

GRIT Program Review Analysis

Department/Office/Program: Math Dept.

Date: 12/14/2022

1. **Concerning issues around access, retention, and success of students**
 - A. **Data:** Need data about students who drop before Census
 - B. **Success:**
 1. **All students:** Many classes have overall success rates below 70% threshold for all students
 2. **Students of Color:** Hispanic and Black or African American success rates are below the 70% threshold and show disproportionate impact.
2. **Concerning issues around equity**
 - A. **Students of Color:** Dept. acknowledges it is not tailoring activities to race/gender/age
 - B. **STEM Pipeline:** Students coming to COM with less STEM experience don't have the support needed to enter or succeed in the STEM Pipeline at COM
3. **Promising practices that support students that are being implemented**
 - A. Piloting a 109/109C linked to a counseling class
 - B. Piloting a stand-alone 109C that anyone can take
 - C. Adding Algebra for Liberal Arts (a transfer level class that could also serve as a bridge from SLAM to STEM)
4. **Important to note**
 - A. **Boot Camp:** Not well attended and no mention of a program assessment
 - B. **Companion Courses:** Disparate teaching methods around companion courses
 - C. **Professional Development:** "Professional development is not a solution to this problem [remediation]." However, it is a first step.
 - D. **Dept. Collaboration:** There are factors from the Math Dept. Program Review that indicate a need for more departmental collaboration, such as the disparate teaching approaches to the companion courses and the fact that only two faculty members worked on the program review.
5. **Recommendations**
 - A. **Data:** Work with PRIE to develop strategies to gather relevant data about students who drop before Census
 - B. **Success:** All Students
 1. Use evaluation and communities of practice to assess success of classes
 2. Work with the Umoja Equity Institute (UEI) on developing a community of practice and implement reflective teaching strategies where all math instructors meet regularly, research best practices, observe each other's classes, and discuss successful strategies to improve retention and success rates
 3. Use embedded tutors in each math course
 4. Faculty provide support/tutoring sessions during midterm and final periods
 - C. **Success:** Students of Color
 1. Dept. must work together to research and develop strategies to create welcoming classrooms with inclusive curriculum

2. Review the Assessment of Racial Equity in Mathematics Leadership Institute (REMLI): <https://files.constantcontact.com/9481f4e9201/1a45e3a1-29ab-4e29-8e1a-e5c7043fa9f1.pdf>. The assessment report on the REMLI outlines the program and the impact on math instructors. However, it can also provide insights about ways to address racial equity in math courses.
3. Work with UEI and Learning communities to better support students of color

D. STEM Pipeline:

1. Partner with physical and life science departments to provide more support for students to build and increase the number of students in the STEM pipeline

E. Boot Camp:

1. Partner with Summer Bridge and Outreach to inform and recruit students
2. Research and evaluate why it didn't work and why students did not attend, so improvements can be made

F. Companion Courses: Consider community of practice/reflective teaching strategies where all companion instructors meet regularly, research best practices, and observe each other's classes to norm companion courses

G. Professional Development: Seek out professional development opportunities to collaborate on strategies to support students where they are, create inclusive classrooms, and implement racial equity in math courses

H. Dept. Collaboration: Schedule multiple dept. meetings during each semester to work together on above issues like: student support, norming companion courses, and implementing racial equity into COM's math courses

6. Commendation

- A. Developing 109C pilots and Algebra for Liberal Arts course

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.