

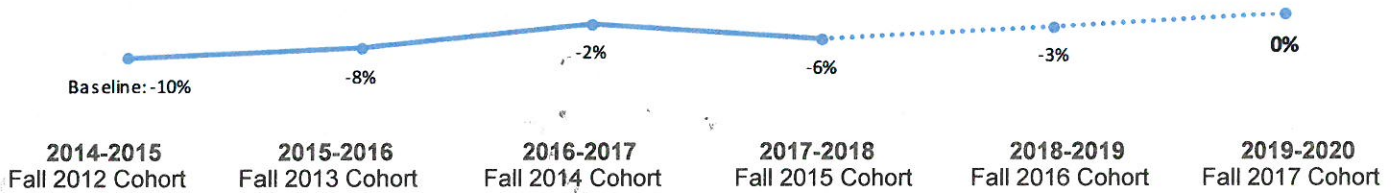
SOCIAL EQUITY



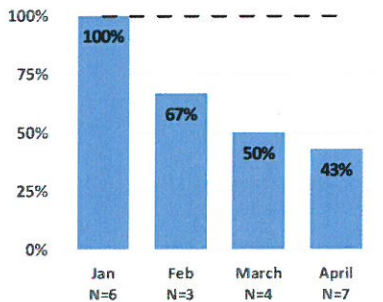
JUNE 2019

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



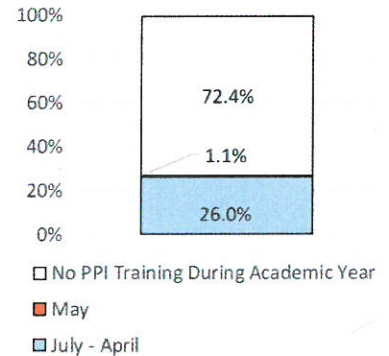
-- Benchmark: 100% of Applicant Pools

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

- ◇ Full-Time Applicant Pool data for May and June will be provided at July update.
- ◇ Fifty-five percent of full-time employees have completed a professional development opportunity related to challenging power, privilege, and inequity. Only 8% of part-time employees have completed a professional developmental opportunity related to challenging power, privilege, and inequity. The overall percent of all employees employed at sometime during the 2018-2019 academic year who completed a professional development opportunity related to challenging power, privilege, and inequity is 27%.