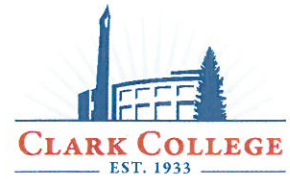


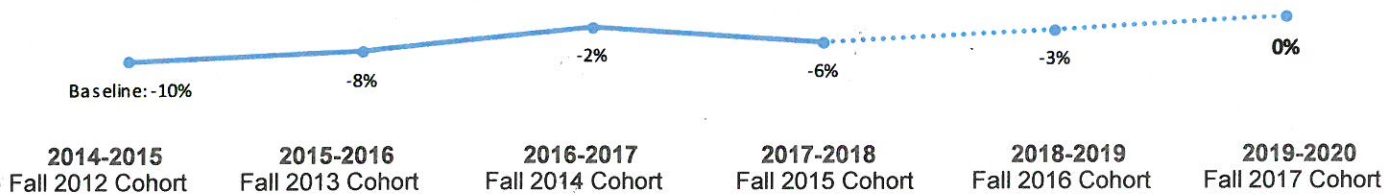
# SOCIAL EQUITY



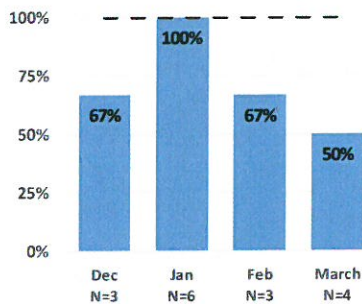
APRIL 2019

*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**

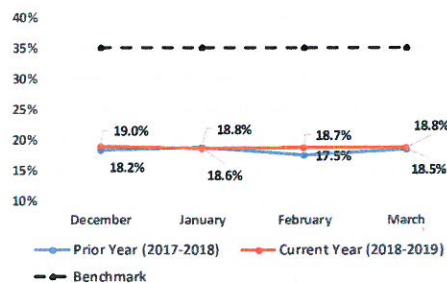


**Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability**



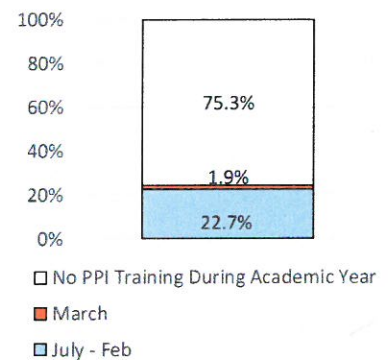
-- Benchmark: 100% of Applicant Pools

**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 February 2019, there were 3 full-time applicant pools with 39 applicants that were Persons of Color. In March 2019, there were 4 full-time applicant pools with 27 applicants that were Persons of Color.
- ◇ Executive Cabinet (EC) members received equity training provided by Resolutions NW. In the training, EC members learned the importance of leading with race, rather than generally focusing on improving outcomes for the broader systemically non-dominant definition (i.e., People of Color, People Living with a Disability, and People Identifying as LGBTQIA+). As racial inequities are the largest disparities in educational outcomes – and given that inequitable systems were built for white supremacy – leading with race is more effective in closing opportunity gaps for all student populations.