

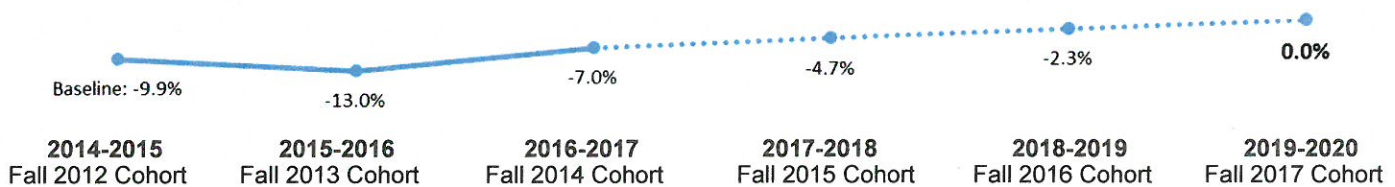
# SOCIAL EQUITY



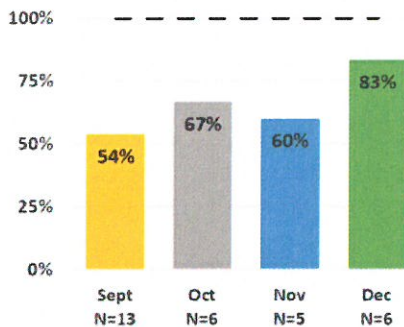
JANUARY 2018

*Clark College facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. Two strategies the college has implemented relate to improving employee cultural competencies through professional development and hiring employees reflective of the college's diverse students.*

**First-Term, Certificate or Degree-Seeking, Full-Time Student Three-Year Completion Rate: Difference Between Systemically Non-Dominant and Systemically Dominant Groups**

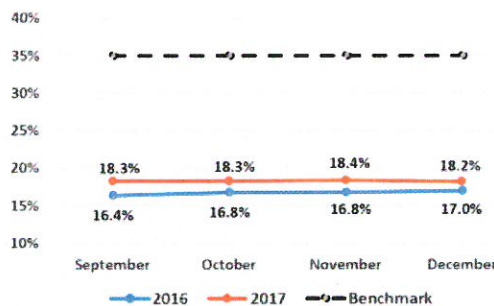


**Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with**



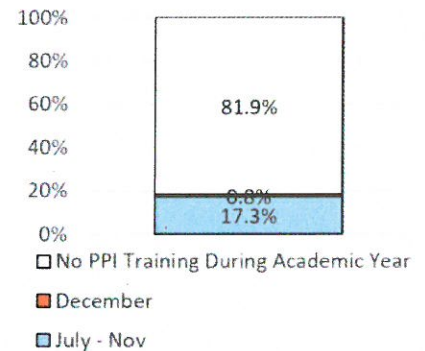
-- Benchmark: 100% of Applicant Pools

**Percent of Employees Of Color or Employees with Reported Disability**



-- Benchmark: 35% of Employees to Match Student Demographics

**Percent of Employees Engaged in Professional Development Opportunities in PPI**



## Monthly Highlights

- Objectives to increase knowledge regarding the limits of free speech, theories associated with free speech, how competing ideas impact inequities, and the current contradictions in Clark College policies were met. Particularly the impact of injurious speech upon those in systemically non-dominant groups was considered. Assessment of three training sessions were completed.
- On 11/13/17, Instructional Planning Team approved a Power, Privilege, and Inequity course rubric that will be used to select PPI courses for the proposed AA/DTA PPI course requirement. This rubric can be widely used by many programs to identify courses that help students meet a PPI learning outcome.
- Ninety students of color from six high schools participated in the annual Gateways: A Student of Color Open House. This event strengthens the relationship between these students and Clark College, helping college personnel develop services and resources to support diverse student transition from high school to college.