

ASSET Newsletter

February 2024



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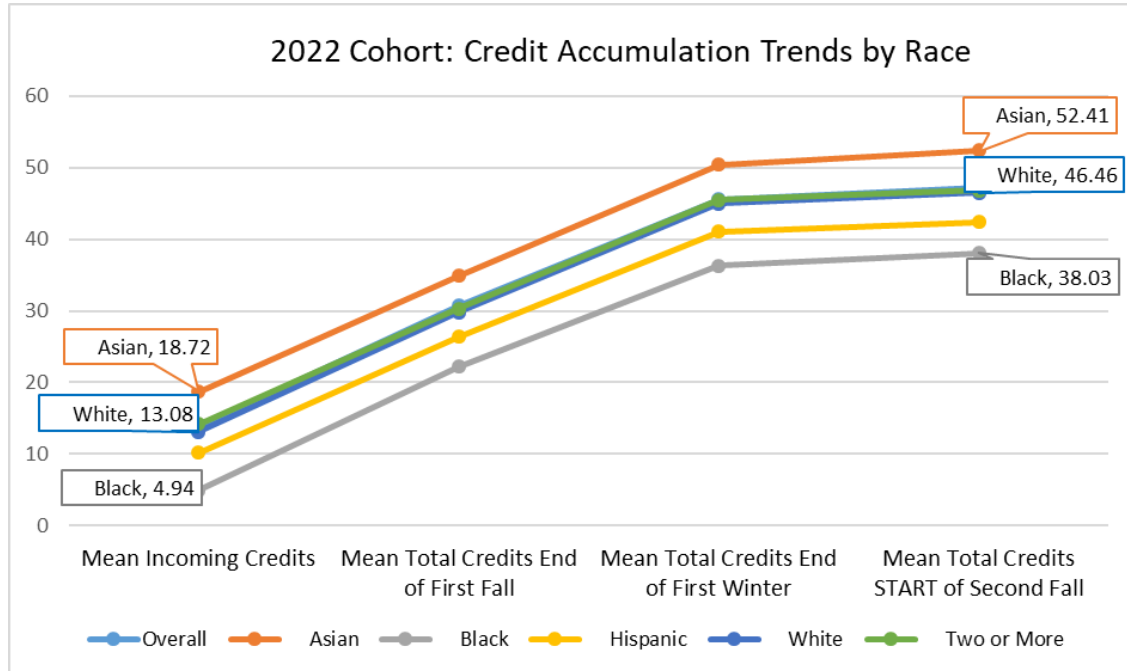
This Issue

- **Analysis Highlight:** Credit gaps are established before students start at U-M
- **Project in-Progress:** Patterns in how students meet LSA distribution requirements
- **ASSET Guide for Data Access**
- **Session on Momentum in the Provost's Seminar on Teaching**

Credit Gaps Established Before Students Start at U-M

Students can get credit at U-M for their AP, IB, dual-enrollment, and other-precollege experiences. Those credits provide advantages to students, including being able to take a lighter credit load, having a credit buffer so they can withdraw from a class if needed, and not having to take some introductory courses. However, access to those opportunities is inequitable; not all high schools offer those programs.

ASSET compared incoming credits by racial/ethnic groups and Pell status and found notable gaps. Furthermore, as the graph below shows, the gaps in mean credits



ASSET Guide for Data Access and Findings Dissemination

One of ASSET's objectives is to assist researchers with locating data they can use to answer their research questions about student success and equity at U-M. We have created a [data access guide](#). It is a living document and will be updated as we receive more questions from researchers and learn more about possible data sources.

Studying how students meet LSA distribution requirements

ASSET has been working with LSA to describe how students fulfill the College-level requirements for an undergraduate degree, as well as how the patterns of course offerings have changed across the College over time. We are pursuing questions such as: What courses do students use to fulfill distribution requirements? When in their studies do they most often take a Race and Ethnicity course? What are the variety of pathways that they use to meet the language requirement?

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ASSET has been uniquely positioned to extract and transform this data into analytics that are now beginning to answer these questions for the first time.

ASSET Momentum Work in PSOT

ASSET's research on early momentum, or taking an average of 15 credits in the first fall and winter terms, will be a topic at the upcoming Provost's Seminar on Teaching (PSOT) on February 20th. This is an opportunity to get faculty perspectives on how to encourage first-year students to take 15 credits and the implications that has for course design and instruction.

Common Interests? Let us know.

If you are interested in partnering with ASSET on an issue related to student success at U-M or if you are working on a project that sounds really similar to what we are doing, reach out to Claire Boeck (claboeck@umich.edu). Collaboration and partnership can help us learn from one another and reduce duplication of effort.

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