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ASSET Newsletter - April 2024

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This Issue

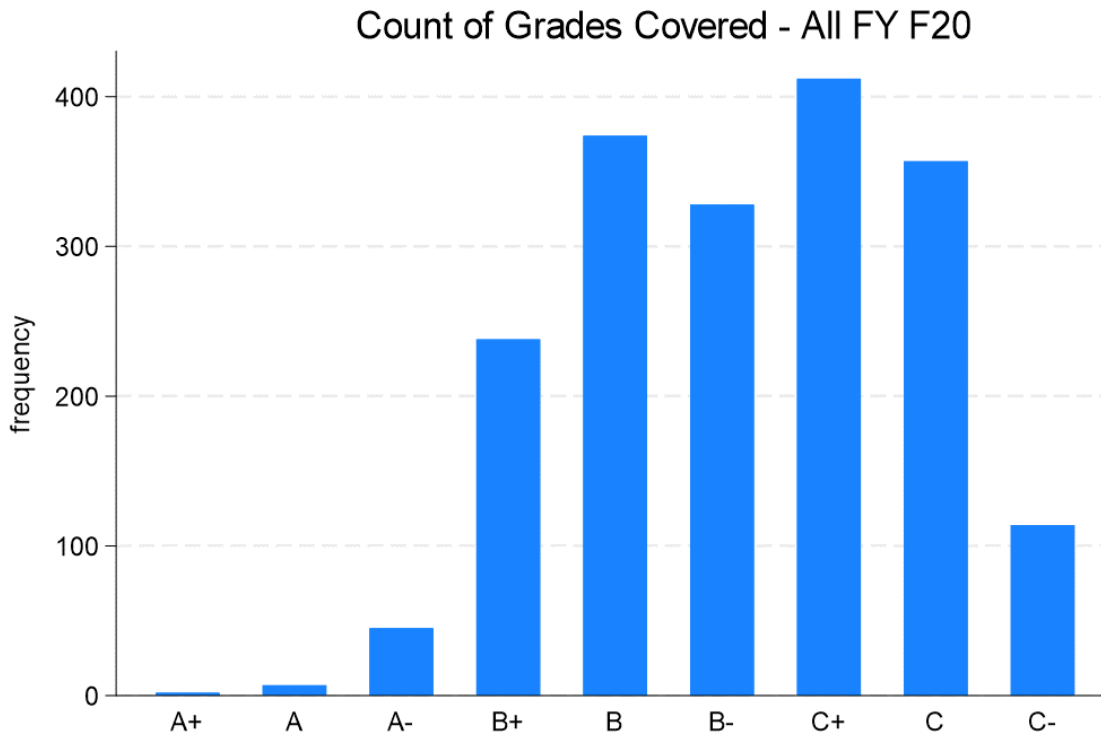
- **Analysis Highlight:** Grade Covering during COVID-19
 - **Projects in-Progress:** Registration activity and credit loads
 - **Sharing Momentum Findings with Advisors**
 - **Arts Give Life to Data and Student Experience**
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Grade Covering Among New Students Fall 2020

In Fall 2020, students could elect to have their grades “covered” as Pass/Fail, thus removing the impact on their GPA. ASSET analyzed how first-year students used this policy. We found that:

- About 20% of first time new students in Fall 2020 covered one or more course grades
- The percentage of first time, new students who covered their grade varied by course, with math, physics, biology, and language courses having the highest percentages of first-time, new students covering the grade
- Covering grades differed by student identity group: Asian, Black, and Hispanic/Latine students had higher probability of covering a course grade compared to White students and male students were more likely to cover grades than female students. Compared to students who did not take any high DFW courses, students who took at least one high DFW course were more likely to cover at least one grade
- Grades in the B and C range (B+ to C-) were the most frequently covered passing grades, but that also differed by racial/ethnic group
- Grade covering narrowed average term GPA gaps between URM/non-URM and male/female students, but did not close the gaps

First term, new students even covered grades of A-, possibly indicating how much stress there is on having a very high GPA.



Analysis In-Progress: Registration Activity and Credit Loads

ASSET is working to understand how new first-year students' registration activity (course registration attempts, waitlists) and registration appointment times could relate to students' credit loads. These

findings could also speak to how course availability impacts first-year students' credit loads. Exploring this issue is in support of the Early Momentum initiative from Vice Provost Angela Dillard.

Sharing Momentum Findings with Advisors

Earlier this month, ASSET [presented](#) findings related to early momentum (completing 30 credits in the first year at U-M) to LSA Newnan advisors and SLC members. ASSET is also hosting a workshop during ACUM to work with advisors on messaging for students and families regarding the benefits of early momentum.

Arts as Expressions of Student Experience

Claire Boeck of ASSET had the honor of attending the students' final presentations for the course *Compose for Change: Healing Arts*. Some students chose to make creative works about their experience at U-M, incorporating ideas shared by peers. The students' work shows that data can have many forms, and that it can be used to tell stories about the student experience at U-M through film, dance, painting, fabric art, poetry, and music.

[Here is a link to slides](#) showcasing one student's work.

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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