

GRIT Program Review Analysis
Department/Office/Program: Geology
Date: 4/26/23

- 1. Concerning issues around access, retention, and success of students**
 - Low enrollment of Latinx students in comparison to COM's overall Latinx population
- 2. Concerning issues around equity**
 - The enrollment number of students by demographic and gender were not included in the program review report
 - Low enrollment of Latinx students in comparison to COM's overall Latinx population
- 3. Promising practices that support students that are being implemented**
- 4. Important to note**
 - Program review sections were incomplete and need more thorough responses
- 5. Recommendations**
 - Converse with Geography and Life and Earth Sciences faculty about ways to implement equity into the curriculum
 - Examine and implement anti-racist practices to decolonize the curriculum
 - Provide more information about how the curriculum is culturally responsive
- 6. Commendation**
 - All courses are ZTC and use online texts
 - Collaboration with COMPASS program and Las Positas College

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.