

## **GRIT Program Review Analysis**

**Department/Office/Program: Dance**

**Date: 9/11/24 and 9/25/24**

- 1. Concerning issues around access, retention, and success of students**
  - A. More women than men enrolled in courses.
  - B. Disproportionate impact for Latinx students.
- 2. Concerning issues around equity**
  - A. More women than men enrolled in courses.
  - B. Disproportionate impact for Latinx students.
- 3. Promising practices that support students that are being implemented**
- 4. Important to note**
  - A. How recently was the program review updated?
  - B. Some of the information seemed more relevant to Covid time period and not post Covid
  - C. Provide more clarity about the statement concerning the decline in enrollment over three years due to location of dance.
  - D. Clarify what the three locations are that were referred to in the program review.
  - E. Clarify which Zoom classes are being offered, and if there are currently DE classes
    1. Regardless of modality, students must receive a progress indicator
- 5. Recommendations**
  - A. Connect with Learning Communities and engage in active outreach across the campus.
  - B. Update program review to capture recent data.
- 6. Commendation**
  - A. Connection with Dance schools in the county.
  - B. One on one assistance, regular contact, and office hours provided to students.

## **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.