

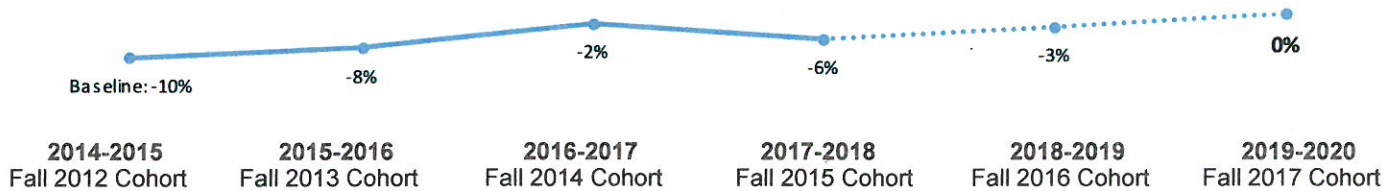
SOCIAL EQUITY



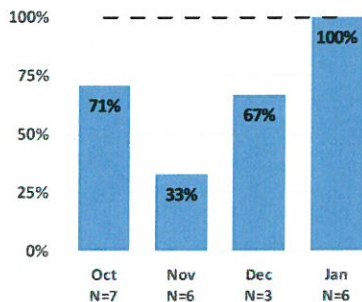
FEBRUARY 2019

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

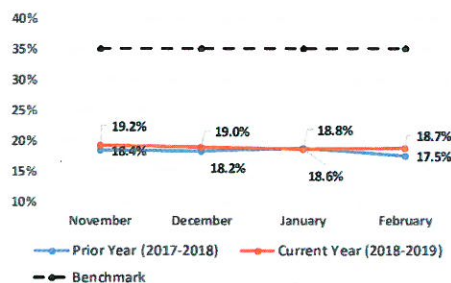


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



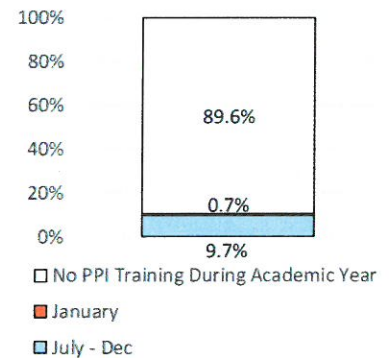
-- Benchmark: 100% of Applicant Pools

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

- ◇ In January 2019 there were 6 full time applicant pools with 68 systemically non-dominant applicants - 51 People of Color.
- ◇ The Outcomes Assessment Committee has reviewed and approved seventeen courses in a variety of disciplines that fulfill the Power, Privilege, and Inequity (PPI) program outcome "Analyze patterns of power, privilege, and inequity in the United States". As part of the guided pathways initiative, faculty are currently working on how to embed these courses or PPI content relevant to their instructional program into their program maps.