DESIGNING YOUR LIFE:

AN EVALUATION OF PARTICIPANTS' EXPERIENCES AND PERSPECTIVES

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EVALUATION SUMMARY

Designing Your Life is a non-credit, life-coaching course developed by the Handel Group of New York and implemented since 2006 at the Massachusetts Institute of Technology (MIT). *Designing Your Life* aims to educate and coach individuals on *how to live an extraordinary life* by making concrete, behavioral improvements in eighteen life dimensions. Dimensions include: School or career; body image; social networks; relating to self; habits; intimate partnerships; sex; romance; personal traits; participation in family life; money management; time management; the home environment; personal organization; new learning; fun/adventure; spirituality and health. In *Designing Your Life* participants first conduct rigorous self- assessments of their perceived satisfaction in the eighteen areas of life. Then, based on life coaching principles, participants focus on those areas in which they are experiencing the greatest dissatisfaction or problems. Course activities such as class discussions, written self-evaluations, weekly goal- setting exercises and coaching encourage participants to set and keep weekly *promises*. These promises are concrete, action steps that might lead them *to "living more powerfully and effectively"* (www.thehandelgroup.com). Over the duration of DYL *promises* are promoted as highly achievable and participants are coached to become more proficient in making and keeping them.

To understand the impact of *Designing Your Life* on participants the Handel Group commissioned program evaluator, Dr. Donna Baptiste, to summarize participants' experiences in DYL and their perspectives on the extent to which the course actually helps them to make meaningful self- improvements. The source material to evaluate participants' perspectives and experiences are extensive written assignments containing the personal reflections of over 100 *Designing Your Life* participants from 2006-2009. The evaluation focused on three primary assignments in *Designing Your Life*: 1) Written self-assessments of satisfaction and dissatisfaction in the 18 areas of life, that is the first assignment in the course; 2) Written progress logs on making and keeping *promises* to improve problem areas. This was a weekly assignment that participants completed and submitted to coaches and instructors for feedback; and 3) Formal course evaluations that were completed at the end of *Designing Your Life*.

Content review and analyses of these documents revealed several important areas, based on participants' own perspectives, in which *Designing Your Life* seem to be positively impacting self-improvement efforts. *First, participants' selection of a numerical rating between 1(extreme dissatisfaction) and 10 (extreme satisfaction) in eighteen life dimensions with a written rationale for each rating, seemed to function as a useful "self-audit" that illuminated specific issues and problems.* Many participants viewed the assignment positively in that it pushed them to deeper understanding about previously vague or undefined areas in which they were dissatisfied. Participants also seemed to become more aware of areas in which they were doing well.

Second, rating perceived dissatisfaction in some life dimensions seemed to help participants to quickly identify two to three areas for focused work. Once problem areas were identified participants were encouraged to take specific action steps (*promises*) that were attached to self-imposed, positive and negative consequences. Participants were required to keep a weekly written record of whether *promises* were kept or not kept and this tracking also motivated them to make progress. Written introspection on cognitions, emotions, relationship dynamics, social support, and the like around making and keeping promises seemed to provide insights into recurring issues that prevented progress in problem areas. Therefore, both the numerical rating of life -satisfaction and weekly written records of progress nudged participants to perform important "audits" and to take action to change the nature of things in their lives.

Third, participants' most direct commentary on their experiences and perspectives in Designing Your Life came from formal course evaluations completed at the end. Nearly all participants seemed enthusiastic about the course and nearly all said that they would recommend it to others. Some participants noted that *Designing Your Life* might be especially helpful for new undergraduates at MIT to help them to develop a template for make academic as well as personal improvements. The majority of participants also wanted to interact with *Designing Your Life* materials and systems (e.g., instructors) in the future. The most commonly mentioned strengths were the quality and style of instruction and the usefulness of life coaching method/concepts that concretized issues and problems. The most commonly mentioned weaknesses were the

limited number and duration of sessions during the inter- semester version of the course and a lack of organization in some materials and assignments.

Despite these positive assessments of *Designing Your Life* several limitations in the evaluation suggest caution in these interpretations. The archived materials were of uneven quality with missing information in some records. There was also a lack of participant information that relates to how some might have experienced the course (e.g., year in school, age, gender or race/ethnicity). Finally, materials analyzed were not collected for evaluation purposes or as part of a strategic evaluation framework for the course. Thus, this evaluation offers only a "preliminary glimpse" into the course impact from participant own perspectives. A more rigorous evaluation with robust guidelines, instruments and probes is still needed to fully examine the short and long term impacts of *Designing your Life* as a method/technique to help individuals live "an extraordinary life". These issues, along with others, are cited among a list of recommendations derived from the evaluation.

INTRODUCTION

This report presents findings of an independent evaluation of a non-credit, life coaching course called: *Designing Your Life* (DYL) offered at the Massachusetts Institute of Technology (MIT). DYL is promoted through the Science, Technology and Society Program under the auspices of MIT Professor Dr. David Mindell. DYL began in 2006 and is entering its fifth rotation. The stated aim of DYL is to teach students and other participants such as staff and alumni, "*how to live an extraordinary life through achievement of personal goals in eighteen areas of life"* (see http://techtv.mit.edu/collections). Dimensions include: School or career; body image; social networks; relating to self; habits; intimate partnerships; sex, romance; personal traits; participation in family life; money management; time management; home environment; personal organization; new learning; fun/adventure; spirituality and health.

In May 2009, the Handel Group (HG) creators of DYL, retained evaluators Baptiste and Associates from Chicago, Illinois to examine and summarize the impact of DYL on participants (see evaluator's biography in Appendix A). The overall goal of the evaluation was to determine, based on the perspectives of participants themselves, the extent to which DYL improved their capacity to make meaningful self-improvements. Consistent with this goal the evaluation focused on three areas:1) Summarizing trends in participants' first assignment, that is, ratings of their levels of satisfaction in the 18 areas of life targeted by the course; 2) Describing participants' experience of making and keeping weekly *promises,* a key element related to achieving concrete behavioral improvements in perceived problem areas; and 3) Summarizing participants' subjective assessments, based on formal course evaluations, of the utility of DYL as a method/technique for meeting personal goals.

MIT participants in DYL are mainly undergraduate and graduate students, as well as post-doctoral fellows, alumni and staff and these individuals are represented in the evaluation sample. From these participants, the primary source materials reviewed were extensive written assignments

completed as a routine aspect of the course. There were over 20 written self-evaluation papers such as personal audits of attitudes and behaviors; personal and family histories; lifestyles analyses; analyses of the capacity to make and keep *promises* as well as a formal evaluation completed at the end of the course. Analysis of ratings of areas of life and of weekly *promises* involved only regularly admitted MIT students. However, analysis of course evaluations involved MIT students as well as MIT alumni and staff. All participants provided informed consent to allow HG to use their written documents (see consent form in Appendix B).

As a backdrop to summarizing participants' experiences and perspectives in DYL we first provide brief overviews of DYL sponsors-- the Handel Group; the history and development of the course at MIT; and a detailed overview of DYL elements including its theoretical framework and model, topics, objectives and assignments. This is followed by an overview of the evaluation method and findings and implications of our review. We conclude with a summary of inferences about the impact of DYL based on perspectives elicited through participants' written documents. Finally, a summary of recommendations derived from all evaluation aspects is outlined.

The Handel Group: Creators of Designing Your Life

The Handel Group (HG) is a private corporate educational coaching company based in New York City, New York. It was founded by life coaching pioneers and sisters, Lauren (Handel) Zander and Beth (Handel) Weissenberger. HG's private coaching division has been operating for over 5 years and specializes in helping clients (e.g., individuals, groups, couples, families) to take focused and powerful action to make positive behavioral changes in several areas of life. HG regards its life coaching method as equivalent to, but not the same as, "talk therapy" such as individual counseling, couples therapy or family counseling. To date, HG has coached over 1000 individuals and groups and their website includes several testimonials from clients who have benefited from HG's life coaching methods. HG has also coached executives and management teams in major corporations such as BASF; Sony-BMG; the New York Times; New York University Medical Center and executive teams at Vogue Magazine (see www.thehandelgroup.com).

HG has an Education Division that is: *"on a mission to modernize traditional models of education by teaching students that they can design their lives and create results which make them proud."* This division staff promotes the ideas that: *"education should address every area of life and include instruction in how to live life powerfully, effectively, and with deep regard for what is possible"* (see www.thehandelgroup.com). In keeping with these perspectives HG Education division oversees DYL at MIT and it also sponsors a course for Business School students at Rutgers University. Most recently, HG Education Division is piloting a program at New York University entitled: "Empowering Women in Science" that is also based on life-coaching technology.

History and Development of DYL at MIT

DYL was first introduced to MIT by Dr. David Mindell, Dibner Professor and Chair of History of Engineering and formerly a professor in the Program in Science, Technology and Society. Dr. Mindell, encountered HG's life coaching methods through its founder, Lauren Zander and was powerfully persuaded that its methods could help students to achieve their personal as well as their professional goals. On this issue Dr. Mindell states:

> *"At MIT we are really good at teaching students the content of their professions and we are really good at teaching them about the wider world that their jobs are in, but part of our job as teachers is to help students figure how what their personal goals are and how to get there*" (see www.http://techtv.mit.edu/collections/lel)

In 2006 as part of its stated mission to "*revolutionize formal education to [teach individuals] how to live life powerfully and effectively*" HG entered into a collaboration with MIT to offer a classroom-based, non- credit, life coaching course (see www.thehandelgroup.com). The course was first titled: *Living an Extraordinary Life* and later renamed to *Designing Your Life* . Lauren Zander was the earliest instructor, and was later joined by Gaby Jordan, HG's Educational Division President. At MIT, DYL has been offered between semesters (the inter-session) and during the regular semester. From 2006- 2009 4 intersession sections and 7 regular semester sections have been taught. Table 1 summarizes the number of participants in each version of DYL by year. Demographic data such as age, gender, race/ethnicity and year

in school were not available therefore no additional breakdown of individuals taking the course can be provided.

Table 1: Number of Participants in DYL by Year

DYL	2006	2007	2008	2009	Total
Inter- session	21	52	65	54	186
Regular Semester	10	16	29	20	73

Designing Your Life Overview

DYL aims to increase participants' capacity to achieve personal goals related to making significant and meaningful behavioral change*s* in 18 areas of life. Participant goals in DYL have ranged from relatively ordinary (e.g., walking to and from school everyday to get exercise) to major and life changing (e.g., seeking a divorce). To help participants meet goals DYL integrates principles from predominant behavior change models and theories briefly described below:

a) Theory of Reasoned Action (Ajzen & Fishbein, 1980). This theory suggests that *personal attitudes* are important predictors of behavior change. Thus, increased awareness and evaluation of attitudes related to changing one's behavior such as perceptions of *personal and social consequences* of chan*g*e and also *intentions* to change are essential elements. DYL incorporates principles of planned and reasoned action. For example, as a starting point to change participants conduct rigorous self-audits of *attitudes and intensions* related to their levels of satisfaction in the 18 areas of life. For example, they trace the roots of historical and current dispositions (e.g., excuses, lies, broken promises) that block movement towards self- improvement. They also examine attitudes reinforced through parenting and family relationships and other life experiences (e.g., conflict avoidance, passiveness). Participants also explore how their use of positive and negative consequences (e.g., rewarding themselves for a small improvement) improves their capacity to make and sustain desired changes.

b) Theory of Planned Behavior Change (Ajzen & Fishbein, 1980). This theory is an extension of the Theory of Reasoned Action and focuses on the powerful role of *personal intentions* and *perceived control* in

making behavioral changes. The Theory of Planned Behavior Change suggests that individuals are hampered by a sense of having *little or no control* over their ability to change. As a result, an individual's ability to perform a new behavior (e.g., pay down credit card debt) to meet a personal goal (e.g., living debt-free) is proportional to the amount of *control* that individual perceives he/she possesses. The Theory of Planned Behavior Change also emphasizes the strength of an individual's *intention* to change. Perceived *control* and *intention* contribute to *self-efficacy*, that is, an individual's estimation of his/her own capacity to improve, and *self-efficacy* is another critical predictor of behavior change. In DYL, participants are coached to improve their *self- efficacy* through examination of dispositions related being passive or victimized ("chicken") or defiant ("brat"). Such evocative language is used to unmask perceived levels of control over personal actions. DYL also helps individuals to evaluate their physiological and psychological *readiness to change* (e.g., having personal integrity; truth telling; or displaying courage).

c) Stages of Change Theory/Model (Prochaska & DiClemente, 2005). This theory/model suggests that changing one's behaviors to achieve personal goals is a *phased process* and between phases individuals may oscillate and even stagnate before making complete improvements. Thus, coaching techniques must be matched to the *stage of change* in which individuals find themselves. Five hypothesized stages of change are: i) Pre contemplation – in which people have *no intentions* to take action to change in the foreseeable future; ii) Contemplation – in which people have *some intentions* to take actions to change in the near future, typically the next 6 months; iii) Preparation- in which *people commit to taking action* in the immediate future, usually in about the next month; iv) Action – in which *people have made specific, overt changes in life styles and choices* that are already in motion; v) Maintenance – in which *people are working to prevent relapse* over a period that can last anywhere from 6 months to about 5 years. Another important phase is *termination* in which people have zero temptation and high self-efficacy to maintain behavioral improvements. They will not return to old unhealthy habits as a way of coping.

DYL activities such as class discussions, assignments and coaching are aimed at moving participants from *pre-contemplation* to *action.* An example might be to move from having no intention to make new friends (*pre- contemplation*) to actually inviting someone out to lunch (*action*). DYL also provides participants with a template for self-management that can move them towards *maintenance* and *termination* stages. To promote

participants' movement from having no intention to change (*pre-contemplation*) to engaging in some action steps, the course encourages participants to make weekly personal commitments (*promises*). Participants are also encouraged to use positive and negative contingencies and support of coaches to meet their weekly promises.

d) Goal setting theory (Latham & Locke, 2002). Scholarly research on goal setting highlights the importance of setting specific, measurable and time-limited behavioral objectives to meet personal goals. Goal setting theory suggests that people benefit by first, articulating and refining a *self-selected* objective and then tracking their progress towards it. The notion is that when behavioral objectives are clearly defined and an individual becomes aware of impediments to progress there is little room for excuses or inadequate efforts. Goal theory recommends that objectives should be small-scale and concrete also specific and realistic with a targeted timeframe. This is the approach taken in DYL. Participants establish weekly *promises* and keep written logs about progress. Simply stating a promise can lead to change with little understanding of why it is desired, thus a major aspect of DYL is summarizing cognitive insights that affect an individual's desire for change and also the issues that affect his/her capacity to keep personal commitments.

e) Life coaching (Williams, 2007). Principles of life coaching can be traced to the teachings of Benjamin Karter, a college football coach turned motivational speaker in the late 1970s and early 1980s. Life coaching has developed into a high demand professional practice that uses multiple methods to help clients to achieve personal goals (Williams, 2007). It draws techniques from disciplines such as Sociology, Psychology, positive adult development, career counseling and mentoring. Coaching does not typically target psychological illness and coaches are neither therapists nor consultants. Rather, the life coach applies mentoring, value-assessments, behavior modification, behavior modeling, goal-setting and other techniques, from a variety of disciplines to help clients change. DYL coaches use many of these techniques. For example, they act as "sounding boards" and "motivators" listening to participants and providing honest feedback. They challenge, probe, confront and help participants to reenact past hurts. They read written introspections to weed out problematic attitudes and intentions. They also implement techniques to improve participants' self-efficacy (i.e., perceived control and intention) to change. In fact, the entire experience of DYL involves life-coaching and life skills education provided through classroom activities.

Conceptual Framework of DYL

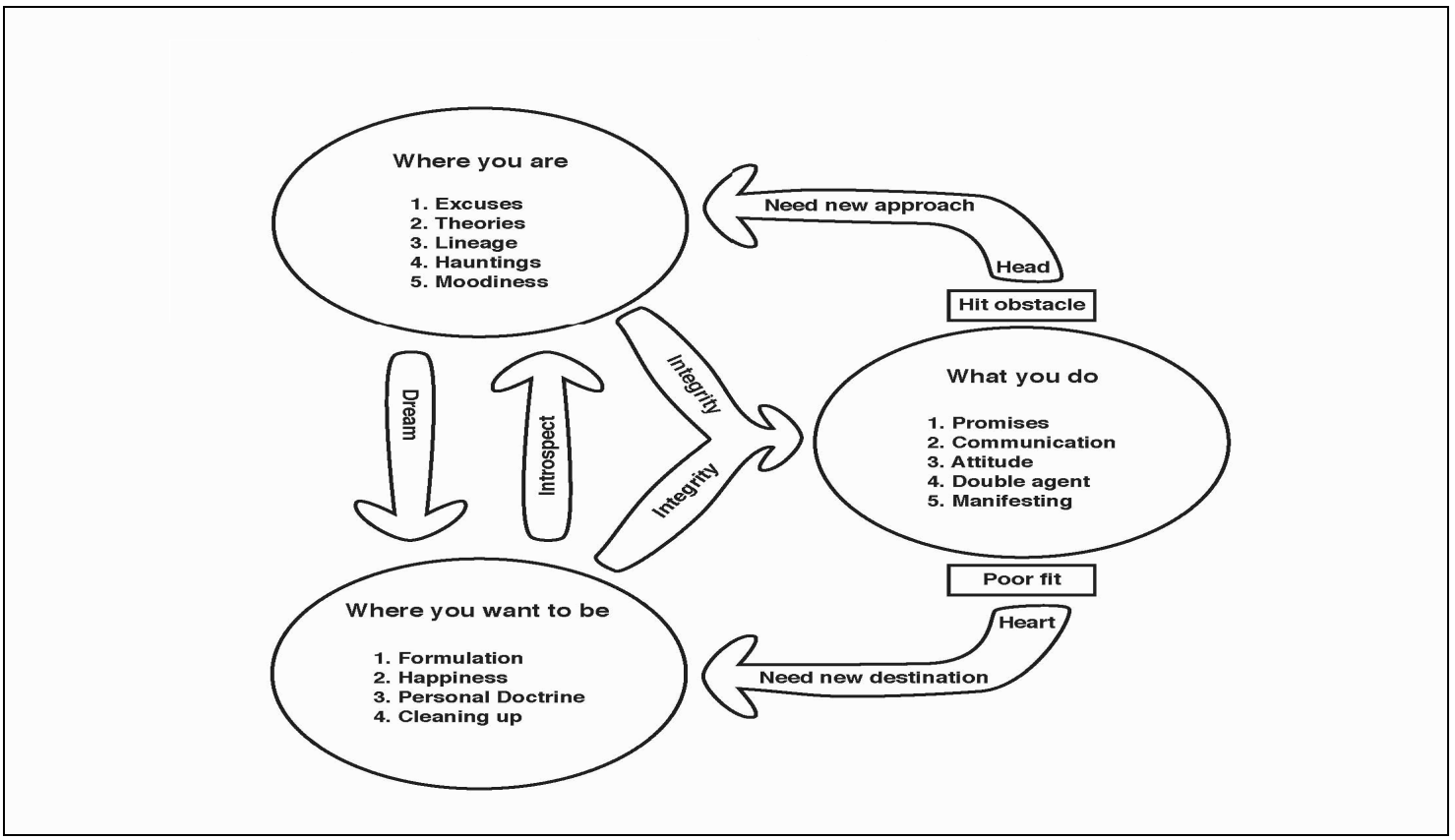
Table 2 is an outline of how theoretical elements are integrated into DYL in topics, course concepts and assignments. Figure 1 is a conceptual framework of course components. A video on DYL with commentary by participants and Lauren Zander and instructors can also be viewed at: http://techtv.mit.edu/collections /lel/videos/311-living-an-extraordinary-lifemitl

Table 2: DYL Topics, Core Concepts and Assignments

Class focus	Core Concepts	Assignments
Overview	Class motivation; Introduction of 18 life areas, personal integrity, balance & communication; being transparent	Rate your life in 18 areas; understand how to align values and behavior
Excuses	Excuses, fears, bull-shit, victimization, operating from a chicken & brat perspective; telling the truth	Revisit 18 areas of life ratings and find excuses and lies
Formulation	How to dream big	Revisit 18 areas to dream and formulate personal goals
Promises Part 1	Theory of self promises & consequences, living with integrity and truth	Start weekly goal setting with consequences
Promises Part 2	Practical issues of using promises & consequences. Application to time management	Plan a schedule for a week Complete weekly progress logs
Personal theories	Personal theories; where they come from and how to identify them	Identify personal theories Complete weekly progress logs
Personal Laws	Laws used to maintain character traits & bad habits	Develop thought logs Complete weekly progress logs
Lineage	Parent personal history; inherited theories; how histories shape choices; character traits	Reflect on parent personal history, Complete parent grid & thought logs Complete weekly progress logs
Behavioral templates	Understanding and using parent behaviors and templates to improve own relationships and traits	Conduct parent “purge”; map parent history; interview relatives. Complete weekly progress logs
Communication	Living with transparency; grace vs. wisdom; being a double agent; dialogue vs. monologue in relationships	Reveal self and tell the truth Complete weekly progress logs
Exposing the double agent	Fear or heart; betting against self; betraying others. relating to self and others	Conduct thought logs to find double agent behavior Complete weekly progress logs
Mind Management	Power of thoughts; thought authoring	Pick a thought theme, rework it, and practice Complete weekly progress logs

Happiness & Positive Attitudes	Sources of happiness; choosing your bag; Living with fun and humor; finding personal fulfillment in career/ School	Work through a turn in a new high-level cycle: Complete weekly progress logs
Hauntings; Unraveling, Cleaning up	Lack of integrity; impact of haunting; purgatory; bringing closure	Identify hauntings, and other possible interpretations. Complete weekly progress logs
Confessions	Practical applications of identifying and cleaning up hauntings	Write confessions Complete weekly progress logs
Moodiness	Internal dialogues; moodiness; working from a place of integrity	Describe moods, evaluate dispositions that lack integrity Complete weekly progress logs
Manifesting	Theory of active & passive as well as positive & negative manifesting	Pick an area and practice manifesting Complete weekly progress logs
Mission & Spirituality	Having passion, authoring your life, finding a purpose, connecting with the world	Write a personal mission statement

Figure 1: DYL Conceptual Model



DYL Instructors and Coaches

Lauren Zander, co founder of HG and creator of DYL and Gaby Jordan, president of the HG Education Division have been the two primary instructors of DYL at MIT. Advanced MIT graduate students also provide instruction mainly during the intersession. Apart from classroom aspects instructors and coaches in training also coach participants as requested, over the phone or in-person for about 30 to 60 minutes. They also provide feedback in small group discussions or via email.

EVALUATION METHOD & FINDINGS

The overall goal of this evaluation is to summarize, *from the perspectives of participants themselves*, the extent to which DYL improves their capacity to make meaningful self-improvements. Consistent with this goal, this evaluation focused on three areas: 1) Summarizing trends in participants' subjective assessments of their levels of satisfaction and dissatisfaction in the 18 areas of life targeted by DYL. This involved assignment one of the course; 2) Describing participants' experiences of making and keeping weekly *promises.* Promises reflected the concrete behavioral improvements needed in perceived problem areas and were documented in weekly progress logs; and 3) Summarizing participants' subjective assessments of the utility of DYL as a method/technique for achieving personal growth. This information was captured from end-of-course evaluations.

The primary method/technique used was *content analysis* of the written assignments. Content analysis has been described as "*a systematic, replicable method for condensing many words of text into thematic categories based on explicit rules of coding"* (Stemler, 2001). The assumption is that the *words and phrases* participants used in their assignments reflected important themes, patterns, issues and concerns from which valid inferences can be made about how they regarded DYL. To categorize and analyze participants' written information, we created "clusters" or "themes" with conceptual descriptions that seemed to be present in randomly selected chunks of texts. Some of these themes were formulated based on guidelines or elements in course overviews. These predetermined themes and conceptual descriptions were then used to

categorize and classify the rest of the written information. Thus, we generated thematic classifications or categories reflecting participants' subjective assessments or opinions regarding how they experienced DYL (Stemler, 2001). Both the subject matter as well as the dominant patterns and themes in participants' written responses were analyzed to tap their experiences and perspectives.

Specifically, *we examined patterns in participants' (students) ratings of satisfaction in the18 areas of life targeted by DYL*. This was their first assignment and foundational to helping them to identify specific areas of life that were perceived to be going or not going well. The focus was on trends in the ratings and also on the utility of the rating tool itself to elucidate satisfaction or dissatisfaction. Next, *we examined a random selection of participants' (students) weekly process logs that documented whether weekly promises were kept or not k*ept. Throughout DYL *promises* were promoted as the optimum way to achieve life goals. Finally, *we examined participants' (students and non students) most direct comments and sentiments in course evaluations about the overall value of their experiences in DYL.* Participants' sentiments of the strengths and weakness of the course as well as other views were summarized. The three sources of information also provided recommendations related to improving future offerings of DYL.

In summarizing participant experiences and perspectives in relation to each focus above we identify which DYL participant assignments are included and excluded from analyses; the context in which assignments were collected; techniques for content review and coding; implications of assignments and findings for addressing the main evaluation goal, that is, *how participants seemed to be impacted by DYL.* We also indicate limitations in analyzing the documents that might affect our inferences and interpretations and present a summary of recommendations based on this review.

Evaluation Focus #1: Summarize trends in participants' subjective assessments of their satisfaction and dissatisfaction in the 18 areas of life targeted by DYL (Assignment 1)

Participant inclusion and exclusion: Undergraduate and graduate students attending MIT are the primary group targeted by DYL thus, this aspect of the evaluation focused only on *regularly-admitted student participants*. Non-traditional participants such as alumni and staff and also individuals participating in other

experiences (e.g., fellowships) are excluded. Records from 110 regular graduate and undergraduate that participated in DYL from 2006- 2009 are included: 29 participants from 2006; 42 participants from 2007; and 39 participants from 2008/2009.

Context of the assignment: Once students enroll in DYL they complete a mandatory two-part assignment, prior to the first class that becomes the backdrop to understanding the areas in which they should make improvements (see Assignment 1 guidelines in Appendix C) . All participants were emailed guidelines with instructions on rating the 18 areas of life and completed assignments were emailed back to DYL instructors. First, students' rated their *level of satisfaction* in 18 life areas on a 10-point scale in which "1" qualitatively represents an extreme level of dissatisfaction and "10" qualitatively represents extreme satisfaction. Table 3 is a breakdown of the 10-point rating scale with qualitative descriptions of each rating. Second, participants provide a written rationale for each rating. Ongoing involvement in DYL is then structured around identifying areas, based on ratings, for personal improvement. Thus, participants' perceived satisfaction in relation to the 18 areas is foundational to all that unfolds.

Table 3 : DYL 10-Point Satisfaction Scale

Rating	Qualitative description
1	Feeling moments of hell. Unsustainable level of displeasure
2	Things are hopeless. Virtually unbearable
3	Things are bad. Very bad, It's not a point of no return but close
4	Getting to be intolerable but not yet. Requires a great deal of justification and/or denial to continue at this rate
5	Not intolerable but necessary; remedial steps are being actively avoided
6	Weak but not painful. Frayed around the edges. Can talk oneself into being a 7 but it's not easy. Needs work
7	Solid. Can't complain. Coasting but it's not a source of pride.
8	A highly satisfactory state of affairs. Significant additional effort will be needed to reach 9 -a source of pride.
9	Highest sustainable rating for this category (9). Perfect. Unsustainable state of Affairs
10	Individual episodes of fleeting moments of extreme pleasure

Content review. An electronic folder was provided to the evaluator with completed, typewritten Assignment 1 papers in Microsoft Word or ADOBE PDF. Papers ranged from 6-10 pages and were written in varying styles and formats. However, responses reliably indicated participants' specific numeral rating for each life dimension (i.e. 1-10, see Table 3) with a written rationale for each rating. Rationales ranged from one to several paragraphs. Rating for satisfaction with *School* was used to identify and exclude individuals that were not students at MIT. Those individuals answered this question as "NA" or included a description of a current profession or career.

Content coding & analysis. The *exact numerical rating* that participants used to capture their level of satisfaction in the 18 areas were used in this analysis, thus, no additional coding was needed. Participants' rating of satisfaction with *School* was the only category that was further coded to understand themes related to rating *School* satisfaction. To elicit *School* satisfaction themes, a preliminary examination was made of 20% of the written rationales and themes were noted until relative saturation (i.e., no additional themes could be identified). Themes mentioned were: *MIT culture; Class size; Grades; Interest in school; Motivation for school; Interest in subject matter of courses; Classroom interaction; Relationship with other students; Relationship with teacher or advisor; Difficulty of school work; Stress; GPA; Procrastination; Self-discipline; or Self-confidence*. Around 90% of the written rationales were about relative *dissatisfaction* with school.

Participants that were highly satisfied with *School* (e.g. a rating of 9 or 10) frequently did not write a rationale or mentioned that this was not a problem area. To organize this information a coding form (see Appendix C) was developed to record themes. If the theme (e.g., *class size*) was discussed it was coded "1" = Yes and if it was not discussed it was coded "0" = No. An open- ended category "*other*" was included to accommodate less frequently noted themes. A single analyst coded the *School* information thus inter-rater reliability was not computed. Information on the ratings of life coding forms was entered into SPSS. Computer generated plots, and maximum and minimum scores of each area rating were cross-checked and the distribution of all variables were examined to detect outliers or inaccuracies. Descriptive analyses were calculated for ratings of 18 areas of life and for themes related to rating for *School.*

Trends in participants' ratings of the 18 areas of life

Average ratings. Table 4 summarizes the lowest and highest level rated for each area (i.e., between 1-10) and also average ratings across all participants. On average, DYL participants expressed the greatest satisfaction with their *Habits* which had an average rating of around 7 ("*solid … but not good enough to be a source of pride").* There was also a comparable level of satisfaction with *Health*. On average, participants expressed least satisfaction with their *Time Management* rated around 6 ("*weak… and needing work*"). In five areas of life: *Intimate partnership*, *Sex*, *Romance, Participation in Family and Spirituality* some participants were on the extreme end of things with a rating of "1" ("*Unsustainable level of displeasure*") . On the opposite end, some participants rated themselves as "10" ("*Individual ..fleeting moments of extreme pleasure*")

Table 4: Highest, Lowest and Average Ratings for the 18 Areas

Area of Life	Lowest rating	Highest rating	Average rating
School	3	10	6.52
Body image	3	9	6.82
Social Networks	4	9	6.77
Relation to self	3	10	6.85
Habits	3	10	7.37
Partner/relationship	1	9	6.78
Sex	1	10	6.78
Romance	1	10	6.63
Personal traits	3	9	6.56
Participation in Family	1	9	6.84
Money management	3	9	7.20
Time management	2	9	5.90
Home environment	3	9	7.30
Personal Organization	2	10	7.21
New Learning	4	10	7.01
Recreation\Fun	3	9	6.98
Spirituality	1	9	7.21
Health	3	10	7.31

Breakdown of ratings. Table 5 presents the breakdown of participants' ratings at each level on the 10-point scale. The numbers in Table 5 are percentages of participants at each level. Across the areas of life few participants rated themselves as "1" ("*Unsustainable level of displeasure")* although around 4% were

seemed extremely dissatisfied with *Sex* and around 3% with *Romance.* Twenty percent (20%) were relatively dissatisfied with their *Time management* rating themselves as "3" ("*bad…very bad*") or "4" ("getting *to be intolerable, but not yet.*"). Between 9%-11% of participants also felt this way about other areas including *School; Relating to self*; *Intimate partnership* and *Romance*. Between 35%-40% of participants seemed neither satisfied or dissatisfied (i.e., rated 5-6) with *Personal traits; School; Social networks; Sex and Time management.* Participants also expressed relatively high satisfaction (7-10 rating) with their *Habits* (73%) followed by their *Home environment* (71%).

Table 5: Breakdown of Participant Ratings of the 18 Areas

	Percent of participants rating each level				
Area of life	**1-2**	**3-4**	**5-6**	**7-8**	**9-10**
School	00	09	40	38	13
Body	00	07	27	58	08
Social Networks	00	06	37	42	15
Relation to self	00	11	28	41	20
Habits	00	05	23	41	31
Partner	02	11	29	34	24
Sex	04	07	34	36	19
Romance	03	11	23	31	31
Personal traits	00	07	42	42	09
Participation in Family	01	11	26	40	22
Money	00	04	28	45	23
Time management	01	20	44	30	06
Home environment	00	06	22	38	32
Personal Organization	01	06	24	37	33
New learning	00	06	34	38	22
Recreation\Fun	00	08	26	44	22
Spirituality	01	02	31	33	33
Health	00	02	28	46	24

School dissatisfaction. Table 4 indicates that 51% of participants were "*very satisfied* or "*extremely satisfied*" with S*chool* (ratings 7-10) while 49% were *very dissatisfied* or *neutral* (ratings 1-6). In the 49% expressing neutrality or low satisfaction we examined the association between satisfaction level and themes in the written rationales. *Interest in the course work* was the only theme that was negatively and significantly associated with lower school satisfaction (r= -.36 p= >0.01) suggesting that those students that had low interest in their coursework were more likely to have somewhat lower satisfaction with school. A review of

written rationales specifically for students for whom this theme was coded indicated that many of these individuals tended to question or were unhappy with their choice of academic majors or disciplines.

Interconnected of ratings. We also conducted exploratory analysis of the correlations (associations) among participant ratings of 18 areas of life. All significant associations were positive, indicating that a high rating on one was associated with a high rating on another. Notably, satisfaction with *Participation in family* and *Fun/recreation* were associated every other area of life. Also, satisfaction with *Body image, Social networks, Habits, Home environment; Recreation /fun, New Learning* were associated with most other areas of life. Satisfaction with *Money management and Sex* were least associated with perceived satisfaction in other areas.

Impact of Rating Areas of Life

DYL instructors typically caution participants at the beginning that ratings of life satisfaction may reflect a tendency to overstate how well or how badly things are going. Yet ratings are also used to get a general sense of how people perceive their lives in specific respects. The identification of personal satisfaction and dissatisfaction in the 18 areas appears to be a *rapid way to* help participants to understand areas in which they want improvement. Consistent with Stages of Change Theory, the rating of life tool seems to be designed to move participants from having no intention to change (*pre-contemplation)* towards some having some intention (*contemplation*) to then to actually do something about their dissatisfaction through making and keeping promises (*action).* The assignment is well laid out and directions are easy to follow such that participants can quickly begin this aspect of self-exploration. In the written rationales participants often reflected on the increased awareness brought on by selecting a *numerical indicator* (1-10) of satisfaction that seemed to jumpstart their interests in changing their situation. This suggests that this aspect of the course is indeed, foundational. For example, one participant that selected a rating of "3" (i.e, "*things are bad, very bad,* see Table 3) in the area of *Social networks,* wrote:

> *" I have very few friends…. It makes sense to me that I am at this number because I don't think I am the average person. I have grown up in such a way, and with certain privileges and experiences, and*

with certain interests that make it difficult for me to be compatible with most people. I am also getting older and most of my friends have gotten married. Plus, I think that not having carved out a place for myself also isolates me. In addition, I often isolate myself because I find myself uninterested in engaging in the introductory idle small talk, necessary to make new friends"

In sum, as a technique for deeper self-understanding and movement among a change continuum from having no intention to improve to taking action, the ratings of areas of life seemed to heighten awareness of personal dissatisfaction, which can then be used to establish and anchor personal goals. Ratings are clearly being utilized in this manner since many individuals selected areas of lowest satisfaction as a focus of making and keeping weekly *promises*. Additionally, small to moderate significant, positive associations among ratings in several areas suggests that the construct "*area of life*" is itself complex and one dimension cannot be as mutually exclusive of others in that way that ratings suggest. It also suggests the existence of deeper, underlying mechanisms that undergird personal satisfaction and DYL already places heavy emphasis on unraveling these underlying mechanisms that should continue.

Limitations of Areas of Life Analysis

Ratings of the areas of life represents participants' subjective assessments of their satisfaction with 18 areas and beyond this manifest intent no other inference can be made (e.g., mental health status). Also, the original 10-point rating scale seemed to have overlapping categories (e.g., levels 5 and 6, see Table 3). Additionally, other information such as age, gender or race/ethnicity or year in school may also be related to students' ratings and to more or less satisfaction in the areas. Further, all life satisfaction ratings were done almost as a *pre-test* in that students completed it prior to the course, although ratings were not done for research and evaluation purposes. But it can certainly serve this purpose since were participants to rate the areas again towards the end of the course, it might serve as a *post –test* and provide a quantitative indicator of perceived changes in satisfaction brought on by the course.

There is reference to having participants re-rating the life ratings in some literature of the course but it was inconsistently done. The lack of an end- of- course rating resulted in loss of a simple and naturalistic data point that can potentially be used to determine the course impact based on the participants' own self-

evaluation. *Pre and post* ratings of the same dimensions, on the same scale, in relation to the same program is a reliable indicator of program impact in many other behavior change arenas. It can enhance HG's ability to re-contact former participants over a long term period and ask them where things are at in the areas in which they voiced dissatisfaction. Pre- and post- test ratings might also serve as a useful tool to provide feedback to participants' on their own progress along a stage of change continuum.

Evaluation Focus #2: To describe participants' experience of making and keeping weekly *promises*, that are the concrete behavioral improvements needed to achieve personal goals

Participant inclusion and exclusion. This aspect of the evaluation involved a randomly selected sample of 10 % of students (undergraduate or graduate student) that attended a DYL course from 2006-2009 and completed *all weekly logs* on making and keeping promises. Any student meeting these criteria had an equal probability of being selected. Of the sample of 110 student participants, around 48% actually completed all weekly progress logs and records 10% of these participants were randomly selected for deeper review. Electronic files of all assignments by subject code numbers were submitted to the evaluator. A master list of all participant code numbers by class and year were also provided. A random number generator was used to randomly select participant identification codes. Once the file was located, it was checked to ensure that all weekly assignments were included. If the file had incomplete or missing assignments (around 52%) the next randomly generated code number was accessed until 5 participants with weekly progress logs for all weeks of DYL were identified. Progress logs ranged from 4-10 pages and covered topics and analyses in varying writing styles and formats. *Over 900 written pages of all reflections related to establishing and reporting on weekly promises from the five participants were reviewed. Reflections from other participants (i.e., not those not included in the current analyses) were also included to get a sense of the representativeness of the promises selected.*

Context of the assignment. Once DYL participants rate the 18 areas of life they are encouraged to select 2-3 of the lowest rated areas for improvements that might lead to living a more extraordinary life. In 2-3 selected areas participants are encouraged to make weekly action steps to achieve personal goals.

Participants are required first to state and refine the *promise to self* and identify *positive and negative consequences* that might motivate them to keep it. In addition, participants keep a weekly written progress log on whether *promises* are kept or not kept with deeper reflections related to barriers and enablers. Participants also received various forms of coaching to help them make meaning of their reflections and impediments. The following is a case study analysis of the weekly progress towards goal attainment among the 5 randomly selected DYL students.

Content review & analysis. For the 5 participants, typewritten responses of all assignments were read and the following information aggregated: a) Promises: The concrete, measurable, action step that participants committed to achieving in a given week. For example: *"I will talk to three people everyday to improve my social interaction";* b) Promises Kept . Participants' own evaluation of whether the *promise* was met or "Kept". For example*: I promise to only buy groceries on designated shopping days (Thursdays and Mondays): KEPT*": *c)* Promises Not Kept. Participants own evaluation of whether the promise was "Not Kept" . For example: *"I promise to work on my own self improvement by taking one thing I don't like about myself and taking steps to improve it. My items this week is keeping myself from letting my anger take over when I am talking to [name withheld] about touchy subjects. NOT KEPT." d)* Break through reflections on change. This was deemed to be a comment in the log that reflected a significant sentiment about changes related to making and keeping promises or a significant insight that might be the impetus for future change. For example: in relation to a promise one participant made related to improving problematic communication with a spouse a comment coded as a *breakthrough reflection* was : " *This is becoming much easier because we are talking more and reaching out to each other more than I can ever remember before. We are much more on the same page that we were… because I think my husband did not trust the exercise. When he realized it was good for both of us in the end, he got much more on board and is trying himself to be more open about how he feels rather than bottling it up. We are talking like good friends… it really feels good to have achieved this much."*

Participants' Experiences of Making and Keeping Promises

Assignments were reviewed to determine the problem areas that the 5 randomly selected participants identified; also weekly promises; those kept and not kept and number of breakthrough reflections on change. This is summarized for the 5 participants below and Table 6 is an overall summary of progress.

Participant One

Problem area: *Social networks*. Example of promises: a) Have lunch with another person at least once per week; b) Talk to people in immediate surroundings at least twice per week; c) Attend social gatherings.

Problem area: *Body*. Example of promises :a) Do yoga 40 minutes a day; b) Do free weight exercises 20 minutes a day, 5 days a week; and 3) Walk to and from MIT at least once per day.

Based on records, a total of 42 promises were made, 32 (76%) were kept; and 7 (16%) were not kept. There were 9 breakthrough reflections about change.

Participant Two

Problem area; *Body*. Example of promises: a) Run four days a week while cutting down on food intake; b) Eat no food after 9 p. m; c) Eat three meals a day, instead of skipping one meal then end up purging one big meal and over eating; d) Slow down eating; e) Drink more water a day.

Based on records, a total of 29 promises were made; 15 (51%) were kept; and 4 (13%) were not kept. There were 4 breakthrough reflections about change.

Participant Three

Problem area: *Intimate Partnership*. Example of promises: a) Talk to partner without distractions at least two hours per week; b) Work on self improvement by taking one thing disliked about self and taking key steps to improve it; c) Decide whether to stay in the marriage or seek a divorce

Problem area: *Money managemen*t. Example of promises: a) Live within means; b) pay off credit card debt; c) Agree with partner on spending; d) Develop a budget to attend to debts and savings; e) Make weekly grocery allowance last; f) Have better communication with partner about finances.

Based on records, a total of 82 promises were made; 50 (61%) were kept; and 19 (23%) were not kept. There were 5 breakthrough reflections about change.

Participant Four

Problem area : *Recreation/Fun*. Example of promises: a) Participate in favorite sport at least once a week

Problem area : *Social networks*. Example of promises: a) Go out with friends at least twice a month; b) keep in contact with old friends; c) Put closure to romantic relationships that ended badly.

Based on records, a total of 44 promises were made; 21 (47%) were kept; and 7(15%) were not kept. There were 6 breakthrough reflections about change.

Participant Five

Problem area: *Time management*. Example of promises: a) Complete doctoral dissertation tasks; b) Make time weekly for exercise; c) Organize physical space; d) Meditate weekly ;

Problem area: *Social networks*. Example of promises : a) Show appreciation for loved ones; b) Improve relationship with close friend; c) Show support for a close friend in distress; d) Develop new friendships.

Problem area: *Recreation/Fun*. Example of promises: a) Do fun activities regularly.

Based on records, a total of 151 weekly promises were made; 88 (58%) were kept; 3 and 0 (20%) were not kept. There was 1 breakthrough reflection about change.

Table 6: Summary of Promises Kept, Not kept and Breakthrough Reflections

Participant	Promises made	Promises kept	Promises not kept	Breakthrough reflections
Participant 1	42	32 (76%)	07 (16)	9
Participant 2	29	15 (51%)	04 (13%)	4
Participant 3	82	50 (61%)	19 (23%)	5
Participant 4	44	21 (47%)	07 (15%)	6
Participant 5	151	88 (58%)	30 (20%)	1

Impact of Making and Keeping Promises

The promises and written records of progress of the 5 randomly selected participants' are representative of activities that participants undertake in DYL. Full assignments were not available for around 52% of cases suggesting that participants either did not fully complete the requested assignments or their data were not

archived. It is likely that missing information may be due to both circumstances. As Table 6 shows, with the exception of *breakthrough reflections about change* (which is an inference), based on participants' own documented records of weekly promises kept and not kept, preliminarily, one can assume that DYL is helping participants to make weekly behavioral improvements towards attainment of personal goals.

The 5 randomly selected participants were in the "*action phase*" (based on Stage of Change Theory) that is, *already actively* engaged in taking specific steps to change behavior. A high number of concretely stated, written *promises* were made on a weekly basis. In cases where promises were stated globally or in unmeasureable terms, coaching assisted with helping participants to refine them and to identify a concrete *behavior change* that was targeted. To illustrate: in this instance the participant's weekly commitment was to have " *two conversations per day"* with others to improve social networks. To help the participant to identify a more focused and measurable action step the coach responded: "*Let' s look at the conversations you are now having successfully. Now you are having them, so focus on quality… what is the quality of the conversation? Are you saying more than hello? Of course you are, but I am checking to see what you may want to include in the conversation. See if you want to add more to that promise."* This element of coaching to refine goals is consistent with goal theory and life coaching theory aimed at nudging individuals toward a higher level of functioning in relation to their own self-identified objectives.

Table 6 summarizes promises kept and not kept among the 5 participants and tentatively a higher percent of promises were kept, than not kept (although this picture is somewhat distorted by missing information). One can argue that without the course, participants might also demonstrate the same focused, movement towards changing behavior changes but that this is unlikely given participants own record of high dissatisfaction in areas in which promises were made. The written records of the five participants also indicated that promises were attached to self-identified *positive and negative* consequences. Overall, it seems that some participants were making attempts to use self-imposed consequences as a motivation to meet goals. Both Goal Theory and Theory of Reasoned Action highlight the importance role of natural and designed consequences as a powerful motivation to change. A caveat in review of records is that fewer than half of the promises made were tied to consequences and although consequences were stated (e.g. "*I will not have Sushi*

") there are few records in the progress log to indicate if they were applied. Thus, a tighter focus on helping participants to understand, identify and apply consequences may be warranted.

An inference is made about participants' "*break through reflections*" about their capacity to change and as Table 6 indicates all participants' had at least one and as many as nine. Participants engaged in an extensive amount of written introspection related to making and keeping *promises*. These disclosures were mostly descriptive elements that may or may have included commentary about changed outlook or behavior. Based on our inference, a *breakthrough reflection* is slightly different in that it was an actual comment made about a change or a significant insight might be seen as a nodal point for future change. For example, one participant made promises related to exercise and also to making new friends and a breakthrough reflection was : "*I was happy in looking at my own statistics about keeping promises. I felt better that it is getting better week by week…. First I discovered that I am more communicative than I thought before taking this course. Second, I learned the art of having integrity with myself as well as having integrity in what I say and what I do…Having integrity to finish up what I do makes me more methodological, logical, work towards the bottom line and force myself to get the job done and it is surprisingly a great weapon for any distractions that my mind would want to have*".

Limitations of Promises Analyses

The case review involved five different participants with varied goals and writing styles and the disorganized nature of some of the records presented challenges to analyzing the information. Some quality control seems to be needed, that is, minimum standards of good organization in setting up and presenting the assignment to improve the documents archived. Further, the records of making and keeping promises are from the actual logs of participants and there is no way to independently verify *if indeed, promises were kept, consequences applied or if participants made improvements*. In the case of *break through* reflections about change, unlike other information, this is a value judgment by the analyst of the nature of such a reflection. A comment deemed a *break through reflection* may have been coded when no real change in behavior or outlook took place. Finally, these five participants were randomly selected still findings cannot be generalized to all participants of DYL. There was a high number of missing records and even in completed records some

missing information. One cannot ascertain whether participants did not complete the assignment or if there was a failure of system in which they were being archived. Missing information limits the ability to determine whether other participants may have less favorable experiences of making and keeping *promises* in DYL.

Evaluation Focus #3: Summarize participants' subjective assessments, in course evaluations, of the utility of DYL as a method and technique for self- improvement.

Participant inclusion and exclusion. This aspect of the evaluation includes a course evaluation (See Appendix D) of both student and non-student participants (e.g., students also staff and alumni) from 2006-2009. Forms were not well- archived in first years of DYL, thus from 2007 to 2009 a total of 113 evaluation forms from student and non-student participants were presented for analysis. Of 113 course evaluations, 7 had incomplete or illegible data, 3 indicated they were repeat students, leaving N=103 valid participant course evaluations in analyses.

Context of the assignment. One handwritten or type written evaluation was completed by each participant at the end of the DYL course. A hardcopy of the evaluation form was handed to the participant with the instruction that it should be completed and handed back to the instructor. Participants were instructed to write as much or as little as they wanted to. Instructors indicated that the average completion time was around 10-15 minutes. There were two versions of the class evaluation forms an early version that contained 9 questions and a second version that contained 10 questions. The 10-question version was identical to the 9-question version with the exception of one question: *"We are interested in your ideas on scaling this methodology to a larger community. Do you have any ideas for who [sic] this can be done, e.g. what technology would leverage the content to a larger group of people."* This questions was only asked on a small subsection of evaluations from 2007 and is not included in the analysis.

The 9 questions on the evaluations were open- ended in that no response categories were provided. Six items were completely open-ended (e.g., "*What were the major strengths of this class?*") and the remaining three items were also written as an open-ended but contained questions that could be answered categorized

as yes/no/maybe with a request for additional elaboration (e.g., "*Is there anything you wish was done differently and why?*").

Content review & coding: Evaluations were coded by a single analyst and each was read by the analyst to distinguish words and phrases in the various hand writing styles. The form was read a second time for coding purposes. Finally, 20% of the forms were randomly selected and re-coded to double check coding reliability. Development of the coding scheme and thematic categories was an iterative process based on a careful review of course materials (course description, lecture notes and homework assignments) and a preliminary examination of approximately 15% of the course evaluations. From the 15 % of the evaluations themes were identified until "relative saturation" (i.e., no more themes could be identified).

The first three questions on the evaluation ask the participants to identify the major strengths, major weaknesses and most relevant and helpful points of the class. Twelve themes emerged as categories for these first three evaluation items based on common responses. The first five themes were based on the course content: *focus on integrity/truth, other major course concepts (including false theories, double agent, etc.), the framework for self-assessment used in the assignments, the overall idea of taking ownership for or designing one's own life and putting course concepts into action.*

The remaining seven items on the evaluation related to the structure and process of the course: *number/duration of sessions, course format and organization, relevance of material, quality and style of instruction, homework assignments, size of class* (particularly as it affected student participation). Some participants mentioned more than one theme in their response to a particular question. Each course evaluation from was coded for all applicable thematic categories. Different categories emerged for the fourth question (*"What value did you get out of this course?"*). To answer this question, participants frequently mentioned examples of the impact the course has made in their lives. For example, one student wrote:

> *"I got over my procrastination at work and became more productive. I started thinking more about my future plans. I improved my communication with my wife and started noticing more other negative aspects of my thinking and behavior."*

Responses were categorized into the following themes: *Learning new concepts, having a framework for self-assessment, possessing the tools to design one's life, improving relationships (especially communication), and putting the principles from the course into action*.

Three of the remaining items (items 6, 7 and 8) were yes/no/maybe questions and participants were asked to explain their response. Responses to the first part of the question were coded as *yes, no, maybe* and for the second part of the question comments were compiled but not coded into categories. Item 5 *("What would you like MIT or other universities to know about this program?")* was deemed not specific enough for responses to be coded into categories, but comments were compiled. The final item on the evaluation provided students with an opportunity to note of any additional comments they might have. These responses were also compiled, but not coded into categories.

Evaluations were also subjectively rated by the analyst for its *perceived enthusiasm* about DYL. Enthusiasm was rated on a 5 point scale, where 1 = a *highly unenthusiastic* evaluation to 5= a *highly enthusiastic evaluation of the course*. A coding form (see Appendix D) was used to record codes for each individual evaluation. The codes were then entered into a Microsoft Access database and then transferred into SPSS. All data were checked for duplications and other irregularities. Approximately 10% of the entered data were checked against the coding forms to ensure accuracy. Descriptive analyses (e.g., frequencies and percentages of themes) were calculated to summarize participant perspectives as presented below.

Participant Perspectives of DYL in Course Evaluations

In Table 7-14, the themes elicited as well the frequency of mention in participants' evaluations are presented for each question (Note: the same thematic categories were used to code the responses to first 3 questions). The three top themes are shaded and we provided representative comments.

Table 7. Question 1: What were major strengths of the course?

Themes	Frequency of strengths endorsed
Integrity/Truth	17.5%
Other course concepts (false theories, double agent, etc.)	**29.1%**
Framework for self-assessment	**25.2%**

Take ownership/design own life	9.7%
Put change into action	2.9%
Number and duration of sessions	2.9%
Organization of course	2.9%
Relevance of material	5.8%
Quality/Style of instruction	**39.8%**
Homework assignments	16.5%
Class size/student participation during class	8.7%
Amount of Personal Attention	1.9%
Other	3.9%

Note: Shading indicates top three responses.

Representative comments for 3 highly- endorsed strengths:

1. Quality and style of instruction (39.8%)
    - *"passionate, hard-hitting"*
    - *"The energy that [the instructors] bring to the class is amazing. [The coaches] were also very supportive, compassionate and frank"*

2 . Framework for self-assessment (25.2%)
    - *"Introduction to a new and different model for structuring plans and goals. Identify what is truly desired out of areas of life"*
    - *"The major strength of this class is the perspective it makes you take on life. I feel I gained a new way to look at living life"*
3. Other concepts (21.1%)
    - *"It got me thinking about the burden of secrets and breaking bad habits."*
    - *"I had started getting tired of my own excuses... so the ideas of this class resonated with me; this class convinced me that the idea of cutting out the excuses from all parts of my life is a challenging but possible concept."*

Table 8. Question 2: What were the major weaknesses of the course?

Theme	Frequency of weaknesses endorsed
Highlight on integrity/Truth	1.0%
Other course concepts (false theories, double agent, etc.)	4.9%
Framework for self-assessment	0.0%
Take ownership/design own life	0.0%
Put change into action	3.9%
Number and duration of sessions	**33.0%**
Organization of course	12.6%
Relevance of material	10.7%
Quality/Style of instruction	**14.6%**
Homework assignments	5.8%
Class size/student participation during class	**13.6%**
Amount of Personal Attention	11.7%
Other	10.7%

Note: Shading indicates three highest rates responses.

Representative comments for 3 highly endorsed weaknesses:

1. Number and duration of sessions (33.0%)
   - *"Because of the short amount of time….it was difficult to complete the assignments in a comprehensive way.. It would be more useful in order to have significant time to think about all the issues and create a strong framework from which to start working."*
   - *"I wish it was longer. I wish we had received individual feedback on our assignments."*

2. Class size and student participation (13.6%)
   - *"Very large group and room, so sometimes difficult/uncomfortable for students to be as open. Also very short."*

3. Quality and style of instruction (14.6%)
   - *"Day 1 was a little harsh and turned people away."*
   - *"At times advice was not given in a compassionate manner or sometimes not specific to the situation or given before the full situation was explained."*

Table 9. Question 3: What were the most relevant and helpful points?

Theme	Frequency of relevant/ helpful points endorsed
Integrity/Truth	**23.3%**
Other course concepts (false theories, double agent, etc.)	**72.8%**
Framework for self-assessment	**16.5%**
Take ownership/design own life	14.6%
Put change into action	1.9%
Number and duration of sessions	0.0%
Organization of course	0.0%
Relevance of material	1.9%
Quality/Style of instruction	2.9%
Homework assignments	1.9%
Class size/student participation during class	1.9%
Amount of Personal Attention	1.9%
Other	1.9%

Note: Shading indicates 3 highest rated responses

Representative comments for 3 highly endorsed relevant/helpful elements:

1. Other course concepts (72.8%)
   - *"Setting consequences is a great tool which I have already started using."*
   - *"Positive thinking, making promises*

2. Integrity and truth (23%)
   - *"No excuses. Tell the truth. It sounds crazy, but it's good for you, even if it doesn't feel good the first few minutes/days/months. Personal integrity is directly related to self-confidence."*

3. Framework for self assessment (16.5%)

- "*It's a good starting point of discovery: what areas of life to address, how to start thinking about them, and how to make yourself change."*

Table 10. Question 4: What value did you get out of the course?

Theme	Frequency of values endorsed
Learned new concepts	**44.7%**
Framework for self-assessment	**31.1%**
Tools to design own life	**25.2%**
Improve communication/relationships	9.7%
Put course principles into action	16.5%
Other	2.9%

Note: Shading indicates highest responses

Representative comments for three highest rated value of DYL:

1. Learned new concepts (44.7%)
   - *"Learned to look at myself and the way I view the world differently. Learned to see the cycles in which I am trapped."*
   - *"The idea of self-ownership, of confessional, of how to confront people/places that we're afraid of, how to not give up out of fear."*

2. Framework for self-assessment (31.1%)
   - *"Knowing which areas I need to concentrate on."*

3. Tools to design own life (25.2%)
   - *"Developing long term strategy and approach."*
   - *"I realized I have the power to choose my life. Now, I want to do it."*

Table 11. Questions 6: Is there anything you wish was done differently?

Question	Yes	Maybe	No	Not Addressed
Is there anything you wish were done differently?	77.7%	0.0%	12.6%	9.7%

Representative reasons related to "Yes" response

- *"I would have liked specific feedback on what I had written. I know I missed things on my own."*
- *"Spread it out a little bit so we have more time to do the work in between. I was behind on the work."*
- *"More timely sending of homework assignments. Perhaps it's better to also hand out printed copies at the end of each session."*
- *"Make the tone as gentle as [the] intent is said to be. Confront ideas as much but make the tone calmer."*
- *At times the class felt disjointed…not immediately clear how things beings said in class related back to the "big picture." Things would have clicked much more easily if they had been presented in terms of some more coherent overall framework during class*

Table 12. Question 7: Would you want a support structure for continuing DYL?

Question	Yes	Maybe	No	Not Addressed
Would you want a support structure for continuing DYL?	83.5%	11.7%	3.9%	1.0%

Representative comments related to "Yes" response

- *"Yes. …not enough time to start incorporating the concepts."*
- *"I intend to take the course—very inspired by this week and want to keep up the momentum."*
- *"Yes. I need help. I don't think I can do it (change) on my own."*
- *" Yes, simply because it was a great experience, and one that I'd be interested in continuing*

Table 13. Question 8: **Would you recommend this course to others**?

Question	Yes	Maybe	No	Not Addressed
Would you recommend this course to other people?	93.2%	4.9%	0.0%	1.9%

Key reasons given for recommending the course

- *The method is "applicable to almost anyone."*
- *"It really helps people address areas in their lives through a method that is helpful and effective."*
- *"A part of building and educating a 'whole person'. "*

Table 14. Perceived enthusiasm of course evaluations

Level of Enthusiasm	Frequency
1 Extremely unenthusiastic	0.0%
2 Very unenthusiastic	0.0%
3 Neutral	16.5%
4 Very enthusiastic	**67.0%**
5 Extremely enthusiastic	**16.5%**

Representative comments coded as very or e*xtremely enthusiastic*

- *"It has been extremely helpful and fun—I already feel better with myself."*
- *"I would like others to know that this class is the most important class that you will take. I think that people should understand what this class is*
- *" I feel like it did more for my overall mental wellness than literally years of weekly therapy sessions have done for me*

Implications of Course Evaluations

The most commonly mentioned strength of DYL was the "quality and style of instruction." Participants frequently noted that material was presented in a way that was interesting and incisive, with practical examples rather than abstract concepts. The presentation style was also seen as consistent with the main concepts of the course. Other strengths mentioned included core concepts (e.g., "double agent", "the chicken and the brat", and "false theories'). Participants commented that these concepts helped them to understand issues

and problems they have experienced. One-fourth of participants mentioned that the framework of 18 life areas that guided their ratings and weekly progress logs was helpful as a structure for moving through the course.

One third of the participants cited the number and duration of class sessions as the greatest weakness of DYL. The most common complaint was about the intersession course that felt rushed not allowing enough time to complete the assignments as thoughtfully. Participants also indicated that 3-hour course sessions would have been more tolerable with a brief break at the middle of the session. The next most frequently mentioned weakness of DYL related to the style of instruction. Participants noted that the intensity of the presentation could be intimidating at times and that, while humor was welcome, some jokes seemed insensitive or seemed to lack compassion. Other comments related to a sense of little organization at the outset of course; use of examples that were extreme or not relevant to the age and circumstances of participants; difficulty with downloading and emailing assignments and concern that some concepts might lead to "blaming the victim."

The concepts presented in the course were overwhelmingly cited as the most helpful aspect of DYL. and the main one cited was "*the message that you are in charge of your own life*." Other specific concepts were the concepts of "false theories"; the "chicken" and the "brat" dispositions; promises and consequences and the concepts of "grace and wisdom". Participants also frequently mentioned that having a functional definition of "integrity" was very helpful to them.

Participants reflected more personally in responding to question 4 about what value they received from DYL. Nearly half seemed to suggest that the concepts they had learned in DYL were among the most valuable they had encountered in life. Almost one third of participants specifically mentioned the 18 areas and other frameworks for self-assessment and a quarter of participants stated that they had received tools to help them design their own lives in the future. For example, one participant indicated that he/she had gotten: "*inspiration to change my life, insight as to why things are the way they are, and understanding that personal growth is a process*." Many other participants indicated that tools and the motivation to identify and address trouble spots were helpful.

While 3 in 4 participants indicated that there was something about the course they wanted changed, most comments related to the its organization, for example, the timing and duration of class sessions or the amount of personal attention that was available to participants throughout the course. No participants indicated that they wished to change the premise or core concepts of DYL .The vast majority of participants were interested in a continuing course or support structure to engage with the materials. The ability to *maintain changes* seemed to be a common sentiment related to wanting to continue some aspect of DYL, for example one participants wrote, "*I thought that I learned a lot but that I have much more to learn and I'm not sure that I will be able to keep it up on my own. Continuing to think about these issues in a structured setting would be so helpful!"* Of those who answered "maybe" or "no," comments generally indicated that outside time commitments would not allow them to do so. A very small minority indicated that they believed they had learned as much as they could from the material and would not benefit from reinforcement or support.

Nearly all (93.2%) participants would recommend the course to others. Many noted that the course could be helpful to people in many different settings and some participants suggested that it would be helpful for new undergraduates at MIT. Others noted that they wished their family or coworkers would take the course as well. Related to this, 67% percent of evaluations were rated as "very enthusiastic" with the remaining evaluations split evenly between "extremely enthusiastic" or "neutral". On average, there were no evaluations that were more critical than complimentary.

Limitations of Course Evaluation Analyses

There are several areas of caution in interpretations of course evaluations. First, the form does not require participants to indicate any demographic information and this lack of information limits further analyses (e.g., whether students versus non-students were more favorable). Second, related to the lack of demographics or unique coding, a cursory review of handwriting suggests that each evaluation represented one respondent, but this cannot be confirmed. Third, the coding scheme developed is a subjective estimation of responses and may contain idiosyncrasies specific to the analyst. For example, the estimation of "enthusiasm" of an evaluation involves judgment of words and phases as well as judgment of the overall connotation of the responses. Different individuals evaluating the same response may judge "enthusiasm"

differently. Fourth, the coding scheme is not exhaustive and additional codes can possibly be elucidated from the evaluations. Finally, the question regarding scaling the course to a larger audience, another comment that may have indicated how participants felt about DYL, was only asked on a small number of the total evaluations and responses were not coded. Given these limitations, findings from the course evaluations should be considered preliminary.

SUMMARY OF PARTICIPANT PERSPECTIVES AND EXPERIENCES IN DYL

The overall goal of this evaluation has been to summarize participants' perspectives and experiences related to the impact of DYL on their increased capacity for self-improvements. Several elements in the evaluation suggest that, despite its limitations, the course might be having such an impact. First, the identification of personal satisfaction and dissatisfaction in 18 familiar areas appears to be a highly useful tool that helps participants to rapidly target areas for personal growth. The assignment is well laid out such that participants can easily begin this initial aspect of self-exploration. The utility of the exercise was highlighted in many participant reflections.

Second, heightened awareness of personal *dissatisfaction* was used as the impetus for identifying and working on personal goals. Both the numerical rating and rationale for the rating worked as they were designed, in that many individual selected their lowest rated areas for setting weekly *promises*, moving to action phase of change. Additionally, the small to moderate associations in a positive direction suggested that DYL's current focus on the underlying issues that keep people stuck in unsatisfying states is a useful focus in the program. While some of the terminology in DYL are evocative and atypical (eg., "chickens" ; "brats") conceptually, the concepts seem to be grounded in social and psychological theories of behavior change (e.g., Stage of Change)

Third, DYL appears to assist participants to establish and make concrete progress towards achieving personal goals in self-selected areas. Based on an in-depth review of records of 5 participants goals were very diverse across the 18 areas of life and participants were in the "action" phase (based on Stage of Change

theory) in making and keeping *promises.* The 5 participants established a high number of concretely stated, written *promises* consistent with goal setting theory and with the help of coaching from the DYL staff. Overall, they achieved at least fifty percent of promises set. Further, the ongoing written assessments of progress seemed to help participants to identify intrapersonal and relational enablers and barriers to change. Also, although somewhat inconsistent, positive and negative consequences were also used. Goal theory endorses these combined elements: Stating clear behavioral goals; acting on a current plan to achieve them and attaching goals to consequences.

Fourth, participants themselves seemed to have strong appreciation for the course. In ending evaluations they mention strengths such the quality and style of instruction (e.g., instructors' interesting and incisive classroom presence) and use of practical frameworks rather than abstract concepts. Participants found the course concepts useful (e.g., 'integrity") and identified the 18-areas of life framework as constructive. While more than three-fourths of students indicated that there was something about the course they wanted changed, such as its organization, the timing and duration of class sessions or the amount of personal attention that was available to them, no participants indicated that they wished to change the premise or core concepts of DYL. In fact, many indicated that in spite of these weaknesses the concepts learned were the most valuable they had encountered. The vast majority of participants were interested in continuing DYL in some manner in the future.

Fifth, nearly all participants would recommend the course to others and indicated that it may be helpful to people in different settings. In particular, undergraduate at MIT were singled out as a group that the course might benefit. Finally, overall, the majority of evaluations were considered to be very or extremely enthusiastic and there were no evaluations that were, on balance, more critical than complimentary about the course.

RECOMMENDATIONS BASED ON THE EVALUATION

The evaluation highlighted several recommendations, summarized below, that might improve both the process and content of future offerings of DYL :

1) Develop a more rigorous and strategically planned evaluation to ascertain if the primaries aim of DYL, "*to help individuals to live an extraordinary life*" is achieved in the short and long term.
2) Maintain the pre-course ratings of areas of life as a tool for self- awareness and goal setting, but the rating tool itself can be refined (e.g., clean up possible overlap among rating categories).
3) Collect simple participant demographic information such as year in school, age, gender, or race/ethnic group affiliation to deepen analyses.
4) Develop an additional assignment to have participants conduct the ratings of areas of life again towards *the end of* the course and use information both as a motivational tool to help participants understand their progress and also as to serve as a post-test. For example, ratings of areas of life can be used again at least one year beyond course completion to understand its longitudinal impact
5) Improve the system for archiving course documents. Some examples might be to create sub categories in archives, for example, separate students currently in school from staff and alumni that take the course. Additionally, develop a template for weekly promises that students can fill in and submit (e.g., via email). The progress logs were embedded in the rest of reflections and could easily be missed. It was also enmeshed in other commentary that diminished the utility of the record.
6) Use *Stage of Change* theory more strategically to tailor coaching strategies to help participants consolidate new changes. This may offer other indicators of course impact (eg., participants might move from *pre-contemplation* to *action*. Even if they do not feel improved, such movement may be helpful to motivate them.
7) Create more stringent guidelines for presentation of assignments. Hold students accountable to better organization in layout, formatting and writing.
8) Maintain a weekly master log of *promises kept and not kept* by individuals that can also be used as a record of course impact. This may became a critical data source for future evaluations. Also maintain a more careful log of coaching contacts. Use participants own record of goal achievement over a predefined period to enhance motivation.
9) Redesign the intersession course to cover a longer period with more between sessions would allow for more thorough consideration of self-assessments. Provide breaks during the session.

10) Standardize and organize course elements such as a detailed course outline to create a more coherent introduction to DYL and organize the course framework so that core concepts and other elements such as homework assignments concepts are more clearly defined
11) Request course evaluations in typewritten format to increase legibility of comments or do an online assessment requiring a unique identifier to track from whom the evaluation came. Also collect simple demographics on these evaluations so responses from participants might be further classified and compared (e.g, males versus females).

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APPENDIX A:

Evaluator's Scientific Biography

Evaluator Biography

Dr. Donna R. Baptiste holds a full time, joint faculty position at the University of Illinois in Chicago (UIC) and is both an Associate Professor of Clinical Psychology in the Department of Psychiatry, College of Medicine and also Associate Director of the Center for Research on Women and Gender at UIC. Dr. Baptiste holds several academic degrees include a Bachelor's degree (Honors) in Sociology with a minor in Business; Masters' degrees in Communication Studies and Counseling Psychology and a Doctoral degree in Education with specialties in family and community mental health.

Dr. Baptiste conducts primary prevention research in United States (US) and international settings and has served as Principal investigator or co-investigator on over five studies funded by the National Institutes of Health (NIH). Many of these studies are randomized clinical trials focused on testing the efficacy and/or effectiveness of manualized or standardized behavior change interventions to promote sexual health.

As a primary prevention researcher, Dr. Baptiste has extensive expertise in *design* and *adaptation* of behavior change interventions with attention to scientific elements that increases both an intervention's efficacy/effectiveness (standardization; cultural tailoring) and its ability be subjected to rigorous evaluation (design of survey instruments and behavior change probes). Several of Dr. Baptiste's academic publications in scientific journals addresses need for careful attention to design and evaluation elements. Such expertise calls for a sound knowledge of both quantitative and qualitative research design and techniques and in both areas Dr. Baptiste has notable experience. Dr. Baptiste is also involved in other aspects of research and evaluation enterprise especially related to intervention design and evaluation including overseeing student theses and dissertations and also serving as a reviewer of other major intervention research proposals on peer-review committees ran by federal agencies (e.g., the National Institutes of Health).

Apart from research endeavors, Dr. Baptiste is also an excellent teacher that has won a "Teacher of the Year" award. She has taught and trained hundreds of graduate students, interns and fellows predominantly in Psychology, Psychiatry and Social Work in behavior change principles, not unlike those promote by DYL. She also conducts trainings and consultations with agencies and groups in the U.S and international settings. Dr. Baptiste serves on several committees, working groups and boards locally in Chicago, also regionally and internationally.

Appendix B:

Participant Consent Form

DESIGNING YOUR LIFE

PERMISSION FORM

The Handel Group, LLC. has my permission and consent, and I hereby grant The Handel Group, LLC. all rights to use and publish the information and work done in connection with my participation in the course l ed at MIT on _____and profile information in print, online and in any other media now known or hereafter developed, and otherwise as necessary in connection with any such use and publication worldwide with the understanding that such information will no t identify me by name or manner to give my identity. Such information may include, for example, my age, home city and state and school, provided that my name, address, phone number and personal e -mail address may not be published. Publications in which my information may be used and published without further consent include the Handel Group web site, marketing materials and other publications of The Handel Group, LLC.

_____ _____

Signature Date

_____

Please print name

Appendix C:

Assignment 1 Guidelines and Coding Form

DYL Assignment 1

If you take this seriously, you could spend a few hours to do this.

Send back your completed work to lauren@handelgroup.com, gaby@handelgroup.com, lisa@handelgroup.com by date

Note: We appreciate that what you are writing is sensitive and personal and we promise confidentiality. We do request your permission to use your material anonymously in class, as it is very useful in forwarding the work we are accomplishing in the course. If you have an issue with this, please specify when you submit your assignment.

Address Yourself:

Please tell us a little about yourself (e.g. Area of study or MIT affiliation, what year you are in, etc.) Anything else you think we should know.

For each area listed below, answer the following questions:

1. Rate each area of your life (areas listed below) on a scale from 1-10.
   Use the rating scale at the bottom of the assignment as a guide.

For each area that's not at a 9 or 10:

1. Write out what a 9/10 looks like for you in that area. Be complete in your description. Create the full picture in detail.
2. Explain the circumstances that have you say you're the number you versus 9/10. What is really going on in that area of your life that isn't working well?
3. What is your explanation for why it makes sense that you'd you end up at that number? What's gone on in your past or your family that have it make sense that you'd end up at *that* number.
4. What are the reasons why you can't have what you want in this area? What are your negative beliefs?

The Areas of Life

1. satisfaction with school/career
2. body/weight/appearance/presentation/how you look
3. community/friends/depth/intimacy
4. your relationship to yourself (what do you say about yourself to yourself)

5. bad habits/vices (being mean to yourself or others, biting your nails, overeating, drinking, smoking, partying, addictions, including what's a great time for you, how many drinks can you handle and still be able to drive, how often do you do it)
6. relationship (whether you're in one or not)
7. sex (including, are you happy with the quality, how often, cheating of any sort-and your history, comfort with your body, your happiness with the size of what you've got, the last time you had sex)
8. romance – giving and receiving attention (not flowers)
9. characteristics that don't work about you (anxiety, anger, moodiness, etc)
10. participation in your family – your parents/siblings/etc.
11. money/wealth (including, are you happy with the amount you earn, the amount you've saved, how you spend it, how it's managed, etc.)
12. time (how you manage your time (to-do's/scheduling), anything you wish you'd get to but don't, as well as how you're using your life, do you love what you're doing/anything you're doing that you're not impressed with)
13. home
14. being organized/the physical universe
15. learning (wanting to learn about things you are not taking the time for like flying or guitar)
16. fun/adventure
17. spirituality
18. health

Ratings key

10 Perfect. Unsustainable state of affairs. Reserved for individual episodes and fleeting moments.

9 Highest sustainable rating for a category.

8 Highly satisfactory state of affairs. Significant additional focused effort will be needed to elevate rating to a 9. A source of pride.

7 Solid, can't complain, coasting because it's good enough but not a source of pride.

6 Weak, but not painful. Frayed around the edges. Can talk oneself into it being a 7 but it's not easy. Needs work but doesn't have to be today.

5 A 6 that's been around a while. Still not intolerable but likely the issue or the necessary remedial steps are being actively avoided.

4 Getting to be intolerable…but not yet. Requires a great deal of justification and/or denial to continue this number at a sustained rate.

3 Things are bad. Very bad. It is not yet life threatening or a point of no return, but close.

2 Things are hopeless. You wonder why you exist. There is much pain. Virtually unbearable.

1 Fleeting moments of hell. Unsustainable level of displeasure.

DYL : Areas of Life Coding Form

SUBJECT ID _____ **DYL Year _____**

Area	Rating (1-10)	Comment/Notes
School		
Body		
Community		
Self relation		
Habits		
Partner		
Sex		
Romance		
Traits		
Family		
Money		
Time		
Home		
Personal Org		
New Learning		
Fun		
Spiritual		
Health		

School Themes	Rating 0=No; 1= yes	Comment/Notes
SSystem		
SClass size		
S Grades		
S Interest		
S Motivate		
S classbore		
S nteraction		
S Students		
S teach/advisor		
S Work		
S Stress		
S GPA		
S procras		
S discipline		
S confidence		
S Other		

Appendix D:

DYL Course Evaluation and Coding Form

DYL COURSE EVALUATION

LIVING AN EXTRAORDINARY LIFE | COURSE EVALUATION

1. **What were the major strengths of this course?**

2. **What were the major weaknesses of this course?**

3. **What were the most relevant and helpful points?**

4. **What value did you get out of this course?**

5. **What would you like MIT or other universities to know about this program?**

6. **Is there anything you wish was done differently and why?**

7. **If this course continued and there was a support structure or a continuing course, would you want that and why?**

8. **Would you recommend this course to other people and why?**

9. **Any other general comments:**

DYL Course Evaluation: Coding Form

Q1. What were the major strengths of this class?

a.	Integrity/Truth	Yes ¨	No ¨
b.	Course concepts (other than *integrity/truth*, such as false theories, double agent, dreaming big, etc.)	Yes ¨	No ¨
c.	Framework for self-assessment	Yes ¨	No ¨
d.	Take ownership/ design own life	Yes ¨	No ¨
e.	Put change into action	Yes ¨	No ¨
f.	Number and duration of sessions	Yes ¨	No ¨
g.	Lecture format	Yes ¨	No ¨
h.	Relevance of material	Yes ¨	No ¨
i.	Quality/Style of instruction	Yes ¨	No ¨
j.	Assignments	Yes ¨	No ¨
k.	Size of Class/ Student Participation	Yes ¨	No ¨
l.	Amount of Personal Attention	Yes ¨	No ¨
m.	Other	Yes ¨	No ¨
	Other Text		

Q2. What were the major weaknesses of this class?

a.	Integrity/Truth	Yes ¨	No ¨
b.	Course concepts (other than *integrity/truth*, such as false theories, double agent, dreaming big, etc.)	Yes ¨	No ¨
c.	Framework for self-assessment	Yes ¨	No ¨
d.	Take ownership/ design own life	Yes ¨	No ¨
e.	Put change into action	Yes ¨	No ¨
f.	Number and duration of sessions	Yes ¨	No ¨
g.	Lecture format	Yes ¨	No ¨
h.	Relevance of material	Yes ¨	No ¨
i.	Quality/Style of instruction	Yes ¨	No ¨
j.	Assignments	Yes ¨	No ¨
k.	Size of Class/ Student Participation	Yes ¨	No ¨
l.	Amount of Personal Attention	Yes ¨	No ¨
n.	Other	Yes ¨	No ¨
	Other Text		

Q3. What were the most relevant and helpful points?

a.	Integrity/Truth	Yes ¨	No ¨
b.	Course concepts (other than *integrity/truth*, such as false theories, double agent, dreaming big, etc.)	Yes ¨	No ¨
c.	Framework for self-assessment	Yes ¨	No ¨
d.	Take ownership/ design own life	Yes ¨	No ¨
e.	Put change into action	Yes ¨	No ¨
f.	Number and duration of sessions	Yes ¨	No ¨
g.	Lecture format	Yes ¨	No ¨
h.	Relevance of material	Yes ¨	No ¨
i.	Quality/Style of instruction	Yes ¨	No ¨
j.	Assignments	Yes ¨	No ¨
k.	Size of Class/ Student Participation	Yes ¨	No ¨
l.	Amount of Personal Attention	Yes ¨	No ¨
n.	Other	Yes ¨	No ¨
	Other Text		

Q4. What value did you get out of this course?

a.	Learned new concepts	Yes ¨	No ¨
b.	Method/Framework for self-assessment	Yes ¨	No ¨
c.	Tools to design own life	Yes ¨	No ¨
d.	Improve communication/relationships	Yes ¨	No ¨
e.	Put course principles into action	Yes ¨	No ¨
f.	Other	Yes ¨	No ¨
g.	Other Text		

Q6. Is there anything you wish was done differently and why?

Yes ¨ No ¨ Maybe ¨ No Response ¨

_____

_____

_____

Q7. If this course continued and there was a support structure or a continuing course, would you want that and why?

Yes ¨ No ¨ Maybe ¨ No Response ¨

_____

_____

_____

Q8. Would you recommend this to other people and why?

Yes ¨ No ¨ Maybe ¨ No Response ¨

_____

_____

_____

Q9/10. Any other general comments:

_____

_____

_____

Overall Warmth of Evaluation

1	2	3	4	5
Highly Unenthusiastic	Moderately Unenthusiastic	Neutral	Moderately Enthusiastic	Highly Enthusiastic

Did participant mention anything in evaluation about specific changes made because of class?

Yes ¨ No ¨

Did participant mention anything in evaluation about having taken the course before?

Yes ¨ No ¨