**ESOL Department Meeting**

**November 23, 2015**

**1. Financial Aid, Questions & Answers—Dr. Joseph Koroma**

Dr. Koroma arrived late. We made a list of our questions before he came. Later, he addressed some of them.

* How many different kinds of financial aid are there? We’d like an overview.

    There are three types of financial aid: grants (no need to repay), loans,

 work/study (work in exchange for aid)

    There are four categories of financial aid:

1.federal

* + - * grants: Pell grant (need based—our biggest source of financial aid) — students can potentially receive a max. of 6 years of a Pell grant over a lifetime
			* loans:
				+ federal subsidized (no interest accrued while in school)
				+ federal unsubsidized (interest begins to accrue immediately)
			* work/study

2. state

* + - * grants: Cal grant (need and merit based)

3. institutional

4. private scholarships

* Students often think that if they get a D or F they will lose their financial aid. Is that true?

For all forms of financial aid, students need to have a minimum 2.0 GPA and complete the majority (⅔) of their classes. If they don’t maintain a minimum 2.0 GPA and complete the majority (⅔) of their classes, they are put on warning the first time. They can still get aid the following semester, but if it happens again, their financial aid is suspended.

There are some ways to recover FA:

* take classes without FA and raise GPA
* appeal: student explains the circumstances that prevented him/her from either completing or passing courses.
* If a student earns a D, is it better for them to get a D or to withdraw?

Students’ circumstances differ and there are so many variables, it’s hard to say.  It’s best to send these students to the Financial Aid office.

* If students get a D and takes the class again, you can have that D removed, but students have to complete a form in order for this to happen.  (This is not really a FA question.  This is true for any student.)
* If a student drops below 12 units, will they lose their financial aid?

     Financial aid is given based on the number of units the student is

     taking.  For example, a student taking 12 units is eligible for more FA

     than a student taking 9 units.

     Different rules for international students. International students can get

     scholarships, but not financial aid.  International students need 12 units

     minimum to maintain their student visa status, so they probably can’t

     drop classes.

THE BOTTOM LINE:  Students’ financial aid questions/concerns can be quite involved and complicated.  It’s a very bureaucratic process.  Even though we all want to help, if students have questions about their financial aid and how their grades are affected by it, send them to the Financial Aid office in the A building or to their counselor in the Tower on the 3rd floor.  Currently, there are no counselors in the Financial Aid office, but they are working on getting one.

**2. Acceleration--David**

All of your accelerating students have now been moved from your A rosters to your B rosters.  This will streamline the registration process for them.  These students are able to register for the next level on line.  They don’t need to wait to see a counselor to register, which can take quite a while.  Chuen reports that new counselors are in the process of being hired.

**3. Equity and SSSP—Lisa & Suzan**

* In order to receive Student Success and Support Program (SSSP) funding, each community college district must maintain a student equity plan that attempts to “close the achievement gap in access and success in underrepresented student groups, such as certain racial groups, foster youth, low income groups, disabled students, veterans”.  The overarching objective of the state is to prepare students to join the workforce.
* The Student Equity Success indicators are : access, course completion, ESL and Basic Skills completion, degree and certificate completion and transfer.  At Laney, the group most disproportionately impacted in four out of five of these indicators (all except access) are African Americans.  There were 41,000 courses not completed by African American students.  Why are some groups completing, but African Americans are not?  What can we do with SSSP funds/programs to

 close this gap?  That’s what equity is about.

* Impact for ESOL students at Laney:
	+ Asian students—there is no disproportionate impact (they are doing well in general).
	+ Latino students—not doing so well compared to other ethnic groups. Our department is not serving our Latino students well.
	+ There is a focus groups in the next couple of weeks--invite Latino students. We need to ask questions to see how they feel at Laney and how we can better serve them?
	+ Within ESOL we need to keep track of our students and how well we are serving them. Lack of childcare for younger children is one issue for our students.

**4. SLO & ILO Assessment—David**
This semester:

* Writing classes will assess the Writing SLO and the Critical Thinking ILO.
	+ To assess the ILO, HB RW—is adding a criterion to the final essay grading rubric “clear favorite character, clear support for choosing that character”
	+ HI RW—after the final exam, students will bring all of their essays to class and do reflective writing to evaluate how they have improved their writing over the semester. Write a paragraph in class where they critically examine their own writing
* Grammar classes will assess the Reading SLO

All sections of the same class/level need to read the same passage and use the same rubric.  Instructors from each course should determine someone to compile the data from their level to give to David so he can enter it into Taskstream.  A random sample of 10 students from each class is just as statistically valid as using data from the entire class. Apply the rubric to those ten.

**5. Faculty Evaluations for Fall—Dr. Chan**

* All evaluations are due by Dec. 1
* All instructors (full and part-time) who are evaluated need an administrative evaluation
* Jacqueline is helping coordinate this, we can contact her with questions

Suggestion for faculty evaluations:

* full time instructors who observe other instructors classes should norm for their evaluations
* Do we evaluate consistently for technology use?
* Part-timers could be part of that “norming session”—be transparent about the process
* Meet with your observer before the observation
* Should evaluation forms be renewed and updated? They are used district wide. There is an effort to update the forms.  The five forms necessary for each instructor being evaluated (both tenured and part-time) are:
	+ classroom evaluations done by the observing instructor
	+ self-evaluations
	+ administrative evaluations done by the dean
	+ student evaluations
	+ summary report done by the observing instructor

**6. Early Alert Pilot Program--Nikki**

The Early Alert Program is a process within Promt/Passport that gives instructors the ability to notify a counselor with a click of a button if a student is failing a class or having other problems affecting his/her work in your class.  The pilot program this semester was not very successful, due in part to lack of understanding of how it works among the faculty. Also, we didn’t have a dedicated counselor for this purpose.

Look for an email on your Peralta email account inviting instructors to participate. It requires you to attend a training during Professional Development days in January. There will be a second pilot with added training.