



January 2024

*Office of Equity and Inclusion*

# Addressing Equity Gaps: Art of Equity and MavPASS

Diversity, Equity, and Inclusion Committee

BOARD OF TRUSTEES

# Addressing Equity Gaps: Art of Equity and MavPASS

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# The SI Journey

One of the first strategies we implemented for the academic's challenges our students were facing was a modified version of supplemental instruction.

# International Center for Supplemental Instruction

- To gain better understand of SI, invited International Center for Supplemental Instruction to facilitate a university-wide workshop in Feb. 2019
- We learned more about the SI model and the significance of intentional outreach in closing equity gaps.
- Workshop also began the process of a University-wide buy-in for SI.

# MavPASS

Following the year-long pilot program in COB and the workshop facilitated by International Center for SI . . .

SI was moved out of DEI and MavPASS was developed within Academic Affairs

# Action Research Team (ART) of Equity Goals

1. Reduce racial disparity in drop/fail/withdrawal (DFW) rates and reduce overall DFW rates in undergraduate courses.
2. Support Participatory Action Research (PAR) plans for courses through institutional support and pedagogical strategies that lead to more student success.

# Action Research

Community-based, collective approach to solving issues of justice and equity in education. ART of Equity is comprised of administrators, directors, faculty, staff, and students across all campus divisions.

# **Framework Data**

Support options through The Center for Excellence in Teaching and Learning (CETL)

Student/Classroom Supports Strategies  
Culture of care and Wraparound support

# ART of Equity Outcomes

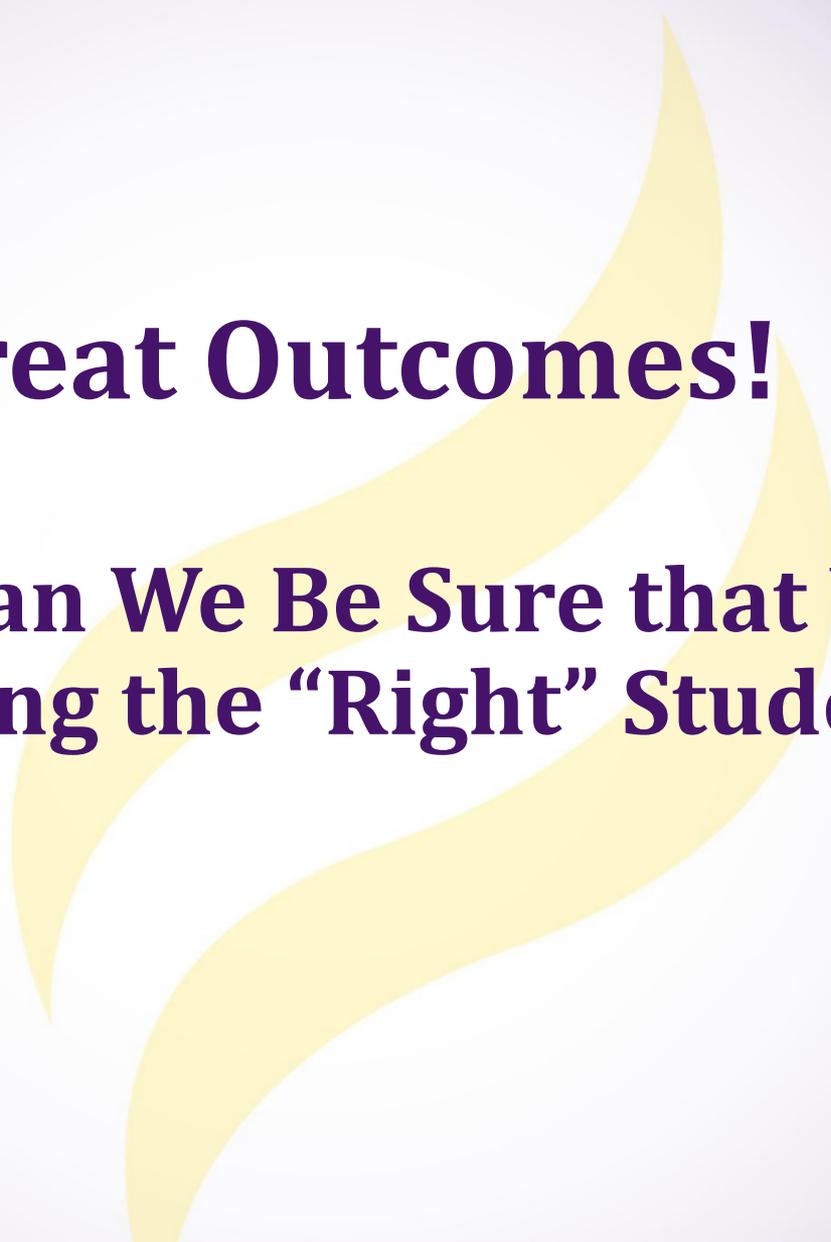
**For students of color, the DFW rate decreased for 6 of the 10 courses. The average DFW rate decreased from 37.9% to 33.6%.**

**The DFW rate difference between students of color and white students decreased for 7 of the 10 courses. The average DFW rate difference decreased from 14.5% to 11.4%**

**The overall average DFW rate decreased for 6 of the 10 courses. The average DFW rate decreased from 26.0% to 24.1%.**

# **MavPASS: Normalizing Academic Support to Foster a Culture of Learning**



A large, abstract yellow graphic consisting of several overlapping, curved, flame-like shapes that sweep upwards and to the right, set against a light purple background.

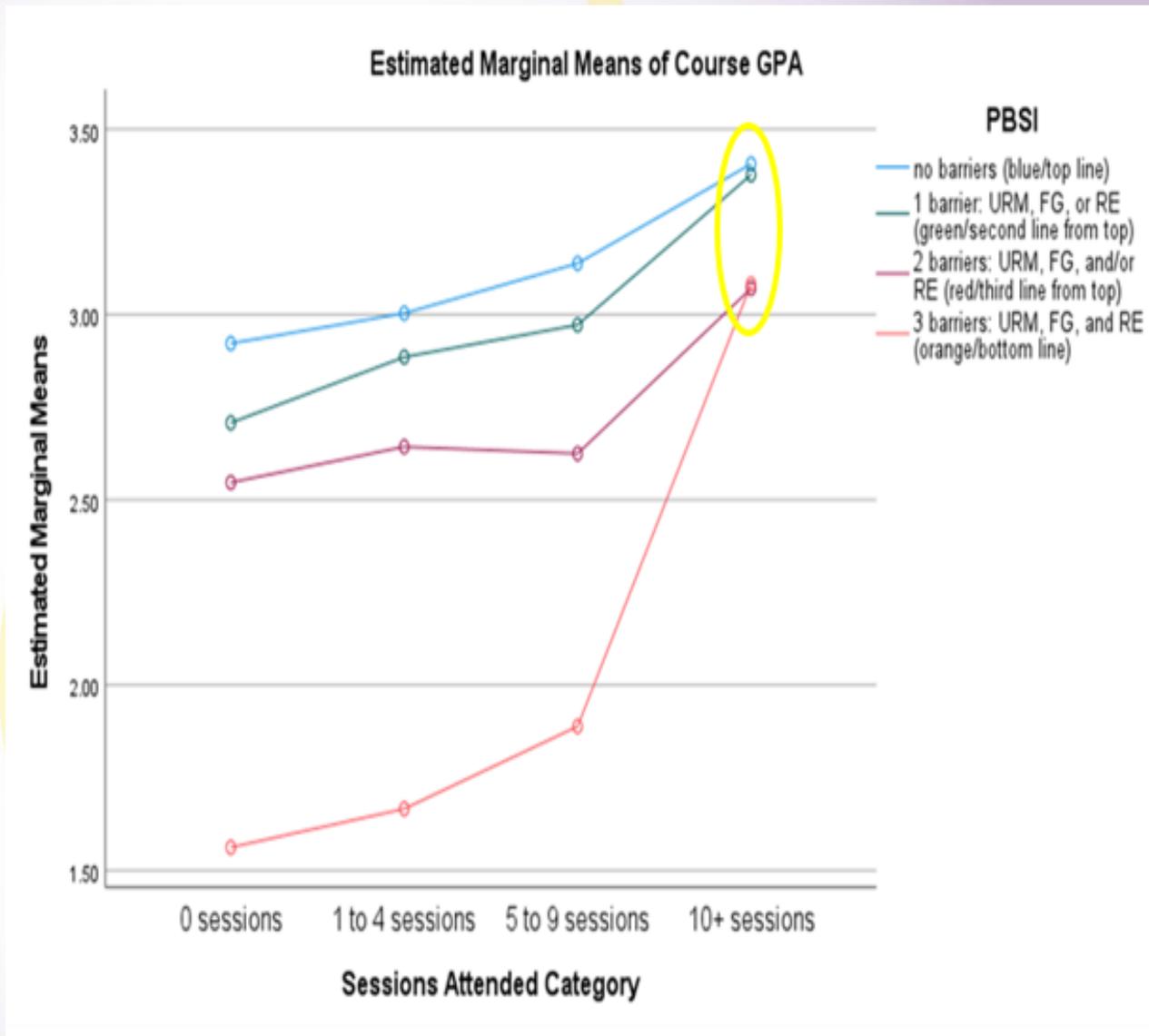
**Great Outcomes!**

**But How Can We Be Sure that We are  
Supporting the “Right” Students?**

# Vision: Normalizing Academic Support

## Why normalize?

- Students who benefit most are the least likely to use if stigmatized
- Regular attendance leads to greatest success, esp. for students who face societal barriers
- **ALL** students benefit



# Path to Normalizing Academic Support

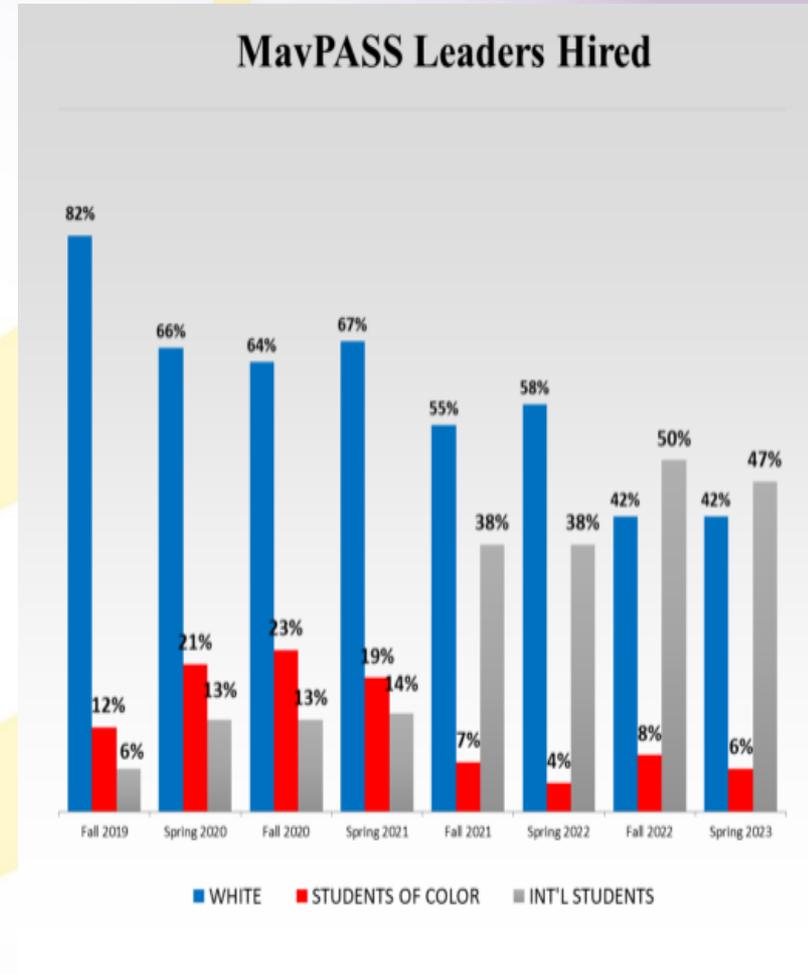
- Inclusive Hiring Practices
- Reframing: Language Matters
- Equitable Access + Thoughtful Collaboration with Faculty

# Inclusive Hiring Practices

- Info Sessions
- Hiring Buddies
- Recruiting Efforts
- Representation

## Participation Rates

	White Students	Students of Color	International Students
Fall 2019	20%	25%	26%
Spring 2020	28%	39%	46%
Fall 2020	29%	37%	37%
Spring 2021	31%	40%	46%
Fall 2021	27%	30%	34%
Spring 2022	24%	27%	37%
Fall 2022	42%	42%	53%
Spring 2023	43%	50%	56%
Fall 2023	54.7%	54.4%	60%



# Reframing: Language Matters

*Consider HOW  
We Encourage  
Academic  
Support*

## Course Citizenship Points

82% students (210/256) attended MavPASS in 1,899 visits (S23)

CHEM111					58%
	0 sessions	1-4 sessions	5-9 sessions	10+ sessions	All MP Student:
# students	46	62	52	96	210
Ave. Course GPA	2.12	2.42	3.09	3.44	3.10
DFW	60.9%	35.5%	11.5%	1.0%	13.8%

80% students (153/192) attended MavPASS in 1,198 visits (F23)

CHEM111					55%
	0 sessions	1-4 sessions	5-9 sessions	10+ sessions	All MP Students
# students	39	47	46	59	152
Ave. Course GPA	2.22	2.61	3.07	3.67	3.20
DFW	38.5%	31.9%	10.9%	0%	13.2%

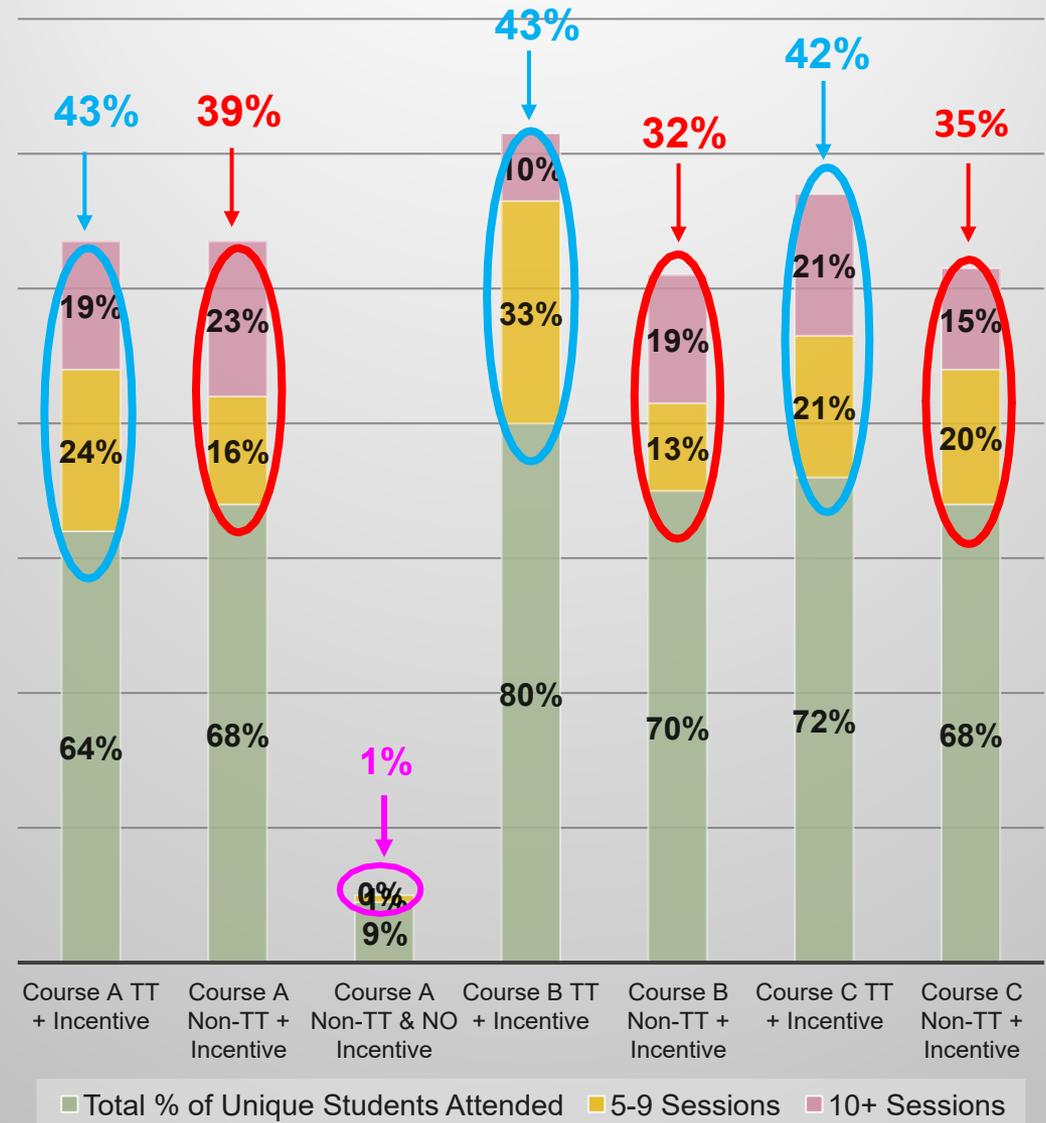
# MavPASS Session Attendance: Timetable vs Non-Timetable Sections

**Equitable Access  
(Timetable Scheduling)  
+ Thoughtful  
Collaboration**

**Timetable  
+ Incentivized  
Practice**

**Non-Timetable  
+ Incentivized  
Practice**

**Non-Timetable,  
No Incentives**

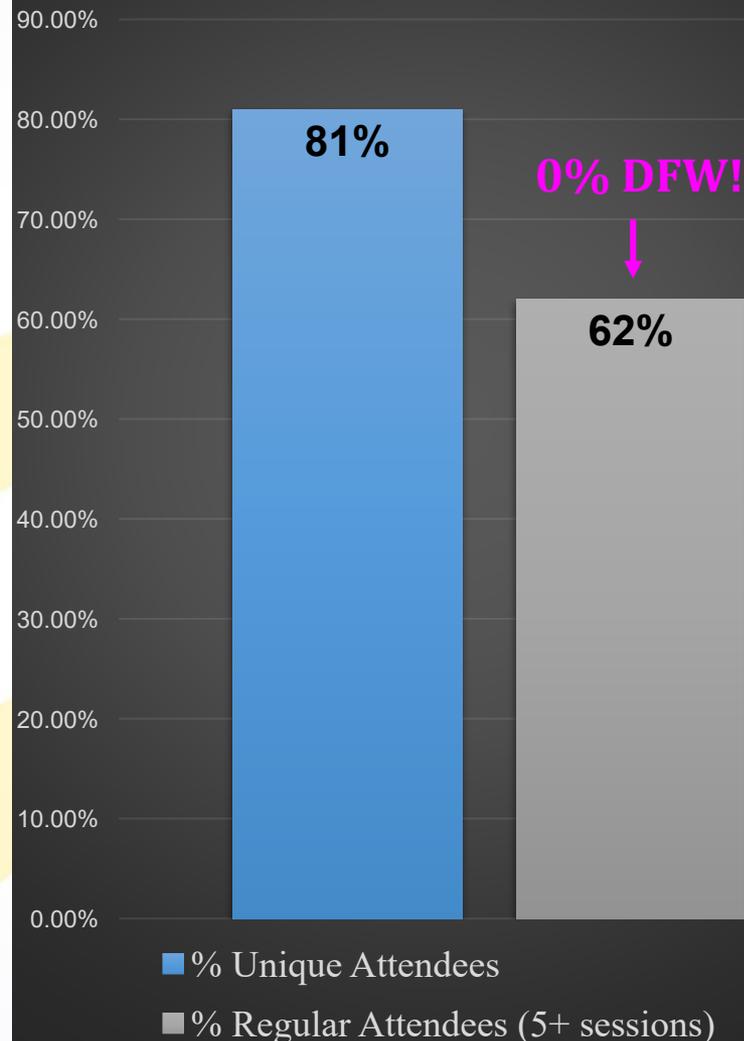


# Thoughtful Collaboration

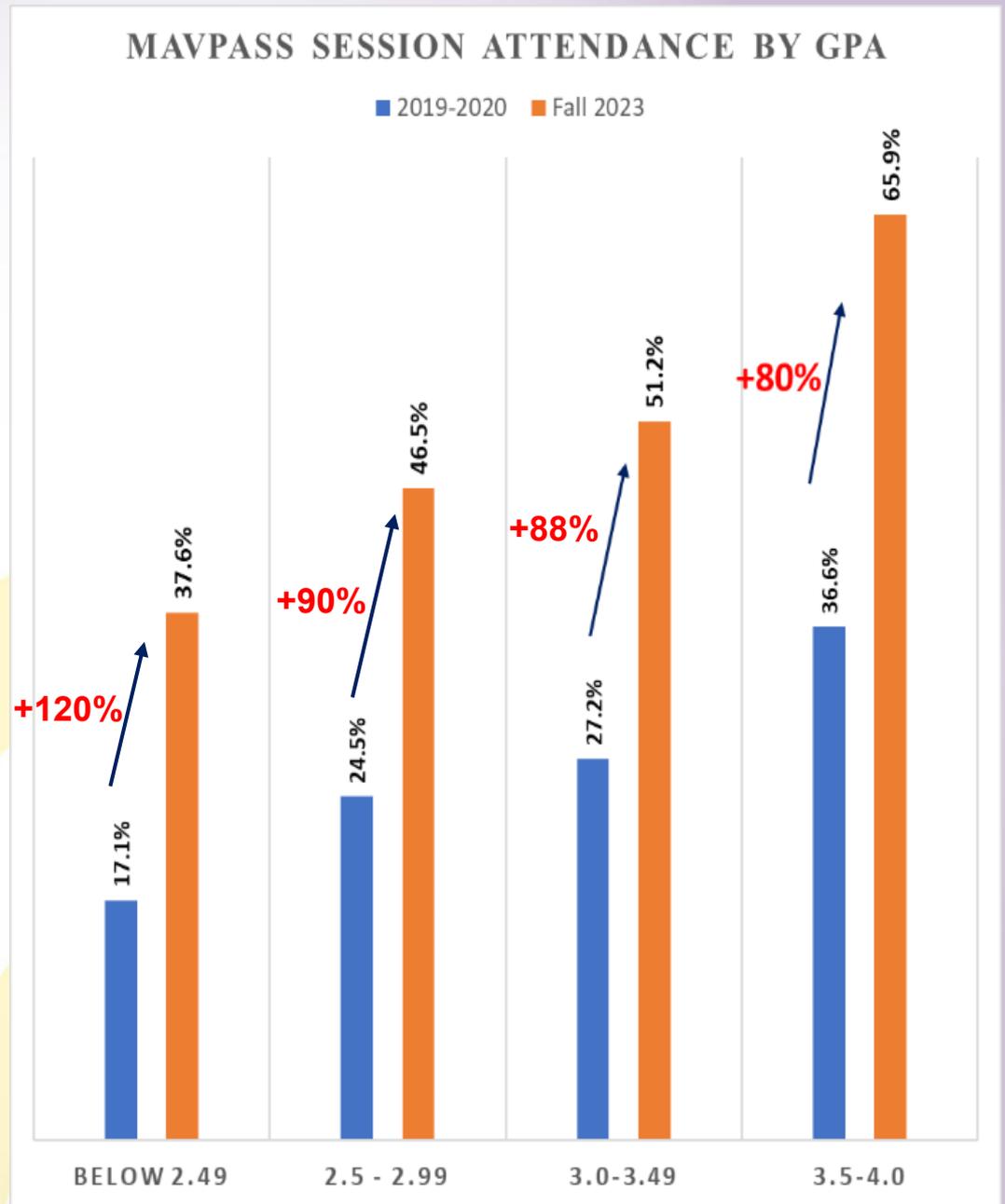
## Implementation Plan

- ✓ Shift from traditional exams to weekly quizzes & final
- ✓ Structured weekly meetings with MavPASS Leader
- ✓ Increase in class announcements about MavPASS
- ✓ Active involvement of MPL in class (lead activities)
- ✓ Quiz corrections on 2 w/defined level of MavPASS attendance

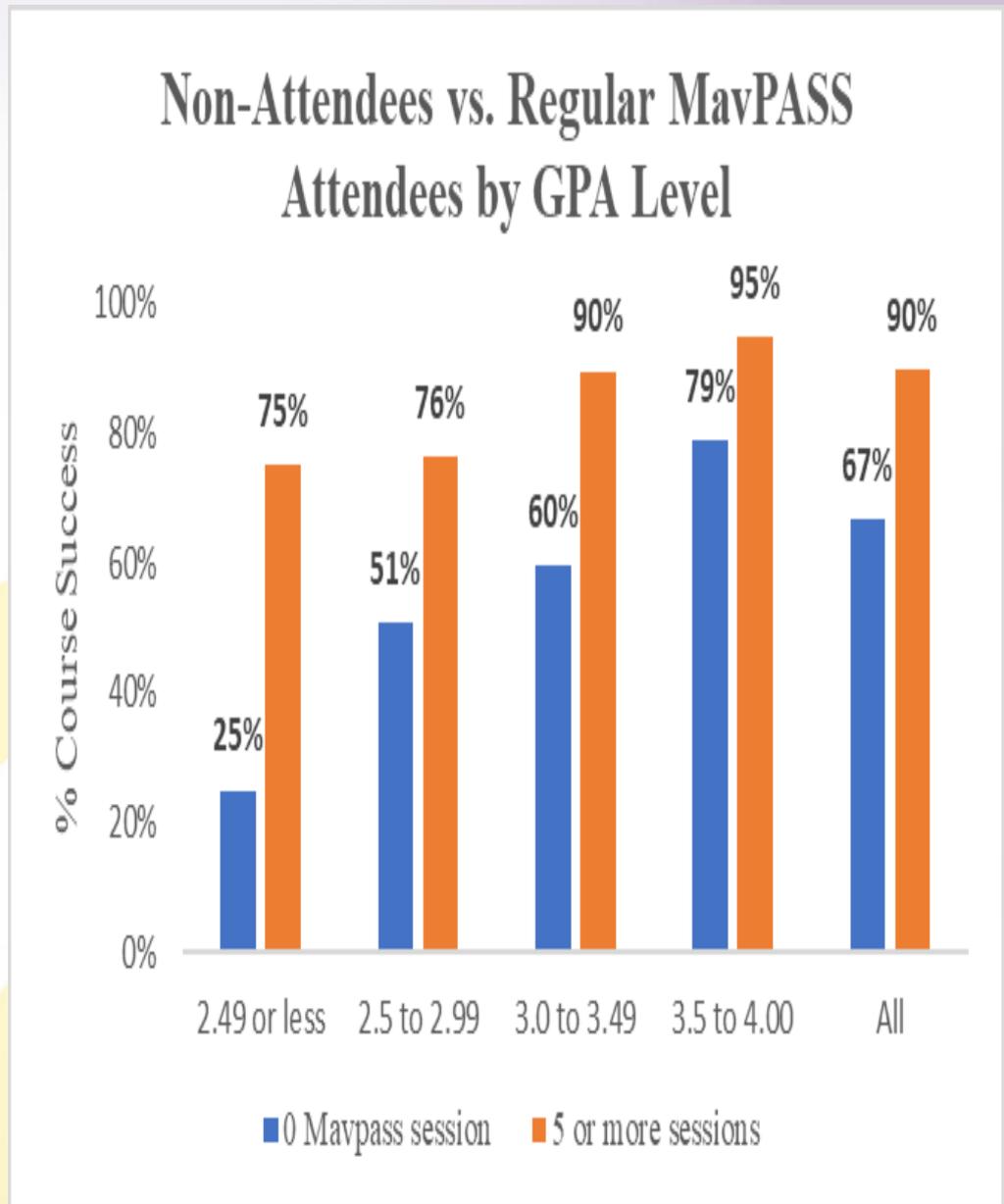
## Impact of Intentional Collaboration with MavPASS on Session Attendance



# MavPASS Attendance by GPA: 2019-2020 vs. Fall 2023



# Course Success by GPA Level for Matched Pairs, 2022-2023



# MavPASS Session Attendance

- **10,594 Student Visits by 1,819 Unique Students**
  - 446 Students Attended 10+ Sessions
  - 427 Students Attended 5-9 Sessions
  - 946 Students Attended 1-4 Sessions

Efforts to Normalize Academic Support

Percentage of Students ENROLLED by Attendance Category

	Fall19	Spring20	Fall20	Spring21	Fall21	Spring22	Fall22	Spring23	Fall23
% 10+ Attendees	1%	3%	3%	6%	3%	3%	9%	9%	14%
% 5-9 Attendees	4%	6%	6%	6%	5%	5%	9%	10%	13%
% 1-4 Attendees	16%	24%	22%	23%	20%	18%	26%	28%	30%
% 0 Attendees	79%	68%	69%	65%	72%	73%	56%	53%	43%
All MP Attendees	21%	32%	31%	35%	28%	27%	44%	47%	57%

# Keys to MavPASS Success



1. Build Quality Program with High Standards
2. Build a Positive Culture that Starts with Early Advocates & Includes Responsible Spending
3. Tie to a Vision—Normalize Academic Support!
  - Lead & Inspire Cultural Change
  - Partner with Faculty Development

# Questions for Consideration

1. *How can we continue to battle problematic student-deficit mindsets and engage faculty in embracing pedagogical strategies and student support systems that aim to close equity gaps and retain students?*
2. *What support can the system provide us in building and providing automated course DFW rates to faculty at the individual instructor level?*



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