For institutions, training faculty to incorporate transparently designed, problem-centered assignments may help to provide more equitable educational experiences and increase retention and completion rates, especially for underserved students. Teams of faculty at an institution, like the seven teams in our project, can implement this intervention in order to complement existing student support services that aim to increase students’ success. As our project continues, we can expect increased GPAs, retention, and graduation rates of underserved students at the seven minority-serving institutions where the project is underway, and at more schools that join the initiative. The easily replicable and relatively small intervention of two transparently designed, problem-centered assignments in a term can support faculty and their institutions in righting current inequities in underserved college students’ educational experiences, and in providing more equitable opportunities for all students to succeed.

**REFERENCES**


