

GRIT Program Review Analysis

Department/Office/Program: Physics

Date Reviewed: March 11, 2026

Questions around access, retention, and success of students

- Low enrollment among Black/African American students
- No DI in enrollment by ethnicity.
- DI observed in Hispanic students for retention and success.
- DI observed for males in Spring 2025.
- No introductory physics course available.

Questions around equity

- Strong representation of Hispanic and White students

Important to note

- Gender success rates appear consistent

Recommendations

- Multiple prerequisites limit access to the program.
 - Unclear whether math prerequisites are communicated effectively
 - Create intro-level course
- Offer STEM career exploration counseling course
- Advertise during Summer Bridge
- Physics 110 satisfies lecture requirement but not lab requirement
 - Students must take an additional lab course and accumulate extra units to fulfill requirement – uses additional Pell Grant & Cal Grant funding and creates unnecessary unit accumulation for transfer students
 - Recommendation: do not run PHYS 110 without 110L so students complete the full requirement
- Insufficient Student Learning Outcomes (SLOs)
 - Very few SLOs included in the Chemistry Program Review
 - Unclear how SLOs are currently assessed
- Assessment gaps
 - Need assessment of intervention effectiveness.
- Need clearer articulation of:
 - Program objectives
 - Student outcomes
 - Assessment methods

Meeting Outcomes and Action Items

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

Follow-up date for chair: None necessary

GRIT

Guidance–Resources- Integration- Transformation



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.