

GRIT Program Review Analysis

Department/Office/Program: Biology

Date: 4/12/23

- 1. Concerning issues around access, retention, and success of students**
 - A. Nursing pre-requisite success and retention rates for Black and Latinx students is lower (Anatomy, physiology, and microbiology) than White students
 - B. Retention and student success rates for Black and Latinx students are low in all biology courses, but especially in Biology 110
 - C. Considerably more female students compared to males enrolled in Allied Health

- 2. Concerning issues around equity**
 - A. Nursing pre-requisite success and retention rates for Black and Latinx students is lower (Anatomy, physiology, and microbiology) than White students
 - B. Retention and student success rates for Black and Latinx students are low in all biology courses, but especially in Biology 110

- 3. Promising practices that support students that are being implemented**
 - A. Partnership with MLK Jr. Academy
 - B. Improving microscope accessibility for visually impaired students
 - C. Ocean side collaborative program
 - D. Roundtable gathering for reflection and opportunity to advance DEI

- 4. Important to note**

- 5. Recommendations**
 - A. Implement “exit survey” to understand why students are dropping through an email or other means
 - B. Collaborate and share with Career and Internships Coordinator to create or expand work experience opportunities for students
 1. Explore Parks Conservancy academic internship program to pay interns for 10 weeks in the summer
 2. Explore Golden Gate National Recreation Area opportunities for student projects with fee waivers
 - C. Explore LAEP funds to support research internships for example opportunities with the Buck Institute and potentially other institutes
 - D. As included on page 14 of your review,
 1. Professional development training in equitable practices and pedagogy
 2. Supplemental instruction
 3. Embedded tutors
 4. Sections of BIOL 110 with embedded Umoja and Puente cohorts
 5. Outreach to younger students in the community: Bolinas Marine Center (center for science equity), partnership with Bayside MLK Academy and Audubon Canyon Ranch etc.
 6. Outreach through the COM museum
 7. Design experiences that invite biophilia
 8. Faculty resource sharing for equitable strategies
 - E. Collaborate with STEM Learning Community and incoming MESA Director

- F. Develop reflective communities of practice to enhance inclusive teaching
- G. Develop materials to align with Zero Cost Textbook program to reduce barriers for students

6. Commendation

- A. Intentional effort to enhance inclusive and proactive practices to address racial and gender disparities.
- B. Goals stated on page 15:
 - 1. Objective 1: better understand the disparity between ethnicities in success and retention for BIOL 110
 - Possible actions to support this objective:
 - 1. Student exit survey for those who do not complete the course,
 - 2. Review of educational research,
 - 3. Review of outcomes from past strategies tried at COM
 - 2. Objective 2: Improve completion and success rates for African American and Hispanic students in BIOL 110
 - Possible actions to support this objective:
 - 1. Have an ongoing agenda item in dept meetings that focuses on this work
 - 2. Choose and implement strategies
- C. They reviewed their practices' alignment with COM's Strategic Plan objectives and performance indicators

GRIT's Charge

The Guidance, Resources, Integration, and Transformation (GRIT) Committee operates in collaboration with PRAC and the Academic Senate to support College of Marin's commitment to providing equitable opportunities and fostering success for all members of our diverse community. GRIT reviews institutional plans, program reviews, and data to ensure that antiracist practices, equity and access are embedded in all plans and programs and that resources and efforts support overall student success.

Definitions

The following definitions have been adopted by COM as stated in the Educational Master Plan 2017-2025, p. 18:

Equity: Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

Equity-minded: The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.