

GRIT Program Review Analysis

Department/Office/Program: Nursing

Date: 3/8/2023

1. Concerning issues around access, retention, and success of students

- A. Demographics data about who applied to the program and was admitted is not included or discussed.
- B. Demographics data about who from the program participated in the BSN Bridge program is not included or discussed.
- C. A disproportionately low percentage of Latinx students enrolled in the program compared to the overall Latinx population at COM.
- D. A disproportionately high percentage of white students enrolled in the program compared to the overall white population at COM.

2. Concerning issues around equity

- A. Demographics data about who applied to the program and was admitted is not included or discussed.
- B. Demographics data about who from the program participated in the BSN Bridge program is not included or discussed.
- C. A disproportionately low percentage of Latinx students enrolled in the program compared to the overall Latinx population at COM.
- D. A disproportionately high percentage of white students enrolled in the program compared to the overall white population at COM.

3. Promising practices that support students that are being implemented

- A. Program connection with Student Nursing Equity program
- B. Development of new criteria for application that is more inclusive
- C. Collaboration with SAS and COM Cares
- D. Summer Work Force program – Summer Career Academy
- E. Grant funding to offset material cost for students
- F. Textbook program
- G. Faculty Student Success Advisors
- H. Professional Learning for program faculty on implicit bias

4. Important to note

5. Recommendations

- A. Reevaluate demographics data, analyze, and provide thoughts and discussion in connection with the program and courses
- B. Include, analyze, and discuss demographics data about who applied to the program and who was admitted
- C. Include, analyze, and discuss demographics data about who from the program participated in the BSN Bridge program
- D. In agreement with program reflection that faculty should participate in professional learning in areas of diversity, equity, and inclusion as well as healthcare disparities and bias.
- E. One PL opportunity that the program should consider for online instruction is “Equity and Culturally Responsive Online Teaching” through ProLearning:

<https://onlinenetworkofeducators.org/course-cards/equity-culturally-responsive-teaching-in-the-online-learning-environment/>

- F. Collaborate with MESA concerning nursing pre-requisites across disciplines

6. Commendation

- A. Program connection with Student Nursing Equity program
- B. Summer Work Force program – Summer Career Academy
- C. Grant funding to offset material cost for students
- D. Textbook program
- E. Faculty Student Success Advisors
- F. Development of Certified Nursing Assistant program
- G. Hybrid classes to meet student needs

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.