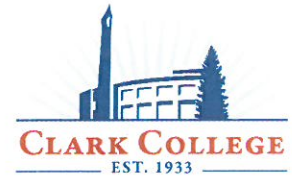


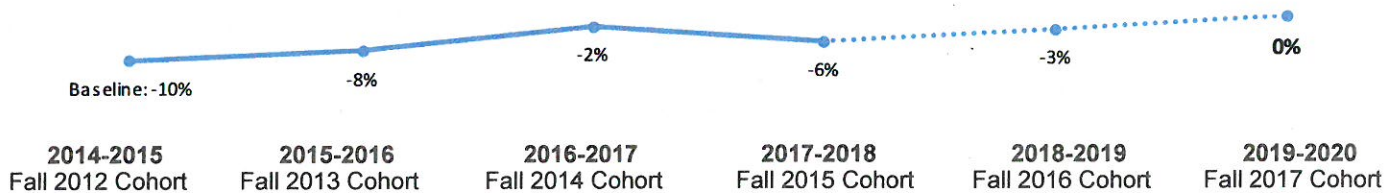
# SOCIAL EQUITY



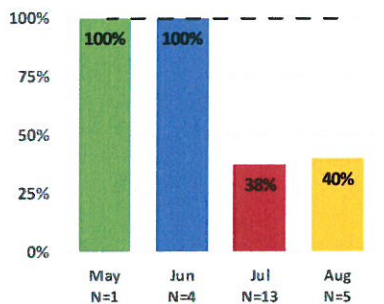
SEPTEMBER 2018

*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**

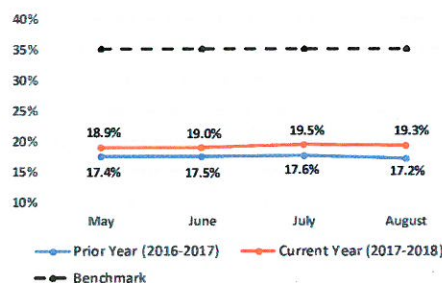


**Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability**



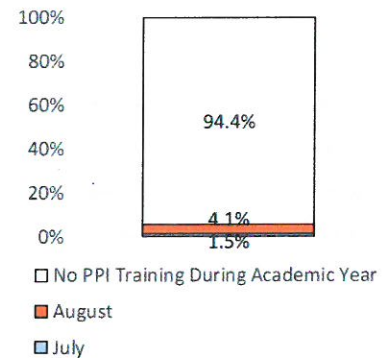
-- Benchmark: 100% of Applicant Pools

**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

- ◇ In July 2018, there were 13 full-time applicant pools with 109 systemically non-dominant applicants — 108 People of Color; 1 Person Living with a Disability.
- ◇ In August 2018, there were 5 full-time applicant pools with 67 systemically non-dominant applicants — 61 People of Color; 6 People Living with a Disability.
- ◇ A training focused on unconscious bias and microaggressions was delivered on August 22nd as part of Clark College's Teaching and Learning days. There were approximately 40 attendees. This workshop explored how unconscious bias and individual perceptions impact daily interactions and manifest in campus culture. Participants explored effective ways to communicate across difference, had an opportunity for self-reflection and learned to define and identify microaggressions.
- ◇ The college's diversity interview questions were revamped in effort to continue to align with the diversity hiring practices.