## Template 1- Course Redesign Template: Aligning Outcomes, Activities, and Assessments

| Step | Course Activity Redesign Process (Iterative) | Description (May require additional resources, technology, or support services). | Addressing DFWI rates | Example (Adapt to your specific course) |
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| **1** | Clarify and Align Learning Outcomes with Course Content, Activities and Assessment | • Define specific, measurable, attainable, relevant, and time-bound (SMART) learning outcomes.<br>• Prioritize essential skills and knowledge.<br>• Align learning outcomes with program and institutional goals to ensure consistency and relevance. | Clear, aligned learning outcomes provide a roadmap to success, help underprepared students focus on key skills, and reduce confusion about expectations. | • For a challenging Mathematics course: "Break down complex outcomes into specific, measurable sub-skills. Ex: Students will a) set up linear equations, b) solve using appropriate methods, c) interpret solutions in context."<br>• Align formative and summative assessments with this outcome, and design instructional activities that support its achievement.<br>• Share these outcomes in an accessible, learner-centered syllabus that sets clear expectations and provides guidance on how to succeed in the course. |
| **2** | Diversify Assessment Methods | • Utilize a variety of assessment methods that provide multiple opportunities for students to demonstrate their understanding and progress.<br>• Include formative assessments to gauge student understanding and guide instructional improvements.<br>• Ensure that assessments are accessible, inclusive, and aligned with learning outcomes. Offer | Varied, frequent assessments provide regular touchpoints to identify and support struggling students, addressing gaps in preparation and institutional resources. | • Use pre-assessments to gauge prior knowledge. Gradually increase complexity. Provide exemplars and rubrics.<br>• Use formative assessments, such as ungraded assignments, to measure student understanding and application. |

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| | | choices, when possible, to accommodate student strengths. | | |
| **3** | Integrate Active Learning Strategies | • Incorporate active learning strategies to actively engage students in the learning process and focus on critical concepts and skills.<br>• Use think-pair-share, jigsaw, problem-based learning, etc. Balance group and individual work. Debrief activities explicitly.<br>• Incorporate metacognitive strategies to help students develop effective study habits. | Active learning builds self-efficacy and a sense of belonging, which are critical for persistence. It provides safe practice of skills and addresses gaps in preparation. | • In a gateway Chemistry course, introduce guided inquiry activities and group discussions to reinforce key concepts and problem-solving strategies.<br>• Scaffold inquiry from structured to open-ended. Model problem-solving. Have groups share out. Debrief process.<br>• Teach students to reflect on their thinking and develop strategies to improve their study plans. |
| **4** | Design Relevant and Engaging Assignments | • Make learning relevant to students by offering assignment choices and connecting lessons to broader goals.<br>• Provide exemplars, break down assignment steps, and have intentional conversations with students.<br>• Seek student input and feedback on assignment design.<br>• Co-create assignments when possible. Connect to current events, career aspirations, and lived experiences. | Mitigates the impact of competing priorities by aligning assignments with students' interests and real-world applications, increasing motivation and engagement. | • Offer multiple assignment options and help students connect lessons to personal goals.<br>• Provide examples of exemplary work, break it down into parts (learning objectives and scaffolding), and "uncover course content" for students.<br>• Involve students in the assignment design process and gather their feedback for improvement. |
| **5** | Optimize Technology and Feedback | • Integrate educational technologies that support learning outcomes and increase accessibility.<br>• Establish regular and targeted feedback mechanisms to identify and support at-risk students early in the course. | Well-designed technology tools can make high-impact practices more feasible at scale but require intentional implementation and support. | • Use adaptive learning platforms to provide personalized feedback and resources based on individual student needs.<br>• Implement mid-semester surveys, individual progress meetings, and techniques such as "The Muddiest |

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| | | • Use student feedback to inform technology and feedback strategies. | | Point" and exam wrappers to gather feedback and support struggling students. Customize feedback and use of technology based on student input. |
| **6** | Implement Transparent Teaching Practices | • Use transparent teaching practices to make the learning process more explicit and understandable.<br>• Provide a rationale for assignments and learning opportunities and engage in research-based pedagogy. | Reduces confusion and aligns student expectations with course requirements, addressing issues of academic preparation and awareness of support resources. | • Share with students the purpose, tasks, and criteria for assignments.<br>• Discuss the rationale for course activities and how they contribute to learning outcomes.<br>• Engage in conversations about research-based pedagogical practices with colleagues and students. |
| **7** | Plan for Continuous Improvement | • Develop an ongoing process for course evaluation and revision based on DFWI rates, student feedback, and evidence-based strategies.<br>• Encourage critical reflection by both students and instructors.<br>• Involve students in the continuous improvement process by seeking their input and suggestions. | Fosters a culture of reflection and improvement by directly addressing institutional challenges and student needs to continuously reduce DFWI rates. | • Analyze DFWI data and student evaluations each semester to identify areas for improvement.<br>• Implement targeted interventions in course design and delivery based on the findings.<br>• Use reflective techniques such as The Muddiest Point and exam wrappers to gather feedback and guide improvements in teaching and learning.<br>• Engage students in the continuous improvement process by regularly soliciting their input and suggestions through surveys, focus groups, or one-on-one conversations. |