

## **GRIT Program Review Analysis**

**Department/Office/Program:** Dental Assisting

**Date:** 5/10/23

- 1. Concerning issues around access, retention, and success of students**
  - A. No enrollment data included in the Program Review about ethnicity and gender
- 2. Concerning issues around equity**
  - A. Lack of enrollment of African American/Black students
- 3. Promising practices that support students that are being implemented**
  - A. Instructional specialist who assists students in Spanish
  - B. Faculty study groups and one on one tutoring
- 4. Important to note**
- 5. Recommendations**
  - A. Material cost – find ways to reduce materials and textbook cost
  - B. Develop strategies to outreach and enroll male students and across the gender spectrum
  - C. Create pathways for high school students to apply to the program
  - D. Increase visibility of the program on campus
  - E. Develop a career speaker series
- 6. Commendations**
  - A. High success rates of all populations of students
  - B. Instructional specialist who assists students in Spanish
  - C. Increased completion rates for low-income students
  - D. Placement of students after certification
  - E. Virtual open house

### **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.