

GRIT Program Review Analysis
Department/Office/Program: ECE
Date: 4/2022

- 1. Concerning issues around access, retention, and success of students**
 - A. Higher level child development classes are persistently low enrolled because many students are not moving beyond the certificate level
 - B. Tutoring for ECE students
 - C. Experiential learning and/or actual coaching for COM ECE students

- 2. Concerning issues around equity**
 - A. English language acquisition of students in the Spanish ECE classes
 - B. Tutoring for ECE students
 - C. Cost of books

- 3. Promising practices that support students that are being implemented**
 - A. Examination of data at the course level with a focus on student success
 - B. Strong focus on student success in the classroom through the use of small group work, peer to peer exchanges, and simulations

- 4. Important to note**

- 5. Recommendations**
 - A. **Language Acquisition/Enrollment in Higher Level Classes:** Work with the ESL and ESLN departments to help connect ECE students to ESL/N classes for increased English language acquisition. Students could move into higher level courses with increased English Language acquisition and have better success.
 - B. **Tutoring:** Encourage ECE students who can tutor to take COM work experience classes to get to the six unit work minimum and build their work experience skills, such as resume, etc.
 - C. **Degree:** Work with counseling to determine GE required courses that would complement the ECE degree as well as other alternative class modalities that would accommodate and support ECE students

- 6. Commendation**
 - A. Department examines data at the course level, creating a culture of inquiry and improvement with a focus on student success in the department

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.