



Bridgewater State University

Virtual Commons - Bridgewater State University

Faculty, Administrator & Staff Articles

Faculty, Administrator & Staff Publications and
Creative Works

3-2020

Improving Academic Learning and Success Through Transparency: A Student's Perspective

Christina Ouellette
Bridgewater State University

Joanna Boeing Bratton
Bridgewater State University

Ruth C. Slotnick
Bridgewater State University

Follow this and additional works at: https://vc.bridgew.edu/fac_articles



Part of the [Higher Education Commons](#)

Virtual Commons Citation

Ouellette, Christina; Bratton, Joanna Boeing; and Slotnick, Ruth C. (2020). Improving Academic Learning and Success Through Transparency: A Student's Perspective. In *Faculty, Administrator & Staff Articles*.

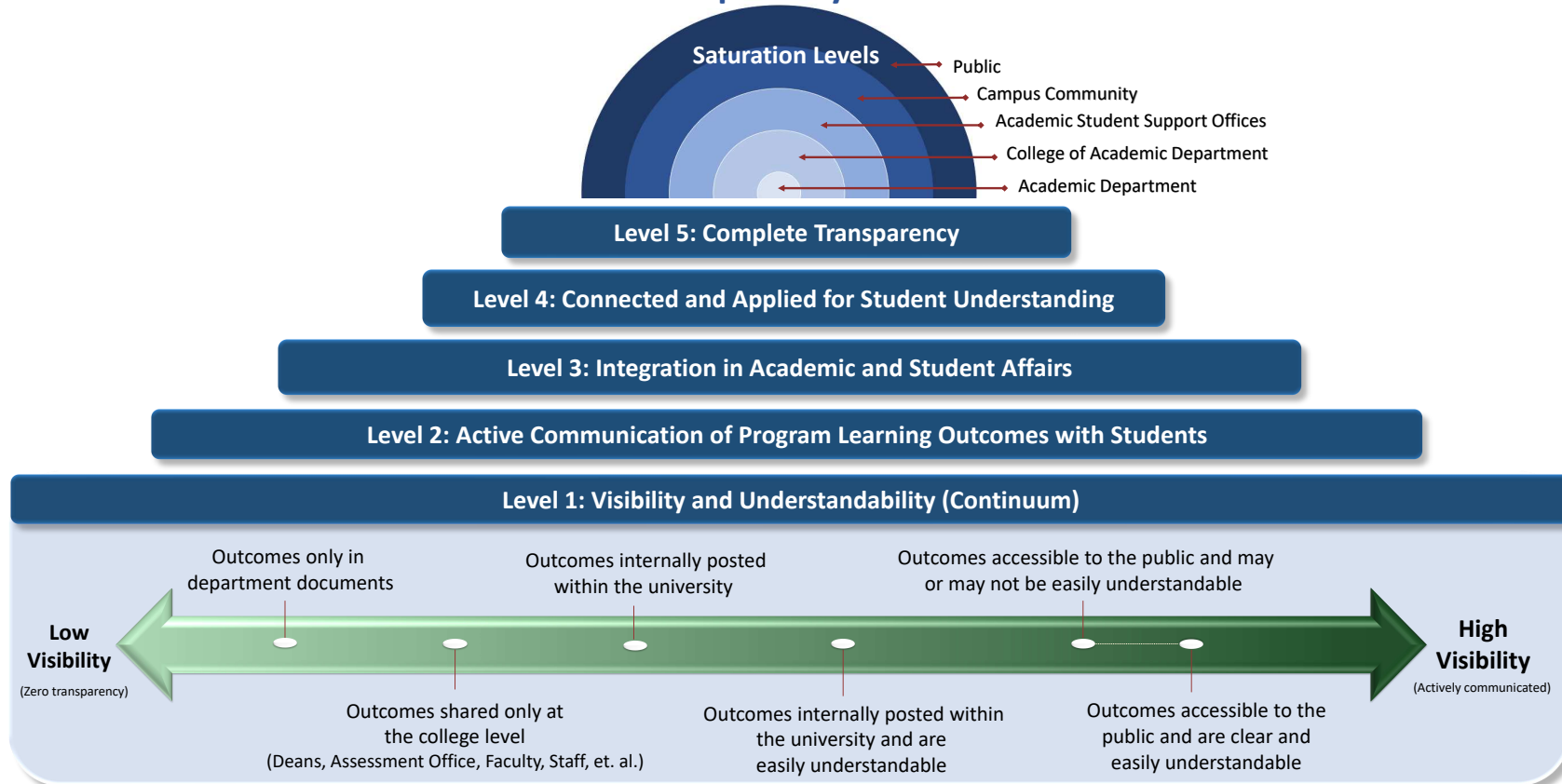
Paper 36.

Available at: https://vc.bridgew.edu/fac_articles/36

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.

BSU Institutional Profile	Purpose of the Transparency Project	Project Research Methods
<ul style="list-style-type: none"> Mission: Comprehensive teaching university of Southeastern Massachusetts using its resources to support and advance the economic and cultural life of the region and the state Enrollment: 9,500 undergraduate/1,400 graduate students Degrees: 97 academic degrees offered 	<ul style="list-style-type: none"> The BSU Transparency Project is led by the Graduate Assistant in the Office of Assessment Aims to make all program learning outcomes easily visible and understandable to current and prospective faculty, staff, and students Vital for students' understanding of their academic learning and success National calls for transparency by the National Institute for Learning Outcomes Assessment and the Association of American Colleges and Universities Required evidence of transparency of student learning outcomes by NECHE 	<ul style="list-style-type: none"> Conducted two sets of semi-structured interviews with college deans (n=8) in spring and fall of 2019 Comparative analysis of interview transcripts Validated emerging themes with assessment colleagues Review of the literature on transparency of learning outcomes Field notes, including lived experiences as a BSU graduate and undergraduate student

BSU's Transparency Framework



Identified Barriers to Transparency of Learning Outcomes at BSU

<p>Academic Freedom</p> <p>Prevents assigned incorporation of transparency into course material and structure; need faculty buy-in</p>	<p>Limited Institutional Procedures</p> <p>Lack of campus-wide guidelines on visibility at BSU pertaining to program learning outcomes</p>	<p>Perceived Lack of Value for Students</p> <p>Perceptions by faculty, deans, and staff that learning outcomes have little or no value for students</p>	<p>Uncertainty about who has Influence</p> <p>Misunderstandings about who has influence in making learning outcomes visible</p>	<p>Assessment Jargon</p> <p>Assessment vocabulary and practices may be confusing, feel disconnected from teaching, or simply unfamiliar</p>
---	---	--	--	--