

Design Document for Soft Skills and Diversity Training for Assistant Academic Coaches

By May Chang

Purpose of the Course	To train assistant academic coaches on soft skills and diversity in order to improve student satisfaction with the coaching department's services.
Audience Description	Ages 19-50, males and females, college students with high school level education completed, most have little professional experience while others are adults returning to college to advance their careers, experience in coaching role is less than 1 year, part-time employees, tech-savvy, motivated to learn and are top performers in their classes
Major Course Objectives (Terminal)	<ol style="list-style-type: none"> 1. Demonstrate appropriate use of soft skills, such as active listening, effective communication, and empathy. 2. Conduct themselves in accordance with the college's non-discrimination and anti-harassment policies.
Project Objectives (Enabling)	<p>These are the 3 enabling objectives for terminal objective #1 above and the ones I plan to use for my RLO because they will all align with a branching scenario situation I have in mind.</p> <ul style="list-style-type: none"> - Given students who may not feel comfortable sharing their barriers and underlying issues, analyze body language and facial expressions to interpret. - With students who have barriers to success or who are frustrated or experiencing high stress and anxiety over class work, demonstrate active listening and empathy. - Given challenging students in coaching situations, be able to either modify coaching strategies to de-escalate, seek help, or make referrals to other departments.
Learning Assessment for Course	A comprehensive knowledge check at the very end of the course
Learning Assessment for Project	Branching scenarios with feedback

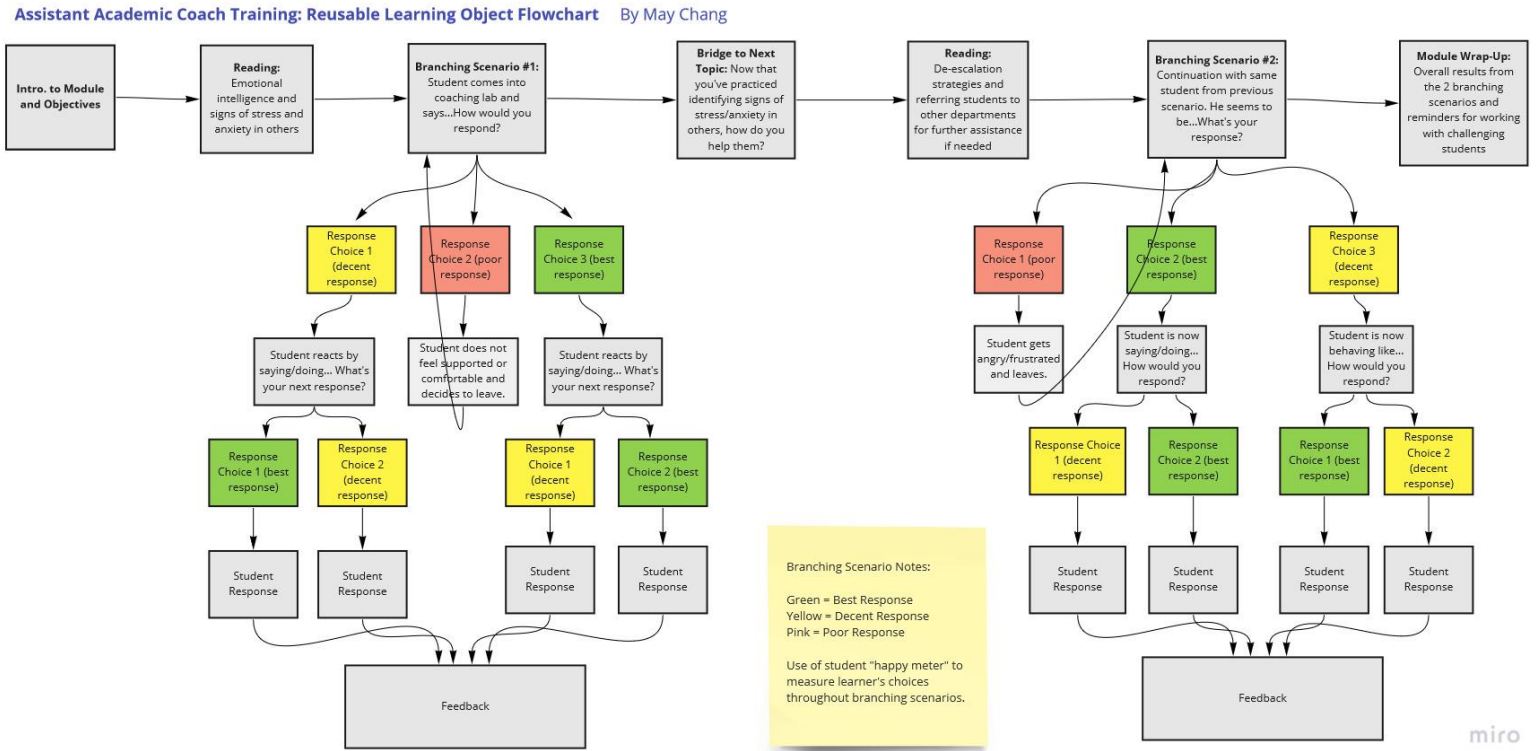
Instructional Delivery method for Course (overall)	Self-paced eLearning Modules
Instructional Strategy for Project	Mainly the constructivist principles of learning with branching scenarios as primary form of instruction. Also short readings and videos to impart information and some practice activities to reinforce concepts and skills (click-to-reveal, matching, and drag and drop). Meant to help learners construct meaning and apply on the job as academic coaches.
Media	Video, reading or static text, audio narration
508 Accommodations	Captioning for videos, narration for text, alt text for images that convey meaning, attention to color accessibility
Course Structure Description	The course will have two modules, one for soft skills and one for diversity. Each module will have its own branching scenario for learners to work through common coaching situations with regards to each topic.
Seat Time of Course	Approximately 30 minutes total
Seat Time of RLO Project	10 minutes
RLO Project Scope	<p>Terminal Objective #1: Demonstrate appropriate use of soft skills, such as active listening, effective communication, and empathy.</p> <p>Three enabling objectives, which all relate and will be part of one branching scenario:</p> <ul style="list-style-type: none"> - Given students who may not feel comfortable sharing their barriers and underlying issues, analyze body language and facial expressions to interpret. - With students who have barriers to success or who are frustrated or experiencing high stress and anxiety over class work, demonstrate active listening and empathy. - Given challenging students in coaching situations, be able to either modify coaching strategies to de-escalate, seek help, or make referrals to other departments.

RLO Project Outline
(task analysis)

Soft Skills - While working with students, assistant coaches will demonstrate appropriate use of soft skills.

- They will greet students who are walking into the coaching area.
- They will display a friendly, approachable demeanor.
- Communication via verbal and body language is professional, clear, and effective.
- They will be able to read student's emotional state, express empathy, and respond appropriately.
- In challenging coaching situations, they will maintain a calming presence.
- Strategies in de-escalating difficult situations will be used.
- They will display patience and positivity with students who are having a difficult time learning.
- Active listening is used to show care and concern for students.

RLO Project Flowchart



Screens/Pages in Project

37 screens including all branching scenario paths

Knowledge Checks or Other Assessments or Practices

___ Dichotomous (T/F, Y/N, etc.)

3 Multiple Choice

___ Multiple Select

___ Drag and Drop

___ Custom – describe; if appropriate, supply flowchart in an Appendix and reference it here.

1 Drag and Drop

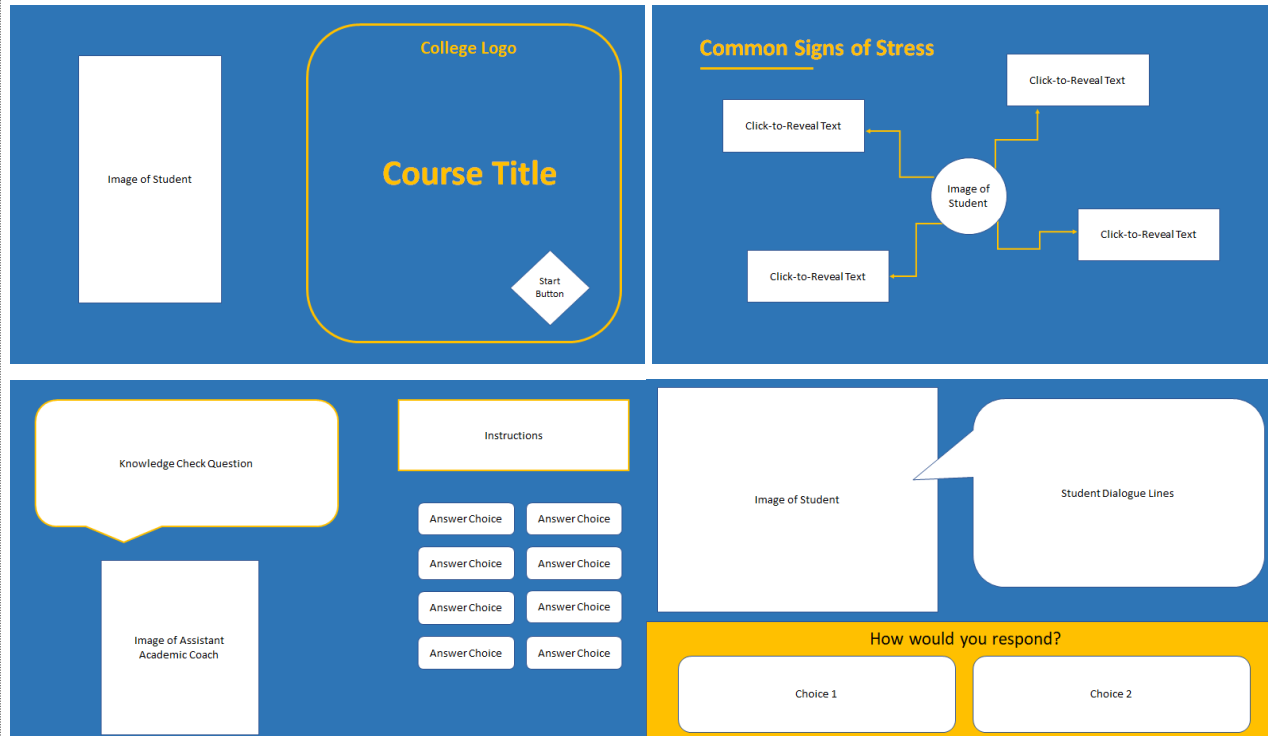
Rollovers/click events

___ Rollovers
10 Click Events

Course and Project Navigation

Next and Back buttons at the bottom of each slide, Submit buttons for checking answers after completing interactive content (drag-and-drop, click-reveal, matching, etc.). Choice buttons for selecting responses to the coaching situations in the branching scenarios.

Screen Layouts



Development Tools

Articulate Storyline for authoring tool; copyright free/stock images from Storyline, pixabay.com, and unsplash.com; Audacity or Camtasia for audio/narration and video editing; PowerPoint for storyboarding; miro.com for flowchart; Powtoon for creating animation videos

Ownership

May Chang will develop the initial course, and the Academic Coaching Department will maintain the course.

Development Time	50+ hours
Support requirements	I need access to Articulate Storyline and the manager and coaching coordinators of the Academic Coaching department as my SMEs.
Project Sign-off [optional]	Please sign below indicating agreement with the proposed course plan and approving start-up of the storyboard and development phases.
	<hr/> Instructional Designer Date
	<hr/> Project Manager/Sponsor Date