transient courses. While 9.18 percent of students (65 of 708 students) withdrew before the end of the term from the twenty-four less transparent courses where we gathered withdrawal data, only 7.50 percent of students (44 of 586 students) withdrew from the twenty-one more transparent courses where we gathered withdrawal data. In a parallel study of 1,143 University of Nevada, Las Vegas undergraduates in more transparent introductory-level courses, 90.2 percent of students returned the subsequent academic year, in contrast to the average retention rate of 74.1 percent for first-time, full-time, first-year students.

Most of the faculty and instructors in our study now incorporate transparently designed, problem-centered assignments in all the courses they teach—not just the courses that our study included. We expect this to benefit long-term retention rates of students at these institutions.

**LONG-TERM IMPLICATIONS**

Our study identifies transparent teaching about problem-centered learning as an easily replicable teaching intervention that produces learning benefits already linked with students’ success. Providing greater transparency about academic work on two assignments resulted in significant benefits for first-generation, low-income, and underrepresented students, who experienced increases in areas that are established predictors of student success: their academic confidence, sense of belonging, and awareness of their improved mastery of the skills employers value most when hiring. In addition to students, faculty also experienced benefits. Faculty noticed increases in students’ motivation in class, higher-level class discussions with sharper focus, more on-time completion of assignments, and fewer disputes about grades (Winkelmes et al. 2015).