

## GRIT Program Review Analysis

Department/Office/Program: Astronomy

Date Reviewed: February 25, 2026

### Concerning issues around access, retention, and success of students

- Questions about the interpretation of the data. Differences between interpretation in PR and PRIE interpretation
- Examine below college level success rates for ASTR 117L

### Concerning issues around equity

- Questions about the interpretation of the data
- Examine DI for females and conclusions from data
- Examine DI for Hispanic students

### Recommendations

- Meet with Holley from PRIE to go over the data and discuss interpretation
- Answer all questions thoroughly

### Commendation

- Partnerships with multiple departments and groups across the College as well as in the community
- Dedication to developing a program that is more inclusive and improving pedagogy

### Meeting Outcomes and Action Items

Review sent to: *Patrick Kelly, David Everitt, Jeffrey Reeder, GRIT committee*

Follow-up date for chair: None necessary

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### 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.