

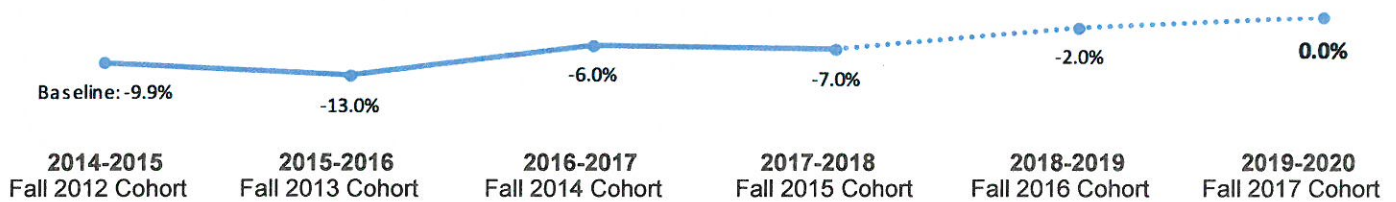
SOCIAL EQUITY



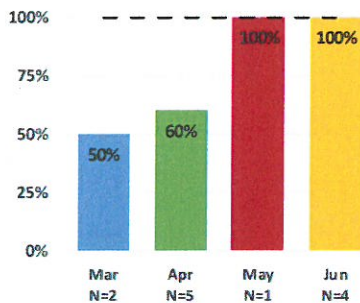
AUGUST 2018

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 col-

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

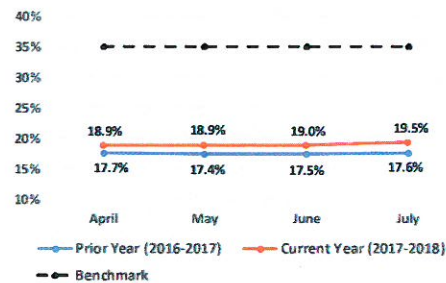


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



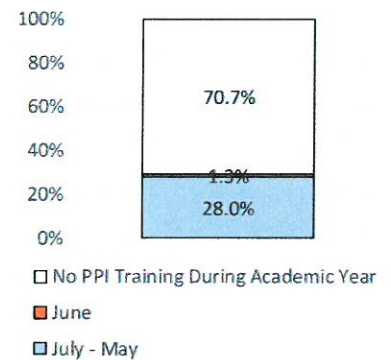
-- Benchmark: 100% of Applicant Pools

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

- ◇ The new BAS in Human Services degree includes the ability to analyze power, privilege and inequity-related outcome "Individualizing care." This outcome measures the extent to which students effectively take into consideration the influence of characteristics such as race, ethnicity, culture, gender, sexual orientation, and disability in development and implementation of social services.
- ◇ Computer Technology instructor recently received grants from the national organizations Teach Access and the Partnership on Employment & Accessible Technology (PEAT), as well as the Washington State Board for Community and Technical Colleges (SBCTC), to incorporate accessibility principles into computer science curriculum. The instructor was just one of 13 faculty members across the nation to receive this grant and the only instructor from a community college to do so. The instructor plans to use the funds to enhance the current curriculum so that it expands its teaching of Universal Design principles.