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Higher Education
Administration

LIFE DESIGNING IN A COLLEGIATE CAREER COURSE: THE POST-COURSE
NARRATIVES OF STUDENTS WHO COMPLETED A LIFE DESIGN CAREER
COURSE (pp. 380)

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The purpose of this narrative research study was to explore the post-course perspectives of students who completed a life design career course and investigate what roles these experiences had upon the participants' post-course career narrative construction. Data was collected by interviewing nine undergraduate domestic students who had completed the life design career course a year or more before their engagement in this study. Each participant in this study entered college after completing high school and had started in the undecided program at the university.

Two research questions provided a framework for this study: (a) how do students who completed a life design career course describe their experiences with the course (i.e. curricular, relational, and experiential aspects); and (b) what roles do the course experiences play into how students construct their career narratives a year or more following the completion of the course? Key themes arose related to the participants' varied experiences with curricular elements of the course, the importance of interpersonal interactions, and common elements among meaningful course moments. The findings of this research study contribute to the life design literature by offering evidence that the life designing process can be effectively replicated within a structured career course format. Additionally, this study highlights that narrative change and audience feedback are

critical elements of life design career course interventions. This information is useful to higher education administrators in the design and implementation of life design career courses, specifically related to course messaging, instructor training, course design, and post-course experiences.