



FOOTHILL-DE ANZA
Community College District
Judy C. Miner, Ed.D., Chancellor

CHANCELLOR'S EQUITY FOR EXCELLENCE PROJECT

If you could have a positive impact on the probability that a student will stay enrolled and succeed in our district, would you step up to help? Not sure?

What if you knew that it could be as simple as making a few telephone calls to connect with that student, to check on how they are doing and whether they know about the resources we have available? Would you step up then? Still not sure?

What if you were told that you would be joining with a number of other individuals throughout the district so you'll have support to do this? Sounding better? Then this opportunity might be for you!!

Introducing the Chancellor's **Equity for Excellence Project**, an initiative that seeks to advance student equity and retention through the application of validation theory.

Members of the Chancellor's 2017-18 Equity for Excellence (E4E) team will be provided with specialized training, support and opportunities to make connections with underrepresented students, and will also be eligible to apply for funding to attend NCORE 2018 in New Orleans, May 29 – June 2. E4E will fund up to 5 qualifying individuals.

Who is eligible to join 2017-18 E4E?

EVERY employee in the District!

What would be the expectations?

Read: Enrollment Management Journal: Volume 5, Issue 2 <https://www.tgslc.org/pdf/emj-s11.pdf>

Innovate: Think of some way you can apply validation theory in your daily work. Be creative! Need some suggestions? Idea starters?

"I will choose 5 students from the target groups identified in the colleges' equity plans and call those students at least once every two weeks to check on them..."

"I will spend 2 hours each week walking around the campus asking students I don't know how the experience is working for them and if there's anything that would make it better."

"I will encourage students to join a club and offer to attend with them for their 1st meeting."

Document: Keep a log or notes about what you tried, how you felt it worked, and what you would change the next time you do it.

Attend a minimum of three E4E cohort meetings, tentatively set for:

Topic	Date	Time	Meeting Location	Lunch Provided?
Campus and District resources & associated personnel & suggestions for connecting with students	10/9/17	12 – 1 PM	Foothill	Yes
Based on the literature, what will you do?	11/2/17	12 – 1 PM	De Anza	Yes
What are you learning from your project thus far?	12/8/17	12 – 3PM	De Anza	Yes
What do you know of your efforts from fall? Students retained? Clubs joined? Other?	3/7/18	12 – 1 PM	Foothill	Yes
Bring a student to lunch! What do they have to say that can help us improve?	4/10/18	12 – 1 PM	De Anza	Yes
What do we want folks selected to attend NCORE to bring back?	5/4/18	12 – 2 PM	Foothill	Yes
E4E – The year in review	6/8/18	12 – 2 PM	De Anza	Yes

Present:

1. Chancellor’s Advisory Council – June 2018. What this year has revealed, NCORE reflections.
2. Opening Day 2018. Participants of 2017-18 E4E will be expected to make a collaborative presentation at Opening Day 2018 in an effort to share best practices and outcomes from the 2017-18 efforts.

Potential additional benefits: PGA Credit, PAA Credit, Service Credit

FAQs

How will I make connections with students?

Each campus will assist E4E participants in the identification of targeted students. Additionally, at the first E4E cohort meeting in October, we’ll discuss ways you can make connections with students.

How will NCORE participants be selected?

Priority will be given to individuals/teams that include a minimum of one individual who has NOT previously attended NCORE.

Individuals from the 2017-18 E4E cohort will express interest in attending NCORE through a simple application that indicates:

- The goals and outcomes of your/your team’s validation efforts in 2017-18.
- Suggestions for improving the E4E program for 2018-19.
- A description of what you would be looking for at NCORE to enhance your/your team’s understanding of or ability to have a positive impact on underrepresented student retention.