

GRIT Program Review Analysis

Department/Office/Program: Fine Arts and Architecture

Date: 12/8/2021

1. Concerning issues around access, retention, and success of students

• Fine Arts Enrollment

- More White students than College average
- Lower numbers of Hispanic students than College average
- Same or slightly lower Black/African American students than College average
- Lesser percentage of men enrolled than College average
- Perception visual arts coded "white" and therefore not of interest
- Lack of representation in the classroom and in course content
- Older students than College average

• Architecture: Enrollment

- Female: Lower than College average

2. Concerning issues around equity

• Fine Arts: Success and Retention

- Black/African American Students
 - Completion/Retention: Generally lower the College average –
 - Success: Lower compared to other groups in the program
 - Reason: Do not see themselves reflected/addressed in course content
- Older students than average

• Architecture: Success and Retention

- An unevenness in the preparation that some of our students have received before starting in architecture (particularly in writing and math)
- Need to coordinate more fully with the services already in place on campus

3. Promising practices that support students that are being implemented

- Piloting Lending Tool Library in Fall 2021
- Broadened and more inclusive course content

4. Important to note

• Architecture:

- During Covid, enrollment increased
- Small but growing number of transgender and non-binary students
- Increase in Latinx students
- Some Latinx students have family members in construction

5. Recommendations

• Both Departments

- Implement the promising ideas from the program review report around material costs:
 - Establish a Tool Lending Library (most applicable to studio courses)
 - Use recycled materials
 - Use assignments that minimize cost of materials
- Work with Advancement to fundraise for materials

- **Fine Arts**
 - Implement the promising ideas from the program review report to support Black/African American students:
 - Develop and include course content that focuses on the African American role in art-world developments
 - Bring in guest-speakers that bring African American perspective to course content
- **Architecture: Success and Retention**
 - Embed and connect students to services, such as invite counselors to classes, work with Tutoring and Learning Center, learning communities, and career
 - Ensure that support is intentional and focused on Black/African American and Latinx students
 - Partner with UEI, learning communities, and community partners to expand pedagogy to better reflect Black/African American and Latinx students

6. Commendation

- **Fine Arts:**
 - Focus on student success
 - Engaged in departmental discussions and developed promising solutions to better support Black/African American students
- **Architecture:**
 - Classes are becoming increasingly diverse
 - Broadening the course content

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.