SOCIAL EQUITY



JANUARY 2017

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



Monthly Highlights

- A Professional Learning Community, funded by the Washington State Board, has been convened to focus on personal and professional aspects of power, privilege, and inequity.
- Disability Support Services facilitated an Accessibility 101 workshop for faculty to practice easy adjustments they can incorporate to make their Canvas documents, handouts, email messages, and webpages more accessible for students with disabilities who use various technologies.
 Disability Support Services had 530 class requests for accommodations and supported the highest amount of classes with accommodated tests, closing Fall Quarter with 422 classes. Disability Support Services also provided 81 classes with alternate format. Alternate format means there are accessibility needs for students who are blind, low vision, or have reading disabilities. The alternate format process involves creating electronic, braille, or audio textbooks and course handouts.
- Approximately 25 Clark faculty and staff attended the 21st Annual Faculty and Staff of Color Conference on November 2-4. Four employees presented sessions at the conference.