TAYLOR Your Life" (TYL) For Graduate Students
FALL 2019 Assessment Report

Purpose of Report

This report shares data from 24 students who participated in TYL course for Graduate Students (TYL4Grads) in FALL 2019 semester and outlines curricular changes and future direction.

TYL4Grads FALL 2019 Assessment Report

Course Description and Course Overview
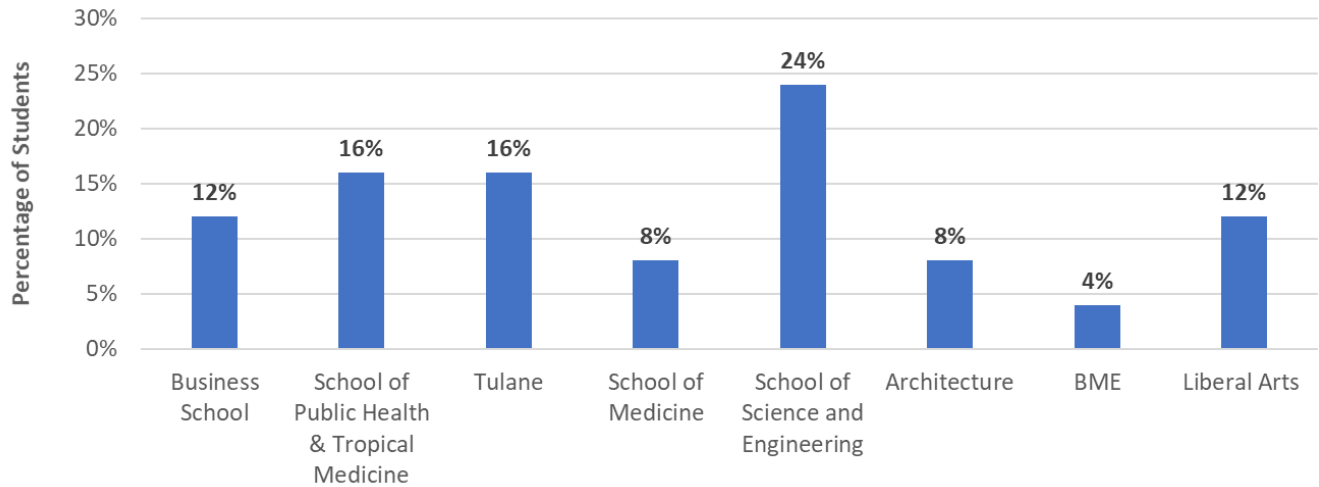
Course Description

Taylor Your Life (TYL) Life Design for Graduate Students is a 4-week changemaking career development lab for graduate students to "Taylor" their life by applying methods and mindsets of design thinking (human centered design) to career development.

How did students hear about TYL for Graduate Students?

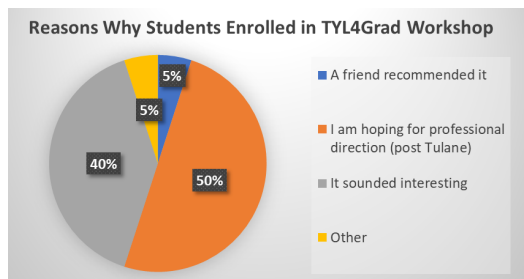

How did students hear about TYL4Grads
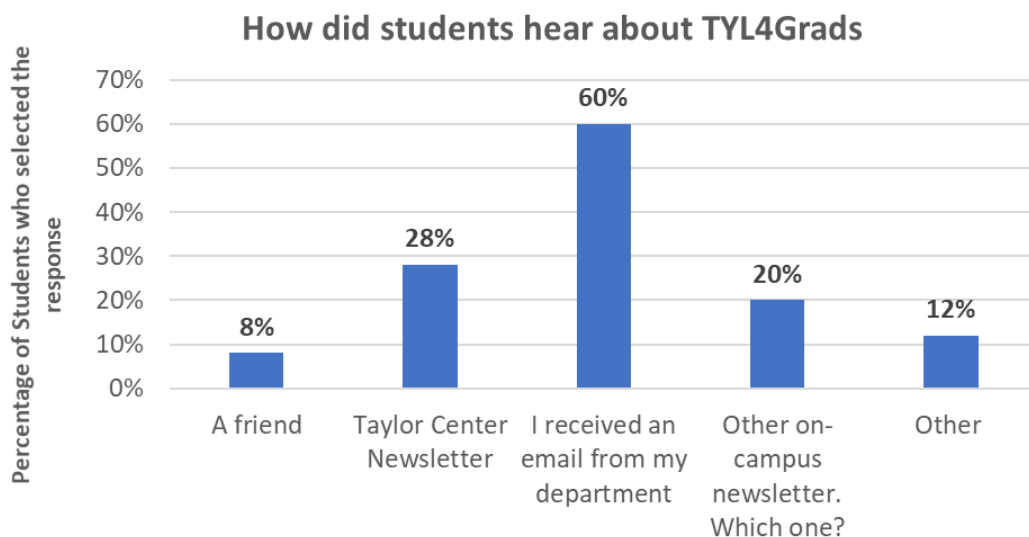
Summary: Majority of the students (**60%**) reported that they found out about TYL4Grads workshop after receiving an email from their department. Around **76%** of the students had never participated in a Taylor Center sponsored event before. Those of who did participate, said they participated in FAST 48 program or Design Thinking / Donuts activity.

## School Affiliations of Students Enrolled in TYL4Grads

Bar chart showing Percentage of Students by school affiliation:
- Business School: 12%
- School of Public Health & Tropical Medicine: 16%
- Tulane: 16%
- School of Medicine: 8%
- School of Science and Engineering: 24%
- Architecture: 8%
- BME: 4%
- Liberal Arts: 12%

Students Report Why They Enrolled in TYL4Grads Workshop

Reasons Why Students Enrolled in TYL4Grad Workshop
- A friend recommended it: 5%
- I am hoping for professional direction (post Tulane): 50%
- It sounded interesting: 40%
- Other: 5%

Summary: The majority of the students (**50%**) reported that they took the workshop as they <u>were hoping for professional direction (post Tulane)</u>. In the qualitative survey, it was revealed the most students were looking to get clarity on their career paths, identify life priorities and get a sense of direction or a roadmap post Tulane.

Student Feedback Snapshot

Academic Standing of TYL4Grad Students
- Master's Student: 38%
- PhD Student: 58%
- Other: 4%
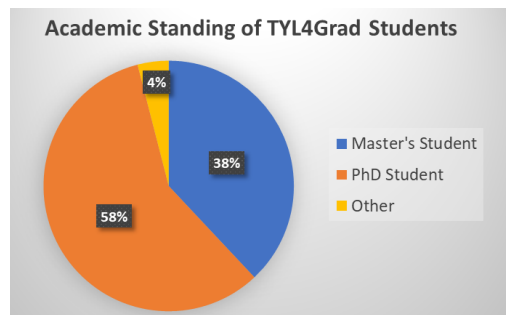
Summary: Around **58%** of the participants in TYL4Grads workshop were PhD Students while **38%** of the students were in Masters-degree programs at Tulane.

Would you recommend TYL4Grad to others?
- Yes: 80%
- Maybe: 20%
- No
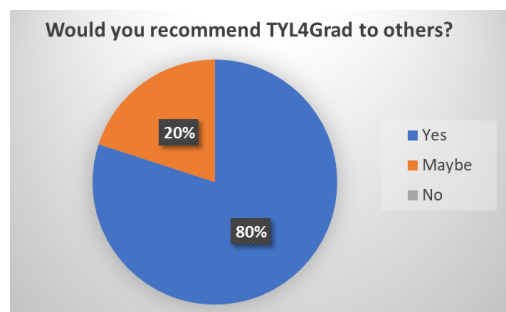
80% of the students reported they would recommend this workshop to others.

Student Confidence Levels Pre vs. Post TYL4Grads

QUESTION: How confident are you in doing the following?			
Envisioning and Exploring Multiple Life Paths			
	Pre-Survey	**Post-Survey**	**% Change (Pre vs. Post)**
Not Confident	24%	0%	-24%
Confident	52%	33%	-19%
Very Confident	24%	67%	43%
Overall Confidence (Confidence + Very Confident)	76%	100%	**24%**
Conducing a job search aligned with my goals			
	Pre-Survey	**Post-Survey**	**% Change (Pre vs. Post)**
Not Confident	32%	7%	-25%
Confident	36%	47%	11%
Very Confident	32%	47%	15%
Overall Confidence (Confidence + Very Confident)	68%	94%	**26%**
Understanding my interests and skills			
	Pre-Survey	**Post-Survey**	**% Change (Pre vs. Post)**
Not Confident	28%	7%	-21%
Confident	52%	27%	-25%
Very Confident	20%	67%	47%
Overall Confidence (Confidence + Very Confident)	72%	94%	**22%**
Creating a life that is aligned with my interests and values			
	Pre-Survey	**Post-Survey**	**% Change (Pre vs. Post)**
Not Confident	44%	7%	-37%
Confident	52%	33%	-19%
Very Confident	4%	60%	56%
Overall Confidence (Confidence + Very Confident)	56%	93%	**37%**
Networking in my targeted professional community			
	Pre-Survey	**Post-Survey**	**% Change (Pre vs. Post)**
Not Confident	52%	20%	-32%
Confident	32%	40%	8%
Very Confident	16%	40%	24%
Overall Confidence (Confidence + Very Confident)	48%	80%	**32%**

Becoming a changemaker - someone who can create positive social change in his/her field			
	Pre-Survey	Post-Survey	% Change (Pre vs. Post)
Not Confident	44%	33%	-11%
Confident	48%	40%	-8%
Very Confident	8%	27%	19%
Overall Confidence (Confidence + Very Confident)	56%	67%	**11%**
Talking about myself and my interests to a potential employer			
	Pre-Survey	Post-Survey	% Change (Pre vs. Post)
Not Confident	36%	0%	-36%
Confident	52%	53%	1%
Very Confident	12%	47%	35%
Overall Confidence (Confidence + Very Confident)	64%	100%	**36%**
Recognizing when fear holds me back in life			
	Pre-Survey	Post-Survey	% Change (Pre vs. Post)
Not Confident	44%	7%	-37%
Confident	48%	40%	-8%
Very Confident	8%	53%	45%
Overall Confidence (Confidence + Very Confident)	56%	93%	**37%**
Preparing for a negotiation conversation with a potential employer			
	Pre-Survey	Post-Survey	% Change (Pre vs. Post)
Not Confident	68%	7%	-61%
Confident	28%	27%	-1%
Very Confident	4%	67%	63%
Overall Confidence (Confidence + Very Confident)	32%	94%	**62%**
I am knowledgeable about negotiating for a more competitive salary and benefits package			
	Pre-Survey	Post-Survey	% Change (Pre vs. Post)
Not Confident	76%	13%	-63%
Confident	16%	40%	24%
Very Confident	8%	47%	39%
Overall Confidence (Confidence + Very Confident)	24%	87%	**63%**

Summary: The greatest change in post-survey was found in preparing for a negotiation conversation with potential employer (**62%**) and in I am knowledgeable about negotiating for a more competitive salary and benefits package (**63%**).

Biggest Takeaways and Areas of Learning

*"Personally, I believe **I received a life-changing experience during this course**. The **positive self-talk**, **self-esteem building**, and **fearless curriculum** was beyond what I needed. I complete my MBA this spring and was at a crossroads with what I envisioned for the future. I am now fully aligned with embracing change and look forward to the next phase of my life. I have learned that **it's okay for me to be uncomfortable** and **pursue my passions**. I can now **walk fearlessly into my future**!"*

*"This workshop **helped me to discover ways I can blend my personal life and interests** into my professional development and career. My greatest takeaways were **strategies for prototyping different careers**, **salary negotiation**, and comfort in **sharing information with classmates**."*

Several themes emerged from reviewing qualitative feedback, which are listed below with some select quotes:

<u>Creating a life that is aligned with my interests and values</u>

"I **got a lot of great feedback** about how to narrow down **what I truly want for my career**. All the class sessions really helped bring my interests from these huge, abstract ideas to a clear goal and pathway. The class sessions have helped me **understand what I need to work on more** (my pitch, informational interviews), and where to start. I also am really appreciative of the extra resources offered in the emails!"

"[I learned] that I can be more **intentional about how I choose my life**, and that my choices are mine and I **gained an introduction to a ton of skills and knowledge** for how to hone those skills to **get more out of my existing connections** and to facilitate new ones in ways that make job searching so much less intimidating."

"[I gained] the ability to feel like it is ok for one's envisioned work position to shift while keeping your values. I entered feeling like there was something expected of me and left confident that it is ok to move laterally into whatever is what I would like to test now. As an international student especially**, I value that my possible dream of helping my country while being and possibly staying away from it did not result in judgement or shaming**. Thank you!"

<u>Envisioning and exploring changemaking life paths</u>

"….**I never thought I could do something that can have a social impact. And now I know I I will embed this in to whatever I want to do. This is the biggest thing you can do- to make social change, and why not even if you are an engineer or researcher**."

"This came at a perfect time. As I am about to graduate and start a job search….there aren't resources like this in my program. And **I loved the activities and connecting them with my stories and messages and emotions that are going on…..idea of prototyping and thinking more broadly thinking about kind of position I really want to take**."

"Every class is where there has been a break through…like breaking away from what your parents think…like you are a PhD and you have to do research….**but just freedom to pursue my**

passion and not be afraid to do something. And finding different way of doing something I really care about.

Talking about myself and my interests to potential employer/ Salary Negotiation

"The most valuable activities for me were those related to **learning how to talk about my skills/interests, network and/or negotiate salary with an employer**. It built my confidence to be forced to practice this with others and was so helpful to receive feedback from peers."

"I have learned **how to reach out to others and how to negotiate salary**. I didn't know how to design my life and my world. But this taught me our life is designed by ourselves. And we can research and go where we want to go. ….all the skills I need to practice more and practice makes you perfect."

Prototyping

"I don't like talking to people or emailing them…so prototyping has been so uncomfortable for me. **But by making us send emails and following up with them, has been pushing me out of my comfort zone**…I realized I can do this, and this is how you learn. I have always been so academically focused that I didn't know anything else. **But I am excited now**."

"**Learning what is prototyping and doing something and jumping into it by taking small steps is less scary and more realistic**. And learn and develop…and to actually prototyping and thinking diversity of things that it can be many things."

"[This course] - **challenged ideas set by community and parents** about **what our careers "should" be**. Working on failure immunity by **considering life design as an infinite game instead of a finite game**. Finally, that my personal passions should be part of my professional life design. Professionally - **Learning HOW TO prototype**, testing out multiple life plans at the same time, and the thought reframes in **negotiations**."

Quality of Course Curriculum and Instructors

Summary: The **TYL4Grads class activities and homework assignments** received mostly positive reviews in the post-TYL survey. Details are shown in the graph below.

Summary	
Most Popular Activities + HW	**Least Popular Activities + HW**
- Odyssey Plan (93%) - Prototyping (80%) - LinkedIn (73%) - Community Mapping (writing a need on post-it notes, getting leads from other people) (73%) - Reading Chapters from Designing Your Life book (73%)	- Class Mapping (5 Interest areas on shirt) (13% said they hated it, 40% said they could take it or leave it) - You are Here and Now (7% said they hated it, 53% said they could take it or leave it) - Ideating "Heart" and "Head" (40% said they could take it or leave it) - Prototyping priorities worksheet (33% said they could take it or leave it)

Student Feedback on activities & HW assignments?

Bar chart showing percentages from 0% to 100% for each activity:

Family Influences (how family thought about work)
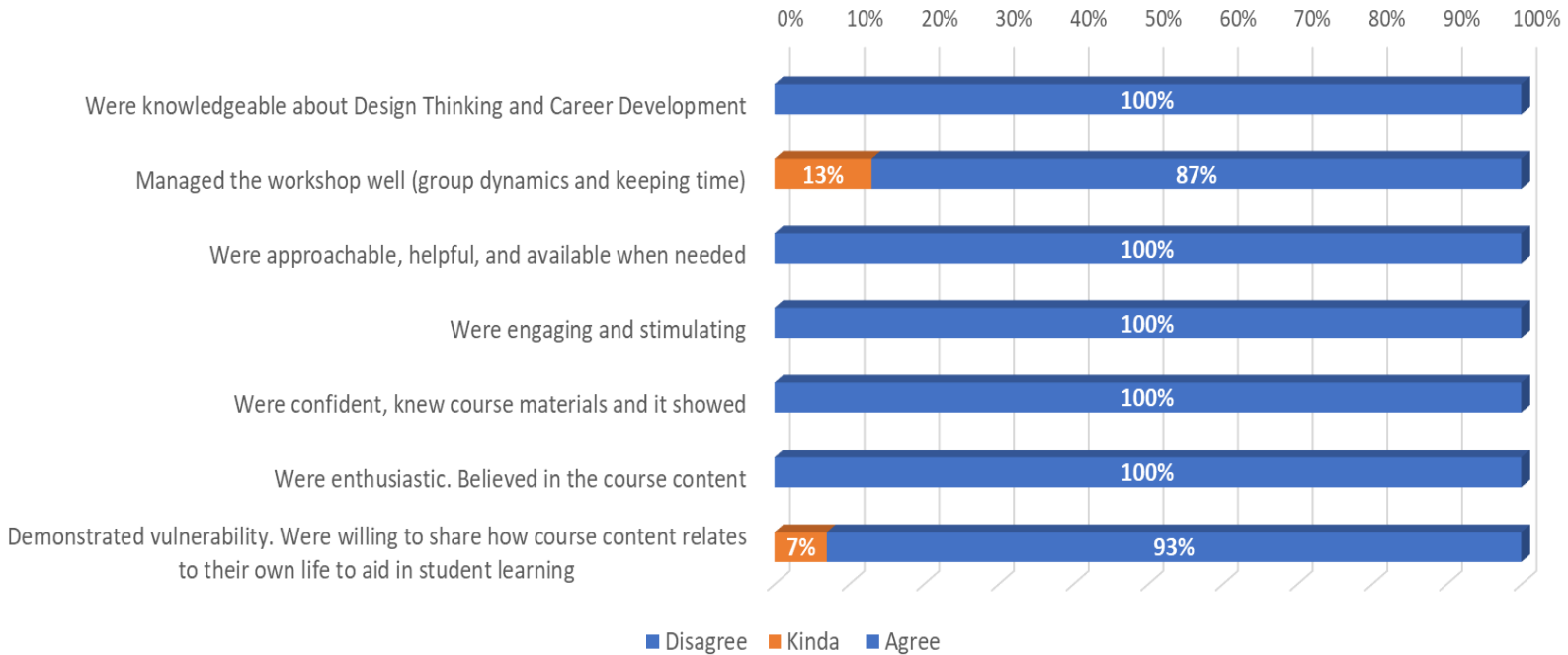- Meh. Could take it or leave it.: 33%
- Loved it. Keep it!: 67%

You are Here and Now activity (Madlibs)
- Hated it. Get rid of it.: 7%
- Meh. Could take it or leave it.: 53%
- Loved it. Keep it!: 40%

HW: Ideating "Heart" and "Head"
- NA - I did not attend class: 7%
- Meh. Could take it or leave it.: 40%
- Loved it. Keep it!: 53%

Odyssey Plan Creation (Current, Near Alternative, Fear Leap)
- Hated it. Get rid of it.: 7%
- Loved it. Keep it!: 93%

Prototyping + Life Design Interviews
- NA - I did not attend class: 7%
- Meh. Could take it or leave it.: 13%
- Loved it. Keep it!: 80%

"How might I Prototype" activity (having questions on walls and walking around to add...
- NA - I did not attend class: 7%
- Meh. Could take it or leave it.: 27%
- Loved it. Keep it!: 67%

Fear (barrier and safety fears)
- NA - I did not attend class: 20%
- Meh. Could take it or leave it.: 13%
- Loved it. Keep it!: 67%

HW: Prototyping Priorities Worksheet
- NA - I did not attend class: 13%
- Meh. Could take it or leave it.: 33%
- Loved it. Keep it!: 53%

Class Mapping (5 Interest areas on your shirt, walking around and talking to people who...
- NA - I did not attend class: 13%
- Hated it. Get rid of it.: 13%
- Meh. Could take it or leave it.: 40%
- Loved it. Keep it!: 33%

Community Mapping (writing a "need" on post it note, getting leads from other people)
- NA - I did not attend class: 7%
- Hated it. Get rid of it.: 7%
- Meh. Could take it or leave it.: 13%
- Loved it. Keep it!: 73%

"Tell Me About Yourself" Activity (changemaking pitch)
- NA - I did not attend class: 13%
- Meh. Could take it or leave it.: 20%
- Loved it. Keep it!: 67%

LinkedIn
- NA - I did not attend class: 13%
- Meh. Could take it or leave it.: 13%
- Loved it. Keep it!: 73%

Resume Storytelling
- NA - I did not attend class: 40%
- Loved it. Keep it!: 60%

Salary Negotiation
- NA - I did not attend class: 40%
- Loved it. Keep it!: 60%

HW: Reading Chapters from Designing Your Life book
- NA - I did not attend class: 13%
- Meh. Could take it or leave it.: 13%
- Loved it. Keep it!: 73%

Legend: ■ NA - I did not attend class ■ Hated it. Get rid of it. ■ Meh. Could take it or leave it. ■ Loved it. Keep it!

Instructor Feedback

Student Feedback: My Instructor .....

Were knowledgeable about Design Thinking and Career Development — 100%

Managed the workshop well (group dynamics and keeping time) — 13% / 87%

Were approachable, helpful, and available when needed — 100%

Were engaging and stimulating — 100%

Were confident, knew course materials and it showed — 100%

Were enthusiastic. Believed in the course content — 100%

Demonstrated vulnerability. Were willing to share how course content relates to their own life to aid in student learning — 7% / 93%

■ Disagree ■ Kinda ■ Agree

Instructor Highlights

"Thank you, Julia and Sam!! This is such an **awesome experience** with you two! I hope you could continue host this workshop for graduate students!"

"Julia and Sam are both **awesome**! I really appreciated their **transparency** and **vulnerability** about how the career search really goes. I also appreciated how they both **shared their own personal experiences** about their own career pathways."

"Julia and Sam are both **amazing**! They were well-prepared and always willing to help, and I like that they shared examples from their own lives for the activities."

"Both Julia and Sam were **delightful** and very **insightful**."

"Julia was a very **strong facilitator** for me"

Summary: While most of the feedback was very positive, there was one comment regarding the pace of the workshops: "Sometimes the **information and activities seemed rushed**. I would rather have **additional weeks** to slow the pace down." Future workshops may look into the number of sessions.

Constructive Feedback for Future Sections (Post TYL4Grads)

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

1) **Number of Sessions / Follow-up sessions**– Students felt that sometimes the activities were very fast-paced and suggested adding few more sessions to the workshop. It would also allow students to do ice-breaking and become comfortable in expressing their thoughts with their peers. There was also a suggestion to have an opportunity to re-take the course or attend a follow-up session.

2) **Diversity of Students –**Students who were shy or introverts especially those with international backgrounds found the workshop stressful. The future sessions may consider this in mind and create an environment that helps graduate students who are shy to feel comfortable in expressing their thoughts.

3) **Alumni Network** – It was suggested to develop an alumni network for TYL4Grad participants where the students could meet on a regular basis (monthly or per semester).

4) **Activities / HW Assignments** - Head and heart activity was confusing for one of the international students.

Future Direction

Summary: Key future development for TYL4Grads workshop are as follows:

1. **Increase number of sessions:** Add an additional session to the program to make it a 5-week workshop instead of four weeks.

2. **Integrate more ice-breaking activities:** Dedicate the first few sessions to more ice-breaking activities so that diverse group of students have an opportunity to learn more about each other and become comfortable in expressing themselves in class.

3. **Develop a follow-up mechanism:** Develop a mechanism of connecting with TYL4Grads participants and sharing additional materials and information with them via newsletters or emails. We will be hosting a follow-up session for grads of this program on Feb 14th, 2020.

4. **Do the head/heart activity in a session instead of for HW.** Adding a 5th session will make this possible.

5. **Add a note in the flyer** that the workshop will be **fast-paced and interactive**.