



**MINNESOTA STATE**  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME:** Diversity, Equity and Inclusion Committee

**DATE:** January 24, 2024

**TITLE:** Addressing Equity Gaps: Art of Equity and MavPASS

Action

Review and Discussion

*This item is required by policy*

**PRESENTERS**

Henry Morris, Vice President for Diversity, Equity and Inclusion, Minnesota State University - Mankato

Timothy Berry, Associate Vice President for Faculty Affairs & Equity Initiatives, Minnesota State University - Mankato

Laura Jacobi, Professor & University MavPASS Faculty Liaison, Minnesota State University - Mankato

**PURPOSE**

The presenters will share their work surrounding closing equity gaps at Minnesota State University Mankato. In particular, they will share information about the development and outcomes of the ART (Action Research Team) of Equity framework and MavPASS (Maverick Peer-facilitated Academic Support System).

**BACKGROUND INFORMATION**



**MINNESOTA STATE UNIVERSITY, MANKATO**

**OFFICE OF THE PROVOST**

**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.

### **ART Framework**

Step 1: Identify the problem.

Step 2: Build a team and collect data.

Step 3: Move from the big picture to manageable steps.

Step 4: Identify the data you need and continue to build the team.

Step 5: Share the data with those closest to the issue and began adopting PAR plans for each course.

### **Data release process**

Selected courses were based on 5 criteria:

- High course enrollment.
- The course is a prerequisite for admittance to a program/programs.
- The course has a high DFW percentage for students of color.
- The course has a high overall DFW percentage.
- The course has a high DFW percentage disparity between students of color and white students.

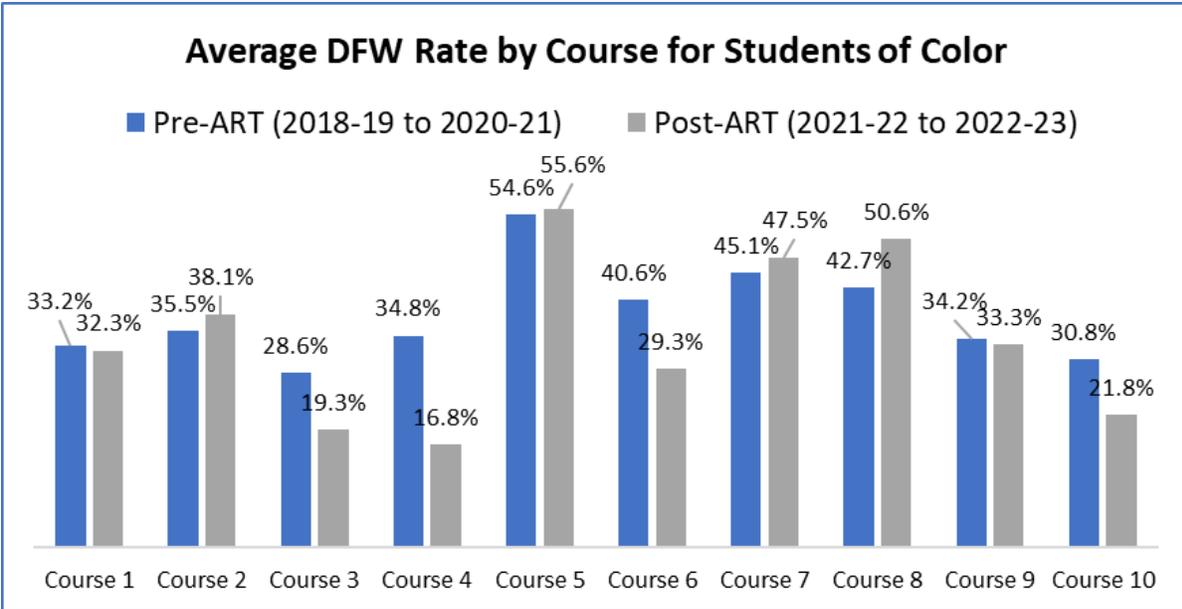
### **Faculty/Staff Support Strategies**

- Support options through CETL
  - a) Action assessment team approach: 8 sessions – collecting data, development of analyses/practices/procedures within their specific context.
  - b) Antiracist pedagogy
  - c) Course Redesign
  - d) Flipped Instruction

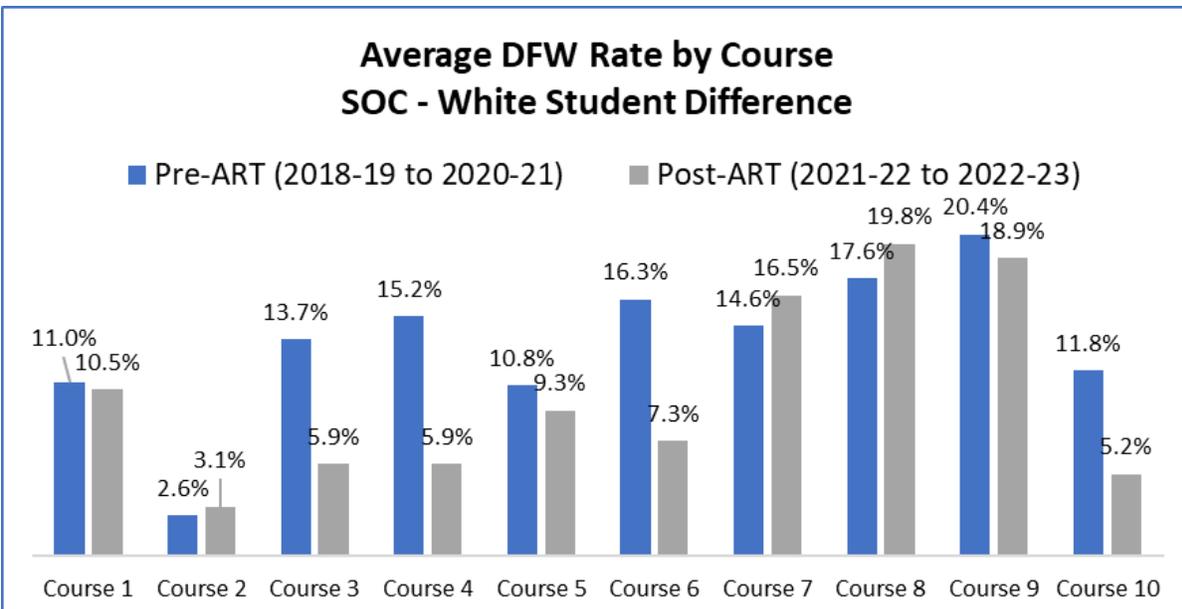
### **Student/Classroom Supports Strategies**

- Culture of care and Wraparound support
  - Cross-pollination of institutional academic support with social emotional support with Student Affairs
  - Center for Academic Success (CAS) - embedded tutoring, etc.
  - Supplemental Instruction – MavPass

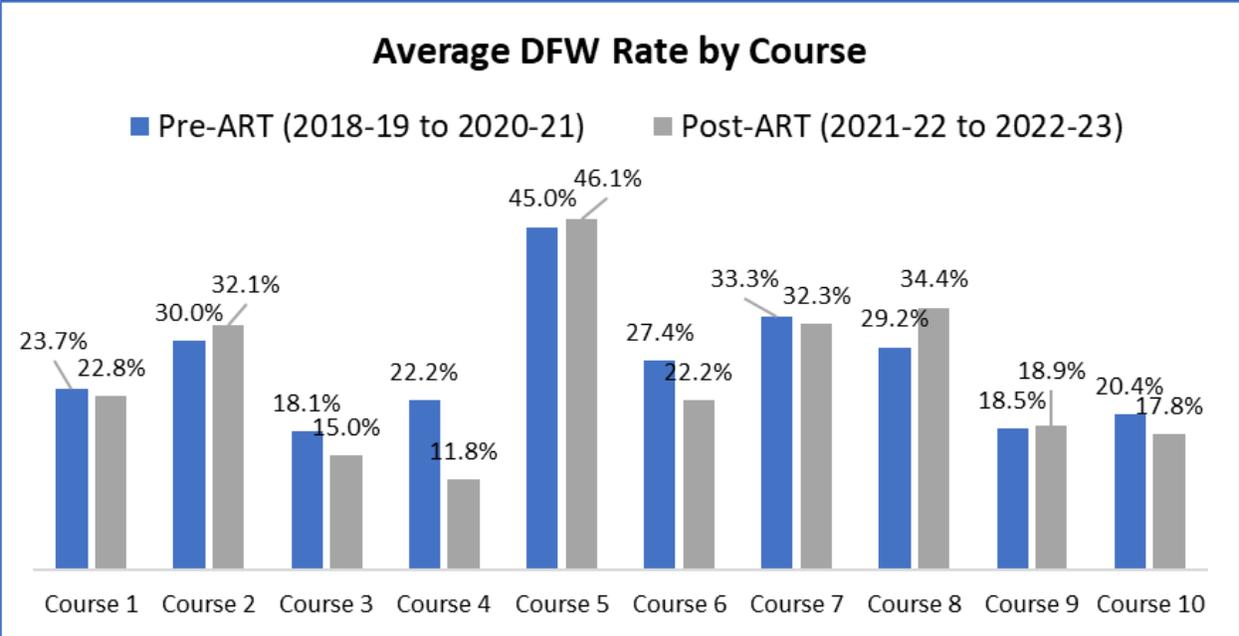
## ART of Equity Outcomes



**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%.**

## What is MavPASS?

**Maverick Peer-facilitated Academic Support System (MavPASS)** is designed to coach students with strategies that will help them learn difficult content in a specific course. MavPASS Leaders do not tutor students in content. Instead, with extensive training on facilitation skills, collaborative learning strategies, and inclusive environments, MavPASS Leaders intentionally and thoughtfully plan fun, engaging, and inclusive study sessions with the course content upon which students are assessed and/or that they find most difficult. MavPASS sessions are open to ALL students since data reveal that all students may benefit.

### Goals of MavPASS

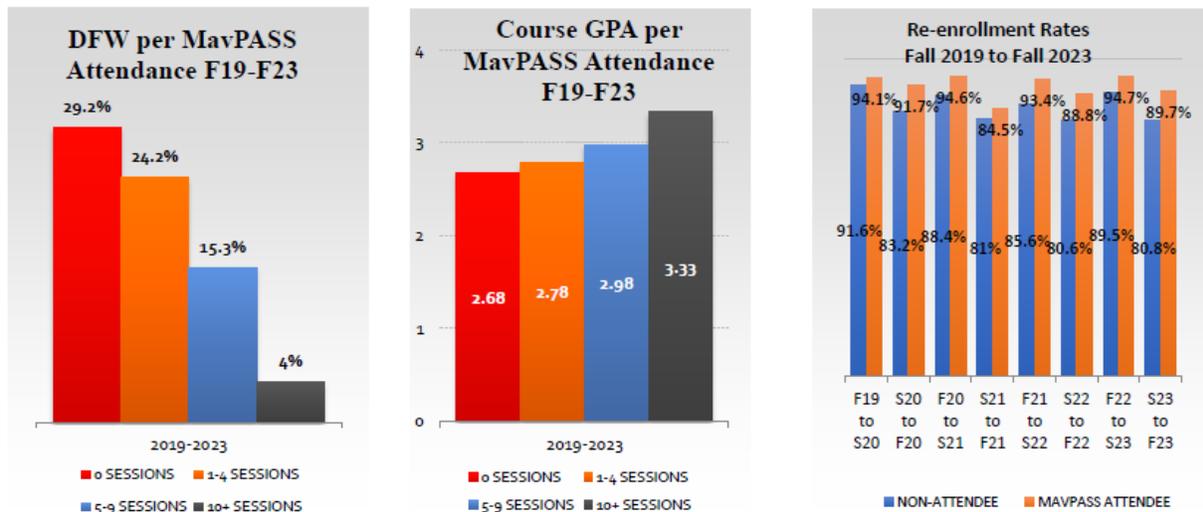
- Facilitate learning and course success
- Close equity gaps
- Retain students

## MavPASS Program Summary Data: 2019-2023

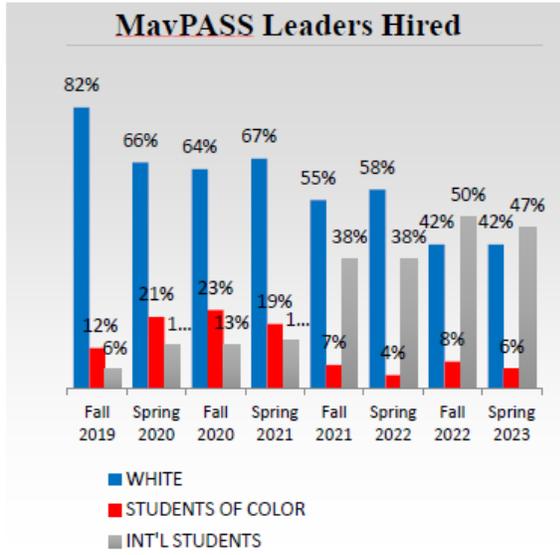
### Significant Growth in Participation Rates . . .

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%

### Lower DFW Rates, Higher Course GPAs, & Higher Re-enrollment Rates for MavPASS Attendees (23,773 Students in MavPASS-Supported Courses) . . .



**Intentional Hiring Efforts & Closing Equity Gaps**



All Courses F19-F23	SOC DFW	White DFW	Equity Gap
0 Sessions	40.2%	25.8%	14.2%
1 or more sessions	27.5%	15.9%	11.6%
1-4 Sessions	32.6%	21.1%	11.6%
5-9 Sessions	25.1%	12.9%	11.9%
10+ Sessions	8.6%	2.3%	6.3%

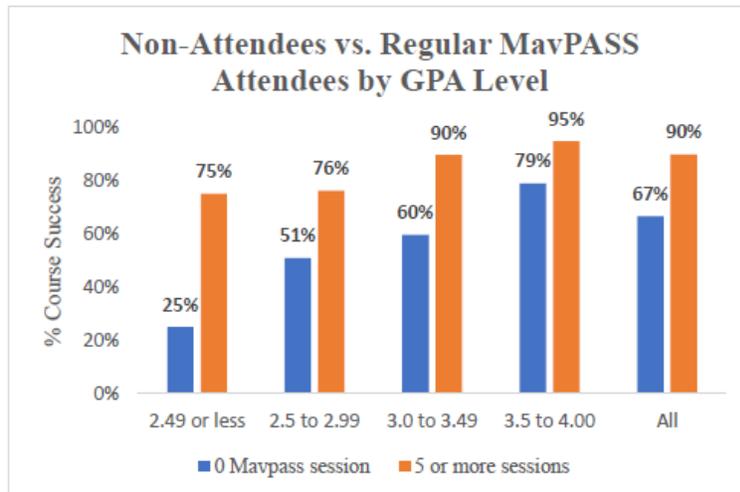
**Fall 2019-Spring 2023: Percentage of Students Retained in Subsequent Semester by Sessions Attended & Demographic Classification**

Sessions Attended	International Students	Students of Color	White Students	All Students
0 Sessions	87.9	80.5	85.4	84.8
1-4 Sessions	90.8	86.3	90.9	89.9
5-9 Sessions	94.2	91.3	93.9	93.3
10+ Sessions	96.5	93.5	95	94.8

\*Data reveal that regular MavPASS attendance is associated with significantly higher levels of retention, especially for students of color.

**Matched Pairs Analysis, 2022-2023**

\*Reveals significantly higher rates of course success at all GPA levels for regular MavPASS attendees (attendance at 5+ sessions)



Questions? *Laura Jacobi, University MavPASS Faculty Liaison, Minnesota State University, Mankato*  
 507-389-5302, [laura.jacobi@mnsu.edu](mailto:laura.jacobi@mnsu.edu)

## Questions for Trustee 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?*