Findings will be presented from a 2010-12 multidisciplinary project studying the impact of improved communication of expectations on student motivation, metacognition, and the learning environment. The purpose was to identify gaps between student and instructor expectations, and to close those gaps through improved instructor-student communication. Additionally, researchers wanted to determine whether improved communication could aid in the identification of effective teaching practices and help to increase student motivation. Conclusions are based on student surveys, ongoing class dialogues, focus groups, and instructor observations. Future directions of the research will also be discussed. This project, conducted at the University of Wisconsin-Stout, is supported by University of Wisconsin-System Undergraduate Teaching and Learning Grants through OPID. (Received September 22, 2012)