

GRIT Program Review Analysis

Department/Office/Program: English Dept.

Date: 2/8/2023

- 1. Concerning issues around access, retention, and success of students**
 - A. Lower success rates for Black/African American students
 - B. Lower success rates for Latinx students
 - C. Lower success rates for students in 18-24 age groups

- 2. Concerning issues around equity**
 - A. Lower success rates for Black/African American Students
 - B. Lower success rates for Latinx Students
 - C. The explanations for lower success rates are mostly about student deficits.

- 3. Promising practices that support students that are being implemented**
 - A. Collaborations with the learning communities, the RWL, the library and the Summer Bridge and FDIP programs
 - B. Contextualized English 150s project
 - C. Discussions on inclusive and culturally relevant curriculum development
 - D. Several instructors have designed their courses as Zero Textbook Cost (ZTC) courses.
 - E. Discussions about effective practices at department meetings

- 4. Important to note**

- 5. Recommendations**
 - A. Expand and develop a plan for professional learning around antiracist pedagogy and inclusive and culturally relevant curriculum development
 - B. Explore what is working within the Puente English courses that have higher success rates and use those strategies department wide in all English courses
 - C. Standardize throughout the department using course readings and materials by authors of color and that focus on current cultural issues that are relevant to people of color
 - D. Continue and deepen department discussions about supporting students of color
 - E. Implement department wide community of practice to improve success rates for Black/African American and Latinx students as well as students in 18-24 age groups
 - F. Work with the Umoja Equity Institute (UEI) on developing a department wide community of practice and implement reflective teaching strategies where all English instructors meet regularly, research best practices, observe each other's classes, and discuss successful strategies to improve success rates
 - G. Use embedded tutors department wide in English courses
 - H. Implement and assess effective practices department wide

- 6. Commendation**
 - A. Collaborations with the learning communities, the RWL, the library, and the Summer Bridge and FDIP programs
 - B. Contextualized English 150s project
 - C. Discussions on inclusive and culturally relevant curriculum development

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.