

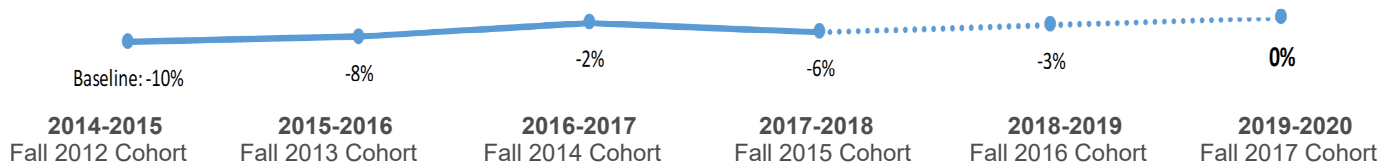
SOCIAL EQUITY



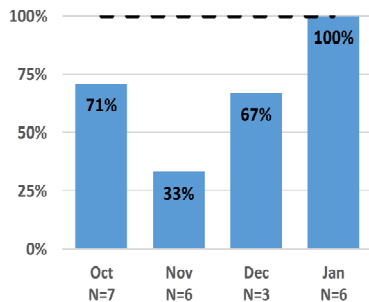
MARCH 2019

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

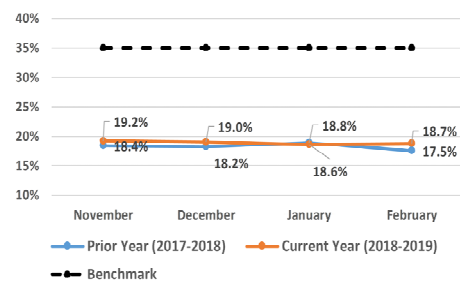


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



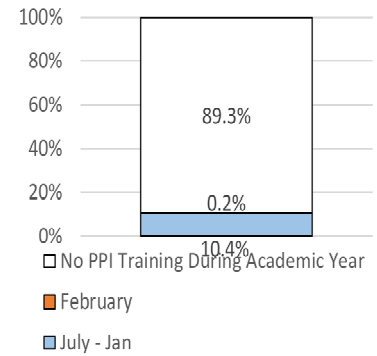
-- Benchmark: 100% of Applicant Pools

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

- ◇ Social Equity Council (SEC) approved a new Employee Resource Group: the Multicultural Employee Resource Group. SEC continues to encourage and explore the options for Stay and Exit interviews. SEC has identified areas to leverage focus groups for use in climate analysis and will be drafting recommendations for Executive Cabinet.
- ◇ On February 25, Instructional Planning Team approved a Power, Privilege, and Inequity (PPI) degree requirement for the Transfer AA degree. Beginning next year, Transfer AA students must complete a minimum of three credits from a list of designated Power, Privilege and Inequity courses. The implementation of this degree requirement will help us ensure that all Transfer AA students fulfill the PPI program outcome "Analyze patterns of power, privilege, and inequity in the United States."