

GRIT Program Review Analysis

Department/Office/Program: Student Equity Plan

Date Reviewed: February 11, 2026

Concerning issues around access, retention, and success of students

- DI Groups addressed in plan are more restrictive than what raw data says (Hispanic, First-Gen, Black/African-American, White, White Males)

Concerning issues around equity

- Report is not inclusive of enough DI groups to draw meaningful conclusions

Promising practices that support students that are being implemented

- Some of the promising practices and programs were not included:
 - Defining role of campus police department, equity-centered professional development
 - Targeted learning support that supports students in programs like EOPS
 - Mental health through an equity lens- LatinX focused workshops, Equity in Mental Health Symposiums
 - Review of program review templates to ensure alignment with college equity goals

Important to note

- SAS students are not listed as DI- DSPS is not listed as a “traditionally underserved group”
- Where does data from Puente & Umoja fit?

Recommendations

- Get updated numbers from our internal dashboard to get better picture of DI groups
- Plan should be more inclusive of other programs and learning communities and the work they are doing
 - Suggest including EOPS, USS, and ESL
 - Flesh out the plan to focus on more specific data- use the college student equity data:
<https://public.tableau.com/app/profile/com.planning.research.institutional.effectiveness/vizzes>
 - Qualitative and quantitative data available for EOPS and other equity-based programs
 - EXAMPLE: Summary from the 2019-2021 EOPS College of Marin Student Outcome Analysis (source-PRIE)
The following are statistically significant outcomes. Students enrolled in EOPS, compared to similar non-EOPS students in the comparison group:
 - Carried a higher average term unit load;
 - Earned more units on average;
 - Achieved higher average course retention and success rates;
 - Earned higher average GPA; and
 - Were more likely to earn an AA/AS degree or certificate.

Commendation

- Successful enrollment for DI student population – Hispanic
- Completion of both transfer-level math and English for DI student populations: First-gen, Hispanic, Black

Meeting Outcomes and Action Items

GRIT

Guidance–Resources- Integration- Transformation



Review sent to: *Stormy Sabia Miller, GRIT committee*

Follow-up date for chair: None necessary

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.