

## **GRIT Program Review Analysis**

**Department/Office/Program: Chemistry**  
**Date Reviewed: March 11, 2026**

### **Questions around access, retention, and success of students**

- Good enrollment overall
  - Gender ratio shows higher female-to-male rate, consistent with the college population
- Hispanic student success rates are lower in multiple terms
- DI observed for ages 25–29, but is unaddressed in PR

### **Questions around equity**

- Strong representation of Hispanic and White students

### **Important to note**

- Gender success rates appear consistent

### **Recommendations**

- Need clearer articulation of:
  - Program objectives
  - Student outcomes
  - Assessment methods
- Assessment gaps
  - Need assessment of intervention effectiveness.
- Insufficient Student Learning Outcomes (SLOs)
  - Very few SLOs included in the Chemistry Program Review
  - Unclear how SLOs are currently assessed
- Consider offering companion course designed for students needing math refresh before chemistry

### **Meeting Outcomes and Action Items**

Review sent to: *Patrick Kelly, 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.

# GRIT

Guidance–Resources- Integration- Transformation



**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.