am I curious about anything in particular? Is there something that I have a deep yearning to know more about?
3. Are there activities that I get lost in? What do I love to do where I lose track of time? When do I feel most fully alive?
4. What are my greatest talents and gifts? Is there something I truly want to master? Is there something I'd love to be really good at, maybe even world-class great?
5. Who can benefit most from what I have to offer? Is there some person or community or being I feel compelled to help? Are there other things I feel called to support, such as animals, nature, the environment, or the planet?

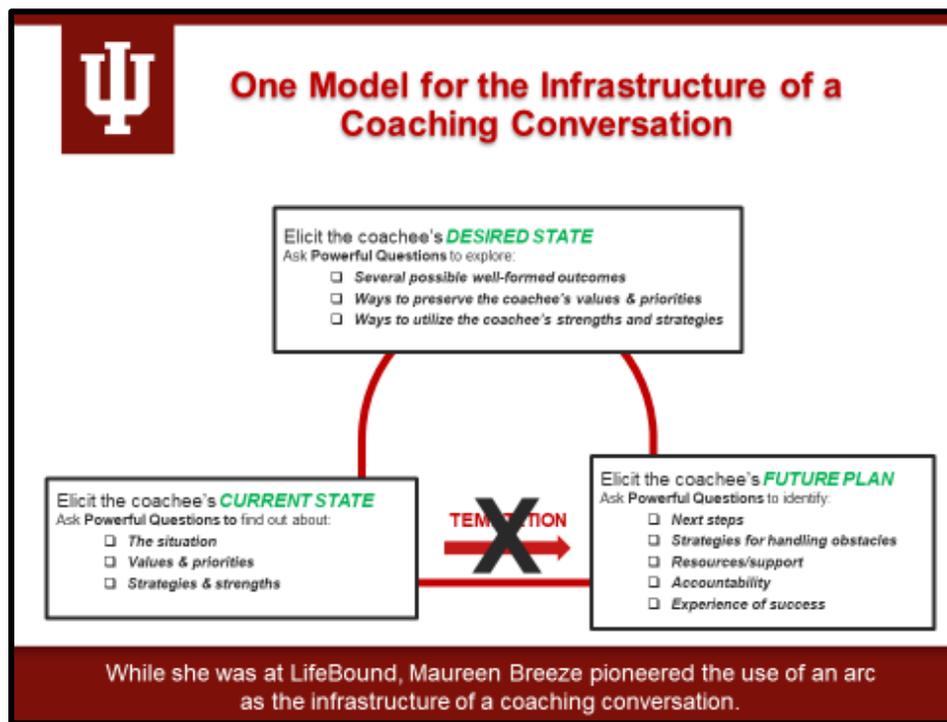
Purpose Statement

Use this Purpose Statement Template to describe your purpose – how you want to serve the world:

"I exist to _____ (action verb: a verb describing what you do)
_____ (who: groups – people, animals, etc. - you'd like to help)
so that _____." (result: think/feel/do/new belief/change/improvement/impact)

Bill's example: *I exist to empower students, faculty, and staff in higher education so that they can optimize their lives and find their path to be become their best selves and serve others profoundly.*

Indiana University: Coaching Conversations in Meetings with Students



DISCOVERING the CURRENT STATE (sample Powerful Questions)

What does _____ mean to you?

What's important about _____?

What do you already know about _____?

Tell me about a time when you've successfully . . .

- What's on your mind? What brings you in today?
- If we could make our time together really meaningful/useful to you, what might we discuss?
- What have you already done/tried?
- What's important about this, for you, at this time? What brought this up now?
- On a scale of 1-10, how important is this? (To you? To others?)
- Tell me about a time when you successfully (made a difficult choice, found balance, managed priorities, etc.)?
 - How were you able to do this?
- What might be the cost associated with _____? What good thing might you lose?
- What might be the benefit of having this? What might you gain?
- What's the impact of doing/having this? Of not doing/having it?
- How does this option "fit" with who you are?
- What's most important about your upcoming time in college?
- Before you arrived on campus, what did you imagine yourself doing? Studying?
- Tell me about a time when you were really prepared for an exam (study for a course) . . . what did you do to prepare?
- What have you done already to prepare for this exam (study for this course)?
- If you could identify the specific things that are puzzling or challenging, what would they be?

EXPLORING the DESIRED STATE (sample Powerful Questions)

What are some options for creating what you want?

What would it be like to have/do what you really want regarding _____?

In an ideal world, how would you respond to _____?

If all the issues were magically resolved, what would you think/feel about _____?

What's the best possible outcome that you could move toward (envision, orchestrate)?

- When you imagine several possibilities for how to do this, what comes to mind? What else might work?
- How might you move toward (envision, orchestrate) what you want? How else? What else is possible?
- Brainstorm a bunch of ways to accomplish what you want?
- Now, when you imagine your ideal college years, what are they like?
- If you did this (or this or this), what might be the result, immediately? In the next month? In 1 (or 5 or 10) years?
- If you made this choice (or this other choice or another choice), how would it feel? What would it look like?
- If you could harmonize _____ and _____, what would it be like for you?
- If you made this choice, what would you be saying to yourself? To others?
- If you made this choice, what would you be doing?
- If you made this choice, how do you imagine it would affect your life?

- If you could wave a magic wand . . . ?
- If you could handle this situation in an ideal way, what would happen?
- How does this “fit” with who you want to become?
- Remember that time when you successfully _____; how could you apply that strategy to the current situation?
- If you could, just for a minute, put the restrictions aside, what would it be like to have this?
- If money were no object, and the world was your dream, what would you do?
- Of these ideas, which one is the best “fit” for you?

IDENTIFYING THE FUTURE PLAN (sample Powerful Questions)

When and how will you take action?

How will you handle any challenges that might arise?

When, how, and with whom will you check in?

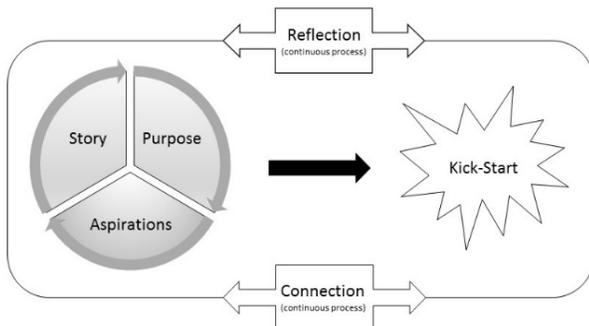
How will you know you’ve succeeded? Celebrate?

- What’s the first small step you could take to make this happen?
- If you were to experiment with _____, how would you do it?
- What could you (someone else) do first?
- How would it be if you experimented with . . . ? When? For how long . . .?
- What kind of support can you find?
- What resources do you need? Where can you get them?
- How will you maintain your mindset of _____?
- How will you remember to _____?
- What are the challenges or roadblocks that might arise?
- How will you meet those challenges and stay on track?
- How and when will you evaluate how your strategy has worked – and fine-tune it?
- How will you acknowledge success? Celebrate?

Life Design Catalyst Program

“SPARCK” Model

Story, Purpose, Aspirations,
Reflection, Connection, Kick-Start



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Through the exploration of purpose and meaning, The **Life Design Catalyst Program** incorporates a holistic view of the world and engages students in a process where they feel empowered, passionate, energetic, and committed to create 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 – physically, mentally, emotionally, and spiritually – in creating meaningful work and developing a life of significance.

The Life Design Catalyst Program incorporates:

Self-Actualization/Self-Transcendence
Design Thinking
Self-Mastery/Self-Expertise
Life Design Catalyst Coaching
Contemplative Practices
Entrepreneurial Spirit

SPARCK Principles:

Story: Who am I? Who do I want to be?

Purpose: What am I here to do?

Aspirations: Where do I want to go?

Reflection: How am I doing?

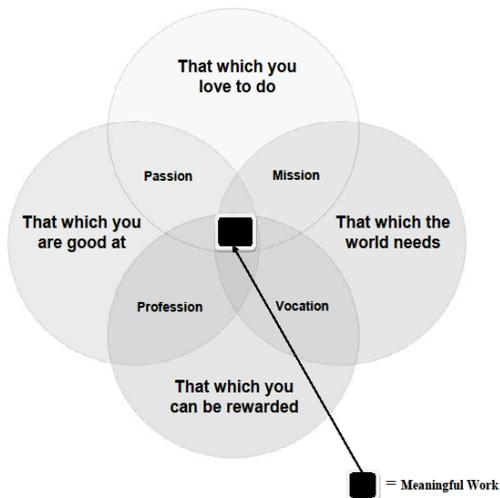
Connection: Who can I partner with?

Kick-Start: What will I do NOW (or NEXT)?

Life Design Catalyst Program

The Life Design Catalyst Program provides the SPARCK to empower ALL STUDENTS to answer the question: What should I do with my life? The mission of the Program is to inspire students to gain the knowledge and develop the skills essential to optimize their lives, actualize their potential, and become the best version of themselves in order to serve something bigger than themselves and make a positive contribution to the world.

Meaningful Work Model Life Design Catalyst Program



Engaging in Meaningful Work consists of three parts:

- Sharing your greatest gifts and talents for something bigger than yourself.
- Recognizing that the work must be personally and profoundly meaningful to you.
- Understanding that the work has importance and significance to others.

Life Design Catalyst Program Principles

- Provides a content-based group coaching process (“Coaching to Know, Coaching to Grow”), designed to take action towards personal transformation.
- Views the exploration of Purpose (“Who am I here to be?”), Meaning (“Why do I matter?”), Mission (“What am I here to do?”), and Vision (“Where do I want to go?”) as the foundation for 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 the best of yourself for something bigger than yourself).
- Guided by concept of self-expertise – that YOU are the expert on YOU.
- Empowers students to take control of their lives through self-directed learning and self-designed experiences.
- Better Character = Better People => Better People = Better Students.
- Promotes the development of the entrepreneurial spirit by: (1) becoming deeply engaged in and committed to personally rewarding purposeful, passionate goals; (2) being intentional and resilient in stepping out of your comfort zone to create value and generate meaningful results despite adversity and obstacles; and (3) using creativity and resourcefulness to design a better life and a better future for yourself and for others.

<p style="text-align: center;">Life Design Catalyst Coaching Process (As of May 24, 2018)</p> <p>Coaching: To partner with people to tap into their full potential to help them move forward through the process of identifying and achieving specific personal or professional goals that will maximize their potential.</p> <p>Guiding: To assist a person to travel through or reach a destination in an unfamiliar area by accompanying or giving directions to show points of interests and to explain their meaning or significance.</p>	<p><u>Simple Rules for Success</u></p> <ul style="list-style-type: none"> • Know Yourself. • Serve Profoundly. • Find Your Right Pond. <p><u>Contact Information</u> Bill Johnson Student Success Navigator, Life Design Catalyst Coach, and Lead Coach Facilitator School of Health and Human Sciences University of North Carolina at Greensboro Phone: 336-207-6795 E-mail: whjohnso@uncg.edu Blog: https://thedreamdean.com/ Web: https://lifedesigncatalyst.wordpress.com/</p>
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HHS125: Design Your Life I – What Could I Do with My Life (1 credit)
Spring Semester, 2019

Instructor: William H Johnson Jr (please call me Bill or Mr. Bill), Student Success Navigator/Life Design Catalyst Lead Facilitator and Coach

Office Location: 228A Stone Building

Phone: 336-207-6795

E-mail: whjohnso@uncg.edu (preferred)

INTRODUCTION

This content-based, structured group coaching course is the first of two first-year courses specially designed for students interested in learning more about themselves to create a meaningful life. You will be engaged in a series of reflective activities so that, by the end of the semester, you will be able to answer the questions, “Who am I?”, “What am I here to do?”, and “Where do I want to go?” This course abides by these 3 Simple Rules for Success:

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

By the end of the course, you will:

- Connect how your “story” impacts your present and future, both personally and professionally.
- Define how you want to serve something bigger than yourself – by constructing a meaningful work statement – that defines that will help you become a better person and make a positive contribution in the world.
- Create a vision for your life, both personally and professionally, that provides hope for the future.
- Connect with at least 10 or your classmates through personal reflection activities and poster presentations.

Since this class is about you and focused on you, use it as an opportunity to identify who you want to be and where you want to go to become the best version of yourself!

ATTENDANCE/PARTICIPATION POLICY

Class is set up so that you will engage in activities in every class, there will also be time to reflect and share. If you show up for class, complete the work, and participate in the discussions, you will receive 6 points. If you do not attend class – which means that you did not participate in the week’s activities - you will receive 0 points. We have built into the grading that allows you to miss a class and still receive an “A,” as long as you complete all of the other work required for this class. Things come up over the course of the semester, so make sure to choose your absence wisely. **There are no exception to this rule.**

EVALUATION AND GRADING

The course is graded A, B, C, D, or F – this course does not use the +/- system. Your final grade will be calculated using the following criteria:

- | | |
|----------------------------------------------------------------------------------------------------------|-------------------|
| • Attendance/class participation/in-class work (10 classes @ 6 points each) | 60 points |
| • My Life Story Project: Poster (8 pts), Presentation (3 pts), Participation (2 pts) | 13 points |
| • Major/Career/Calling Exploration Project: Poster (10 pts), Presentation (3 pts), Participation (2 pts) | 15 points |
| • Personal Charter Project: Poster (7 pts), Presentation (3 pts), Participation (2 pts) | <u>12 points</u> |
| Total Points | 100 points |

Your final letter grade will be based on your total points, as listed on the scale below:

A: 90 to 100

B: 80 to 89.9

C: 70 to 79.9

D: 60 to 69.9

F: below 60

There is no weekly homework, only 3 projects, no book, no extra materials, and no final exam!

MEDITATION

At the beginning of each class, we will have 5 minutes of meditation – to settle down, connect with yourself, or just relax. Please, turn your cell phone off or to silent during meditation as a sign of respect to me and your classmates. If you are running late, please wait until quiet time is over before you enter the classroom.

LIFE WORK

All activities – except the posters – will be done during class. Therefore, each time you attend class and complete the work, you will receive full credit for that day's work (6 points). The Life Work that you will be required to do for this class have been found to enhance knowledge about yourself. In addition to the Life Work in class, you may be encouraged to take on-line self-assessments for further personal exploration. And just so you know, no extra credit is provided. There's absolutely NO reason why you cannot get an "A" in this class!

PROJECT #1: MY LIFE STORY POSTER AND PRESENTATION PROJECT

The My Life Story Poster and Presentation Project is a poster and short presentations you will construct and share during the third or fourth week of class. The Project specifically addresses the story of your life, up to this point. There are specific assignments that will help you complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions. For your poster and presentation, feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 11 total points, 8 points for the poster and 3 point for the presentation.

PROJECT #2: MAJOR/CAREER/CALLING EXPLORATION PROJECT

The Major/Career/Calling Exploration Project is a poster and short presentations you will construct and share during the ninth week of class. The Project specifically addresses the majors and career options around your meaningful work. There are specific assignments that will help you complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions. For your poster and presentation, feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 11 total points, 8 points for the poster and 3 point for the presentation.

PROJECT #3: PERSONAL CHARTER POSTER AND PRESENTATION PROJECT

The Personal Charter Poster and Presentation Project is a poster and short presentation you will construct to share in the final class of the semester. The Project encompasses everything you've learned about yourself during the semester. You will use the information from various activities during the semester to complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions. Feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 10 total points, 7 points for the poster and 3 points for the presentation.

WEEKLY TOPICS (TENTATIVE; SUBJECT TO CHANGE)

- Week 1 – Introductions (to Course and to Classmates); Introduction to Breathing Meditation
- Week 2 – I Am Statements
- Week 3 – Storytelling Activity (Instructions for My Life Story Project)
- Week 4 – Project #1: My Life Story Poster and Presentation
- Week 5 – Personality Type Assessment

- Week 6 – Values Assessment
- Week 7 – Strengths Assessment
- Week 8 – Meaningful Work Statement and Quiz (Instructions for Major/Career/Calling Exploration Project)
- Week 9 – Project #2: Major/Career/Calling Exploration Poster and Presentation
- Week 10 – Personal Board of Advisors/Contact Connections
- Week 11 – Personal Manifesto and/or Seven Word Life Motto
- Week 12 – I Am Poem (Instructions for Personal Charter Project and Course Evaluation)
- Week 13 – Project #3: Personal Charter Poster and Presentations

HHS135: Design Your Life II – Redesign a Life You’ll Love (1 credit)

Spring Semester, 2019

Instructor: William H Johnson Jr (please call me Bill or Mr. Bill), Student Success Navigator/Life Design Catalyst Lead Facilitator and Coach

Office Location: 228A Stone Building

Phone: 336-207-6795

E-mail: whjohnso@uncg.edu (preferred)

INTRODUCTION

This content-based, structured group coaching course is the second of two first-year courses specially designed for students interested in learning more about themselves to create a meaningful life. You will be engaged in a series of reflective activities over the course of the semester to help you “Build a Better You.” Each week you will complete activities that have been found to increase success and become the best version of yourself.

By the end of the course, you will:

- Identify daily practices that have been found to enhance one’s life.
- Identify your Super Powers to see yourself as a Super Hero.
- Transform your life from your current state to your ideal state.
- Identify the obstacles and limiting beliefs that hold you back and learn strategies to overcome them.
- Create a Personal Manifesto – your “Rules for Living” – that define how you want to live each and every day.
- Create your Dream Team (also known as a Personal Board of Advisors) and Dream Community.
- Describe your legacy – what you want people to say about you when you’re gone.
- Describe your Best Self in 5-10 years into the future.
- Connect with your classmates through personal reflection activities and poster presentations.

Since this class is focused on you and your personal growth and development, use it as an opportunity to identify who you want to be and where you want to go to become the best version of yourself!

ATTENDANCE/PARTICIPATION POLICY

Class is set up so that you will engage in activities in every class; you will also have time to reflect and share with the class and/or with classmates. If you show up for class, complete the work, and participate in the discussions, you will receive 6 points. If you do not attend class – which means that you did not participate in the week’s activities - you will receive 0 points. We have built into the grading that allows you to miss a class and still receive an “A,” as long as you complete all of the work required for this class. Things come up over the course of the semester, so make sure to choose your absence(s) wisely. **There are NO exceptions to this rule!**

EVALUATION AND GRADING

The course is graded A, B, C, D, or F – this course does not use the +/- system. Your final grade will be calculated using the following criteria:

• Attendance/class participation/in-class work (11 classes @ 5 points each)	55 points
• Weekly Assignments (9 assignments @ 3 points each)	27 points
• Current State vs Ideal State Project: Poster (6 pts) Presentation/Participation (3 pts)	09 points
• My Best Self Project: Poster (6 pts) Presentation/Participation (3 pts)	<u>09 points</u>
Total Points	100 points

Your final letter grade will be based on your total points, as listed on the scale below:

A: 90 to 100

B: 80 to 89.9

C: 70 to 79.9

D: 60 to 69.9

F: below 60

The weekly homework is all about you, only two main poster projects, no book, no extra materials, and no final exam!

MEDITATION

At the beginning of each class, we will have 5 minutes of meditation – to settle down, connect with yourself, or just relax. Please, turn your cell phone off or to silent during meditation as a sign of respect to me and your classmates. If you are running late, please wait until quiet time is over before you enter the classroom.

HOMEWORK

All homework activities is expected to be completed the week after it is given. If you realize that you will not be in class to turn it in, make sure to send it via e-mail or drop it off at my office (228A Stone Building). If you turn it in on time, you will receive credit; if not, you will lose one (1) point per day it is late. In other words, if it's one day late, you lose one point, if it's two days late, you lose two points. After the third day, you will not receive any credit for the assignment. However, it's important to complete each assignment because all assignments are useful in complete the two Poster Projects. All of the activities and assignments in this class have been found to enhance knowledge about yourself, but to aid in personal development and growth. In addition to the assignments and activities in class, you may also be encouraged to take on-line self-assessments and/or review articles/videos for further personal exploration. As stated earlier, there is no extra credit is provided. There's absolutely NO reason why you cannot get an "A" in this class!

PROJECT #1: CURRENT STATE VS. IDEAL STATE

The Current State vs. Ideal State Poster and Presentation Project is a poster and short presentations you will construct and share during the week before Spring Break. The Project specifically addresses where you are in your life right now, and where you want it to be in three specific areas in your life. The weekly assignments before this Project are geared to help you complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions given at that time. For your poster and presentation, feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 9 total points, 6 points for the poster and 3 point for the presentation/participation.

PROJECT #2: MY BEST SELF

The My Best Self Poster and Presentation Project is a poster and short presentations you will construct and share during the last class. The Project specifically addresses what you want your life to look like 5-10 years down the road. Look at this Project as your roadmap for the future. The weekly assignments throughout this semester are geared to help you complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions given at that time. For your poster and presentation, feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 9 total points, 6 points for the poster and 3 point for the presentation/participation.

WEEKLY TOPICS (TENTATIVE; SUBJECT TO CHANGE)

- Week 1 – Introduction to Course, Are You Living Your Best Life Reflection
- Week 2 – Daily Practice – 3 Gratitudes and 1 Random Act of Kindness
- Week 3 – Daily Practice – Journaling and Exercise/Movement
- Week 4 – Identifying your Super Powers
- Week 5 – (Picture) You, the Super Hero
- Week 6 – Transformation Triad/The Big 3: Current vs. Ideal State
- Week 7 – Current State vs. Ideal State Poster and Presentation; Steve Harvey: JUMP video
- Week 8 – What Holds You Back?
- Week 9 - Creating Your Rules for Daily Living/Personal Manifesto
- Week 10 – Developing Your Dream Team/Board of Advisors and Community/Tribe
- Week 11 – Writing Your Eulogy/Time Left Worksheet
- Week 12 – Living Your Best Life/Being Your Best Self/Life Word Activity
- Week 13 – Best Self in 5-10 Years Poster and Presentations

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 (**3.2%**) AND they graduate from UNCG at a higher rate in 5 years (**3.4%**) and 6 years (**3.1%**), 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)
Fall 2013 to Fall 2014 ¹	75.0% (66)	78.1%	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 (306 1 st year)
Total (889/1,118)	79.5%	76.3%	Fall 2018: 25 sections, 448 students (TBD 1 st year)
Note Number in parentheses in HHS125 column are actual number of first year students retained.			Total Students Served in Fall Semester: 1,916 (approx. 1,500 1st year students)
Graduation Rates (5-year)			Total Enrollment for HHS125 (Spring Semester)
Fall 2008 class (25/38)	65.8%	50.1%	Spring 2009: 2 sections, 26 students
Fall 2009 class (23/41)	56.1%	51.5%	Spring 2010: 2 sections, 38 students
Fall 2010 class (19/39)	48.7%	49.7%	Spring 2011: 3 sections, 32 students
Fall 2011 class (21/37)	56.8%	49.2%	Spring 2012: 3 sections, 61 students
Fall 2012 class (19/49)	38.8%	49.6%	Spring 2013: 3 sections, 50 students
Fall 2013 class (49/88)	55.7%	-	Spring 2014: 3 sections, 54 students
Total (156/292)	53.4%	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%	
Total (118/204)	57.8%	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% 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 ultimate 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

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

	HHS125	UNCG
Fall 2014 to Fall 2015	91.0% (61/67)	79.5%
Fall 2015 to Fall 2016	82.0% (73/89)	78.3%
Fall 2016 to Fall 2017	83.6% (122/146)	80.2%
Fall 2017 to Fall 2018	79.2% (156/197)	n/a
Total	82.6% (412/499)	

The chart below 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) 84.6%	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 currently tracking the students who started in the 2014 Fall Semester, with the redesign of the HHS125 course. We required students to complete three Posters; the “Major/Career/Calling Exploration Poster and Presentation” was developed so students could create a “plan” to complete their degree in 4 years, as well as identify potential opportunities within and outside the classroom to enhance their college experience and beyond. The students in the “Graduates” category have completed their degree requirements in 4 ½ years or less. The students in the “Still Enrolled” category are on track to complete their degree in 5 years (May 2019).

	White	Minority	
Graduates	33	35	4 ½ year Graduation rate: 57.1% (68/119)
Still Enrolled	2	10	Projected 5-year graduation rate: 67.2% (80/119)

The Projected 5-year Graduation Rate of 67.2% is **13.8%** higher than the 5-year graduation rate of students who’ve completed previous versions of the HHS125 class and **16.8%** higher than the 5-year graduation rate for all students at UNCG.

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, 84 students (TBD 1st year)

Total Students Served in HHS135: 289 (approx. 110 1st year students)

We've also started to track the retention and 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	Graduation Rate ²
Fall 2013/Spring 2014	90.0% (9/10)	80.0% (8/10)
Fall 2014/Spring 2015	84.6% (22/26)	61.5% (16/26)
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)	66.7% (24/36)

¹The 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.

²The 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: Design Your Life I: What Could I Do With My Life Course Evaluation Results, Fall Semester, 2017

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 to other and make a positive contribution in the world.
- Create a vision for your future work, based on internal and external characteristics.
- Identify personal dreams, based on the desired feelings you'd like to achieve in life.
- Connect with at least 10 or your classmates through personal reflection activities and poster presentations.

The questions have been formulated to coincide with the mission of Life Design Catalyst Program and HHS125 – which is to help students identify how they want to serve the world in a meaningful way, then connect it declaration with their major and a vision for their future. Numbers are the percentage of student responses who either strongly agree or agree with the statements listed below (out of 328 total responses):

1. **87.2%** - I learned a lot about myself in this course.
2. **92.7%** - This course helped me understand my personality, my strengths, and my values.
3. **86.0%** - This course helped me understand my meaningful work - how I plan to serve others.
4. **86.9%** - This course helped to clarify my goals and dreams and create a vision for my future.
5. **74.4%** - This course helped me decide on my major or helped me clarify that I am in the right major.
6. **87.8%** - This course provided me with knowledge that could help me be successful in life.
7. **82.0%** - I believe that I can make better decisions about my life and my future now that I have completed this course.
8. **80.0%** - 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.
9. **76.2%** - I found the "My Life Story" Poster useful in sharing my story with my classmates.
10. **84.2%** - 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.
11. **83.5%** - I found the "Personal Charter" Poster useful as a summary of what I learned about myself over the course of the semester.
12. **70.4%** - I enjoyed having meditation/quiet time at the beginning of every class.
13. **88.4%** - I enjoyed watching the videos that accompanied the topics/activities.
14. **68.0%** - I enjoyed sharing the results of the activities with my classmates each week.
15. **79.2%** - I appreciated the opportunity to interact with my classmates during class each week.
16. **90.5%** - I enjoyed taking this course with this instructor.
17. **91.6%** - I believe the instructor really enjoyed teaching this course.
18. **86.9%** - I believe the instructor really cared about me as a student.
19. **96.7%** - I believe the grading structure for this class was fair.
20. **90.8%** - I would recommend this course to other students.
21. **76.5%** - I believe a course like this should be a required course for ALL new students.
22. **96.4%** - 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 due to a change in the survey during the evaluation period.

Conclusion

Although we are encouraged by the retention and graduation rate numbers for students who enroll in just the HHS125 or the HHS125/HHS135 combination, we know that the courses could be better and more can be done. We are curious to see what the retention and graduation rate numbers will be now that we've started pre-enrolling the Pre-Health/Nursing Interest students in the HHS125 class. As one of our most vulnerable populations likely to leave UNCG, it is imperative that we help them develop a concrete plan for the future - whether those plans include admittance into the Nursing Program at UNCG, a switch to another major campus, or pursue a health care or different major at another institution. We also believe that the three Poster/Presentation Projects, especially the Major/Career/Calling Exploration Project, will continue to be instrumental in providing students a tangible vision for their future. From the student perspective, most found the class and the activities valuable in understanding themselves, their purpose, and their vision for a better future.

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Incorporating Coaching Conversations into Academic Advising Practice

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 William H. Johnson (Bill), University of North Carolina at Greensboro
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NACADA'S Definition of Academic Coaching

A coaching approach to advising is built on a foundation of assumptions where the students are the experts in their own lives and the academic coach serves as a catalyst for progress and goal achievement.

This occurs when the coach:

- ~creates a safe space to establish a trusting relationship,
- ~guides students to clarify intentions,
- ~inspires action through powerful questions, and
- ~offers accountability to maximize progress and forward movement.

Coaching in Academia

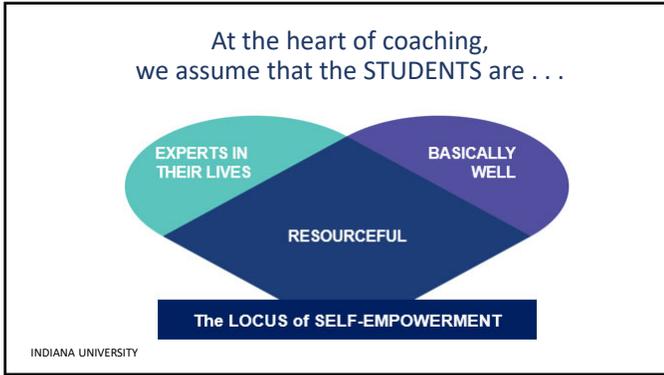
- Prescriptive Coaching
- Life Coaching Conversations

Academic Advising and Coaching are Relational

Models, Practices, and Institutions

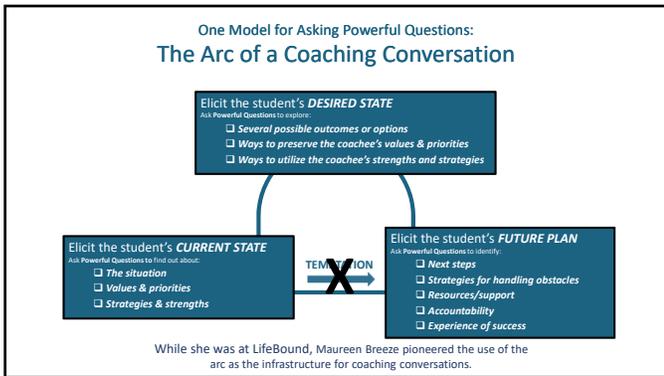
A Coaching Way of Being

INDIANA UNIVERSITY



Coaching is based on Powerful Questions

Open-ended
Invite Self-Reflection
Elicit student Resourcefulness



Powerful Questions for Uncovering
The CURRENT STATE

Tell me what's up for you right now . . .

What does (key word) mean to you?
What's important about _____?
What do you already know about yourself with regard to _____?
Tell me about a time you successfully . . .

Summarize the CURRENT STATE
Identify the Coaching Topic

*So, what I now know about you is . . .
Am I understanding you?*

*And, what you want today is to explore ways to . . .
Does that make sense?*

Powerful Questions for Exploring
The DESIRED STATE

Given that you're thinking of making a change . . .

What are some possibilities for how you could . . . ?
Remember your strategy for successfully . . . ?
How might that apply in the current situation?
In an ideal world, how would you like to respond to (manage) _____?
If all the issues were resolved, what would you think/feel about _____?
And, if you _____, what would that be like for you?

Powerful Questions for Developing The FUTURE PLAN

Out of the options you've considered, which one do you want to try first?

How and when will you take action?

What's the first small step? Experiment?

On a scale of 1-10, how confident are you that you'll . . . ?

How will you handle any challenges that might arise?

When, how, and with whom will you check in?

How will you acknowledge/experience success?

When you don't have much time . . .



Utilize the "google" brain . . .

"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

ONACADA | THE ONLINE NATIONAL ACADEMY OF COACHING AND DESIGN

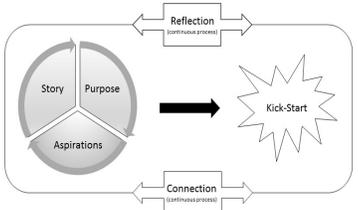
Creating Your Own Coaching Program

- **Topic:** What is the focus of your advising/coaching program? Will the program be focused on developing/refining coaching skills or coaching students/clients/participants through specific, structured content – or a combination of the two?
- **Participants:** Who are your ideal students/clients/participants for the program?
- **Challenges:** What are 3-5 BIG challenges your ideal students/clients/participants face?
- **Outcomes:** What will students/clients/participants be able to do, achieve or experience through your advising/coaching program?
- **Names:** If you need to identify a name for your program, here are some ways to name it: focus on desired outcome/results, who the program is for, use current brand, and/or create an acronym.
- **Steps:** Outline the 3-7 key steps for your students/clients/participants need to overcome challenges and achieve desired outcomes.
- **Framework:** Create a framework/model/structure for your program and use it for each step. This makes content creation much faster and easier. After you create your main framework/model/structure, all you need to do is "fill-in-the-blanks."

adapted from Michelle Schubnel, <https://www.coachandgrowrich.com/coaching-blog/how-to-create-your-own-coaching-program/>

Life Design Catalyst Program "SPARCK" Model

Story, Purpose, Aspirations, Reflection, Connection, Kick-Start



Through the exploration of purpose and meaning, The Life Design Catalyst Program incorporates a holistic view of the world and engages students in a process where they feel empowered, passionate, energetic, and committed to create 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 – physically, mentally, emotionally, and spiritually – in creating meaningful work and developing a life of significance.

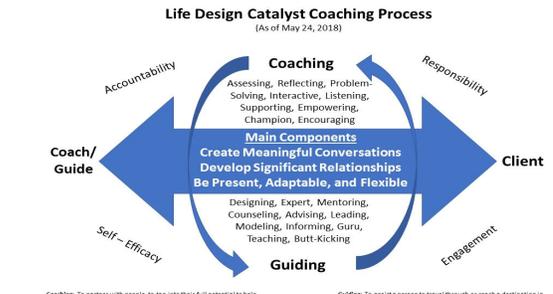
The Life Design Catalyst Program incorporates:
 Self-Actualization/Self-Transcendence
 Design Thinking
 Self-Mastery/Self-Expertise
 Life-Design Catalyst Coaching
 Contemplative Practices
 Entrepreneurial Spirit

SPARCK Principles:
Story: Who am I? Who do I want to be?
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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Life Design Catalyst Coaching Process

(As of May 24, 2018)



Main Components
 Create Meaningful Conversations
 Develop Significant Relationships
 Be Present, Adaptable, and Flexible

Coaching: Assessing, Reflecting, Problem-Solving, Interactive, Listening, Supporting, Empowering, Champion, Encouraging

Guiding: Designing, Expert, Mentoring, Counseling, Advising, Leading, Modeling, Informing, Guru, Teaching, Butt-Kicking

Coaching: To partner with people to tap into their full potential to help them move forward through the process of identifying and achieving.

Guiding: To assist a person to travel through or reach a destination in an unfamiliar area by accompanying or paired directions to show points of interests and/or explain their meaning or significance.

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Coaching vs Guiding

- **Coaching:** To partner with people to tap into their full potential to help them move forward through the process of identifying and achieving specific personal or professional goals that will maximize their potential.
- **Guiding:** To assist a person to travel through or reach a destination in an unfamiliar area by accompanying or giving directions to show points of interests and to explain their meaning or significance.

Initial Advising/Coaching Questions

1. What do you want? Why are you here (to see me)?
2. What's the problem? What's the issue? What's your dilemma?
3. What do you want to happen? What do you want as the end result?
4. What are you willing to do? What do you need to do right now?
5. What do you need from me? How would you like for me to help you?

Life Design Catalyst Program Principles

- A structured, content-based group coaching process - "Coaching to Know, Coaching to Grow."
- Addresses purpose ("Who do I want to be?"), mission ("What am I here to do?"), and vision ("Where do I want to go?").
- Empowers through self-awareness (knowing yourself), self-actualization (becoming the best version of yourself) and self-transcendence (utilizing your gifts and talents for something bigger than yourself).
- Guided by concept of self-expertise – YOU are the expert on YOU.
- Empowers self-directed learning and self-designed experiences.
- Integrates the development of the entrepreneurial spirit - a true passion and deep commitment to create meaning while pursuing purposeful, passionate goals, then getting out of your comfort zone to design a better life and better future.
- Better character = Better people => Better people = Better students.

First-Year Group Coaching Courses

Fall Semester
HHS125: Design Your Life I –
What Could I Do With My Life

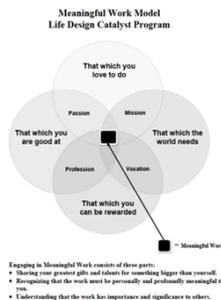
Spring Semester
HHS135: Design Your Life II –
Redesign a Life You'll Love

Other Design Your Life Courses
ENT250/HHS250: Purpose-Driven Entrepreneurship
ENT275/HHS275: Entrepreneurial Personal Branding

HHS125: Principles

Simple Rules for Success

Know Yourself.
Serve Profoundly.
Find Your Right Pond.



Find Your SPARCK Question

1. Is there a big question I'd love to answer? Is there a problem I feel compelled to solve? Is there a particular activity that I feel called to do?
2. Are there things that fascinate me? Am I curious about anything in particular? Is there something that I have a deep yearning to know more about?
3. Are there activities that I get lost in? What do I love to do where I lose track of time? When do I feel most fully alive?
4. What are my greatest talents and gifts? Is there something I truly want to master? Is there something I'd love to be really good at, maybe even world-class great?
5. Who can benefit most from what I have to offer? Is there some person or community or being I feel compelled to help? Are there other things I feel called to support, such as animals, nature, the environment, or the planet?

Mission Statement

Use this Mission Statement Template to describe your purpose – how you want to serve the world:

"I am here to _____
 (action verb: a verb describing what you do)

_____ (who: groups – people, animals, etc. - you'd like to help)

so that _____
 (result: think/feel/do/new belief/change/improvement/impact)"

Bill's example: I exist to empower students, faculty, and staff in higher education so that they can optimize their live and find their path to be become their best selves and serve others profoundly.

Major/Career/Calling Exploration Poster

What am I here to contribute?
What problem am I here to solve?
What am I committed to create?
What is my ultimate concern?

Calling Connection Mind Map

What needs can I fulfill for others?
How can I best serve others?
What is my life's task?
What am I truly here to do?

Advising/Coaching Program Template

"My advising/coaching program helps <who's it for> solve <main problem>. They start "Step 1" feeling and thinking <current mindset> and when they have finished all the steps they will think and feel <new mindset>."

"My advising/coaching program will guide them through actionable material on <enter the core main topics>. Each person who completes all the steps in my program will have <enter tangible outcomes and benefits e.g. path to success, self-confidence, plan for graduation, better grades, inner peace, etc.>."

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The purpose of life is to discover your gift.
The work of life is to develop it.
The meaning of life is to give your gift away.

"Developmental academic advising continues to be the most fundamental and comprehensive approach to advising practice. It enables the academic advisor to take a holistic view of each student to maximize the student's educational experiences in an effort to foster his or her current academic, personal and career goals toward future success. Properly practiced, it encourages academic advisors to use their own skills to identify each student's skills, abilities and expectations...to support maximum growth, (development) in academic, personal, and career goals (Grites, 2013).

Coaching Results

Students who are being coached at The University of Oklahoma are showing up to a 13 percent increase in retention when their predicted retention rates and actual retention rates are compared. These data show that coaching has an impact on all students, but especially on students who enter the university with risk factors correlated with early attrition.



Academic Success Coaching: A Description of an Emerging Field in Higher Education

"...national survey data confirmed that the vast majority of coaching programs emerged after 2005 (83%) with 70 percent of survey respondents establishing their coaching program after 2010. As a result, ambiguity and numerous interpretations of intended purpose, role differentiation, and primary emphases accompany this program novelty. It is clear that academic/success coaching is a recent trend, gaining in popularity, and thus is worthy of investigation."

Robinson (2015)

Academic Success Coaching: A Description of an Emerging Field in Higher Education

"Perhaps a primary role of an academic/success coach is fostering the student's sense of mattering while also providing an institutional method of academic and social integration. From a student perspective, academic/success coaches provide a venue of personal, non-directive support."

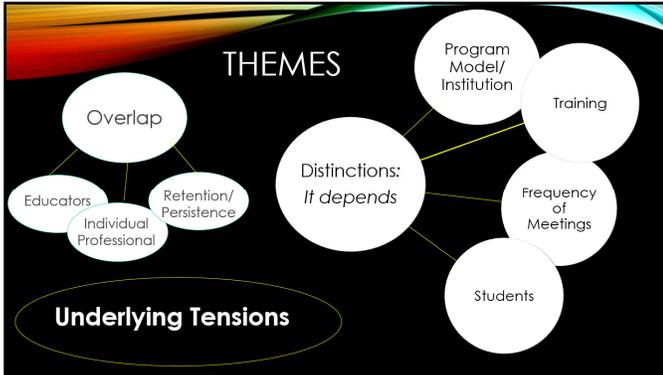
Robinson (2015)

Advising as Coaching: Coaching as Advising

"How do coaches and advisors perceive their roles as similar and different in the higher education context?"

Birnbaum & Sepulveda, 2018





Coaching Impact

Richman, Rademacher, and Maitland (2014) reported improvements with self-awareness, self-management skills, and subjective well-being for students who received coaching.

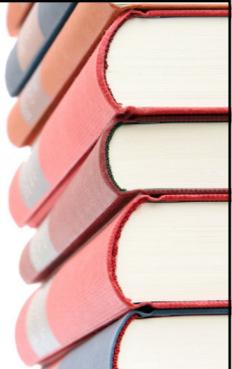
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Coaching Impact

Success coaching fosters connections between students and the university. Coaches are responsible for encouraging students to be self-motivated, responsible, and self-managed.
(Allen & Lester, 2012)

“Through our lived experiences in scholarly inquiry as well as academic advising, we are encouraging colleagues to include their voice and intellect as the next generation of scholarship in academic advising is generated and dispersed for practitioners as well as other members of the higher education community.”

Aiken-Wisniewski, Smith, & Troxel (2010)



Incorporating Coaching Conversations into Academic Advising Practice

Presenters:
 Gail Fairfield, Indiana University
 William H. Johnson (Bill), University of North Carolina at Greensboro
 Kathleen Shea Smith, The University of Oklahoma
 Linnette C. White, Indiana University School of Medicine-West Lafayette

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