



# The Communicator



## Welcome back!

Another eventful and productive school year is already underway in noncredit ESL. In this issue of *The Communicator* Ruth Gay shares an update on her involvement as a representative of our department in rolling out AB86 and provides a brief preview of what is to come with the next iteration of reform of California adult education, AEBG (Adult Education Block Grant.) Eli Clarke shares a wealth of resources not only for students but also for anyone to learn about how to keep ourselves and our children safe and secure online. Melissa Lloyd-Jones updates us on happenings in credit ESL. Jon Fuzzell, Richard Ma, and

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Denise Stephenson provide timely reminders about all the excellent support the Academic Support Center, Community Learning Center librarians, and the Writing Center available to our students and faculty. Finally, along with program data, I provide a summary of my learning during my Spring 2014 sabbatical leave.

*Wishing everyone a great fall semester! - Kristi Reyes*



# CHAIR NEWS

By Kristi Reyes, noncredit ESL department chair

## 2014-15 Annual Report

### End of Year Persistence and Promotion Data

Term I	Promotion %	Persistence %
Morning ESL Classes	37%	86%
Evening ESL Classes	20%	76%
Term II	Promotion %	Persistence %
Morning ESL Classes	47%	84%
Evening ESL Classes	41%	75%
Term III	Promotion %	Persistence %
Morning ESL Classes	44%	79%
Evening ESL Classes	21%	81%
Term IV	Promotion %	Persistence %
Morning ESL Classes	52%	82%
Evening ESL Classes	40%	79%

Our overall persistence rate for 2014-2015 was 80% and the promotion rate was 38%. This marks our 12<sup>th</sup> year of maintaining persistence rates at or very close to 80%, and this year there was a 6% increase in our average promotion rate.

Open-entry classes also maintained an 80% or higher student persistence, with an average rate of 85% for the noon classes, lab classes, and Citizenship class. Of the students who enrolled in the Citizenship course, 50 gained United States citizenship upon completion of our program.

The Vocational ESL course, offered twice per year, had an average 89% persistence rate.

### MORE EOY DATA

#### FTES/CASAS Assessment Benchmark Data over Eight Years

2007-08	2008-09	2009 -10	2010-11	2011-12	2012-13	2013-14	2014-15
492	469	482	437	371	337	322	274
1888	1723	1711	1566	1328	1115	1476	1124

We once more experienced a decrease in reported hours of attendance compared to previous years. Our FTES has continued to decrease, and we continue to experience lower attendance hours since our highest year in 2006 – 2007. Along with the lower FTES comes a corresponding decrease in benchmarks. As a program, however, our students are performing well, as the data in the table below demonstrate.

### California 2014 – 2015 Performance Goals Compared to MiraCosta Noncredit ESL Performance Goals

Levels	California 2014 – 2015 Performance Goals	MiraCosta Non-credit ESL (all enrollees)	MiraCosta Noncredit ESL (against enrollees with pre & post results)
Beginning Literacy (Level 1)	64%	N/A	N/A
ESL Beginning Low (Level 2)	65%	63%	<b>87%</b>
ESL Beginning High (Level 3)	61%	53%	<b>72%</b>
ESL Intermediate Low (Level 4)	53%	47%	<b>62%</b>
ESL Intermediate High (Level 5)	50%	53%	<b>68%</b>
ESL Advanced Low (Levels 6 and 7)	26%	32%	<b>41%</b>

### Drop out/Stop Out Percentages and Reasons

With assistance of our instructional aides, we are able to document the reasons our students leave the program. The reasons remain basically the same as in previous years.

Scheduling Problems	4%
Unknown	20%
Work (got a job/better job/working more hours)	26%
Personal (health, family, child care, transportation, moved)	38%

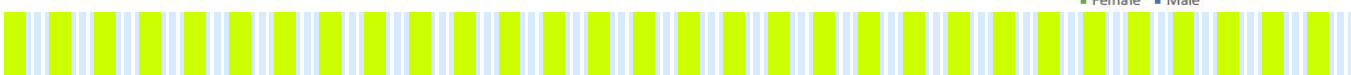
### Demographics

Female	63%
Male	37%
Spanish-speaking	75%

Student Demographics



Female Male



## SLO DATA: 2011 – 2015 (FOUR-YEAR SUMMARY REPORT)

Student Learning Outcomes	Assessments	2011-12	2012-13	2013-14	2014-15
		% passed	% passed	% passed	% passed
<b>LEVEL 1</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Identify a limited range of words and phrases drawn from familiar material.</li> <li>Demonstrate the ability to engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs.</li> </ul>	Interview	83%	100%	57%	78%
<b>Reading</b> <ul style="list-style-type: none"> <li>Interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary.</li> </ul>	CASAS Level A	N/A*	N/A*	N/A*	N/A*
<b>Writing</b> <ul style="list-style-type: none"> <li>Produce simple sentences using a limited number of basic words and phrases and complete very simple forms.</li> </ul>	Chart Application Dictation Goal Paragraph	88%	100%	98%	83%
<b>LEVEL 2</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Recognize frequently used words, phrases and questions in familiar contexts.</li> <li>Demonstrate the ability to engage in limited social conversations to communicate basic survival needs.</li> </ul>	Interview	87%	97%	95%	98%
<b>Reading</b> <ul style="list-style-type: none"> <li>Construct meaning from simplified print materials on familiar topics.</li> </ul>	CASAS Level B	95%	91%	91%	85%
<b>Writing</b> <ul style="list-style-type: none"> <li>Produce simple sentences in paragraph format and complete simple forms.</li> </ul>	Chart Application Dictation Goal Paragraph Note	97%	96%	99%	98%
<b>LEVEL 3</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Demonstrate comprehension of simplified spoken English and simple conversations.</li> <li>Describe basic needs and relate common activities using clarification strategies when appropriate.</li> </ul>	Interview	78%	83%	94%	96%

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Construct meaning from simplified print materials on familiar topics.</li> </ul>	<p>CASAS Level B</p>	<p>73%</p>	<p>73%</p>	<p>73%</p>	<p>94%</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce sentences to form a paragraph and complete forms requiring some detail.</li> </ul>	<p>Dictation Goal Paragraph Note</p>	<p>83%</p>	<p>86%</p>	<p>97%</p>	<p>97%</p>
<p><b>LEVEL 4</b> <b>Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>Recognize spoken English containing some unfamiliar words about mostly familiar topics.</li> <li>Demonstrate the ability to engage in conversations beyond survival needs and demonstrate clarification strategies.</li> </ul>	<p>Interview</p>	<p>79%</p>	<p>80%</p>	<p>77%</p>	<p>80%</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Construct meaning from print materials on familiar and unfamiliar topics.</li> </ul>	<p>CASAS Level B</p>	<p>68%</p>	<p>60%</p>	<p>86%</p>	<p>94%</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce messages, notes and related sentences in a paragraph format on personal topics and complete increasingly difficult authentic forms.</li> </ul>	<p>Chart Application Dictation Paragraph Letter</p>	<p>90%</p>	<p>86%</p>	<p>93%</p>	<p>96%</p>
<p><b>LEVEL 5</b> <b>Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>Interpret essential points of discussions or speeches on selected topics.</li> <li>Demonstrate the ability to engage in conversations on a variety of familiar topics.</li> </ul>	<p>Interview</p>	<p>85%</p>	<p>96%</p>	<p>98%</p>	<p>97%</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Use contextual clues to interpret meaning and draw conclusions from authentic materials on everyday subjects.</li> </ul>	<p>CASAS Level C</p>	<p>65%</p>	<p>61%</p>	<p>74%</p>	<p>87%</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Convey meaning by writing a descriptive and/or narrative paragraph, or formal or informal letters and messages and complete a variety of forms with limited assistance.</li> </ul>	<p>Chart Application Dictation Paragraph Letter</p>	<p>91%</p>	<p>91%</p>	<p>90%</p>	<p>84%</p>

<b>LEVEL 6</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Interpret a majority of speech from a variety of sources.</li> <li>Discuss a variety of topics with increasing fluency and control of more complex grammatical patterns.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Infer meaning from various types of authentic materials including fiction narrations and factual matter.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Compose a descriptive, narrative, and/or expository paragraphs, formal and informal letters, and complete authentic forms.</li> </ul>	Interview	85%	73%	89%	100%
	CASAS Level C	45%**	39%**	84%**	46%**
	Chart Application Dictation Portfolio Letter	91%	89%	95%	92%
<b>LEVEL 7</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Identify key information in a variety of formal and informal media presentations.</li> <li>Demonstrate the ability to communicate fluently in informal and formal conversations and presentations.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Interpret meaning from a variety of authentic readings in identified areas of interest.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Compose well organized, coherent paragraph (s) with appropriate detail and sentence variety.</li> </ul>	Interview	87%	100%	87%	100%
	CASAS Level D	45%**	39%**	84%**	46%**
	Application Dictation Portfolio	89%	88%	87%	90%

\* Our program does not have any students that have reading scores in the Beginning Literacy range as provided by federal NRS (National Reporting System) guidelines.

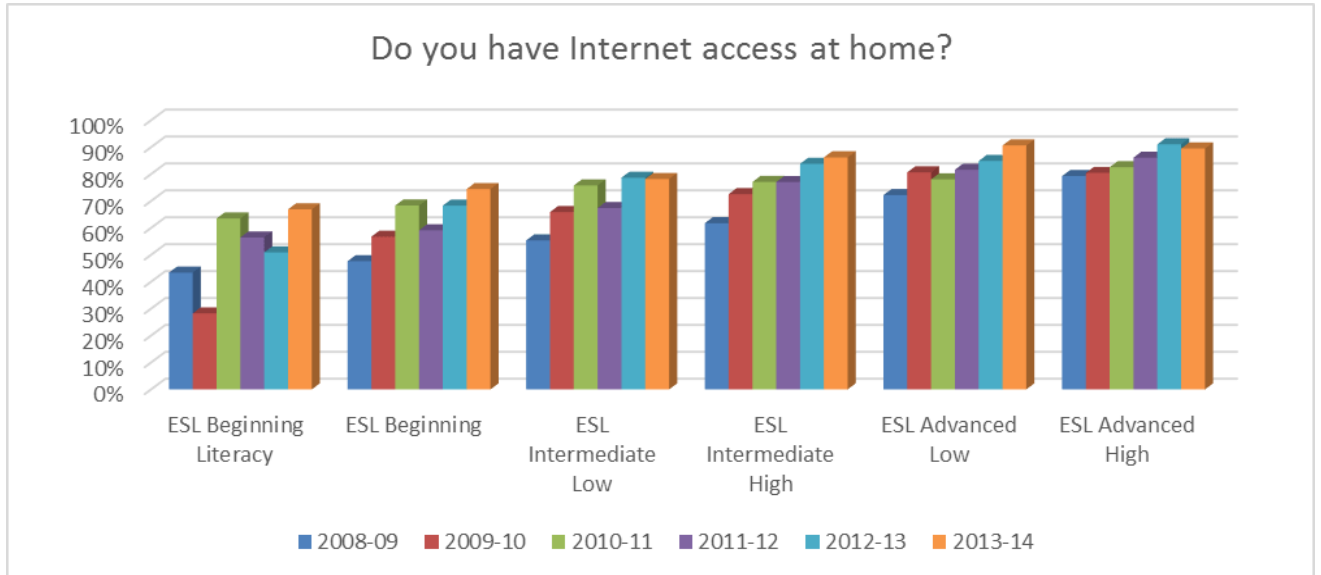
\*\* The reading assessment data are not broken out for our program levels 6 and 7.

We exceeded or matched the passing percentages (80%) in all categories except three: Level 1 Speaking (an increase of 21% of the pass rate from the previous year, however) and Level 6 and 7 Reading. The reason for the low pass rate in reading at the advanced levels is that in 2014-15 there were a total of 181 students in Levels 6 and 7 who scaled out, meaning that they scored above the CASAS range for their levels, reporting at the Adult Secondary educational level for the CASAS descriptors. This trend is statewide (see page 3, California Performance Goals).

All reading percentages exceed California Performance Goals for all four years for students with both a pre / posttest.

## Learning Online about Teaching Online

During the spring semester, I was fortunate to have been granted a sabbatical to do independent studies to learn more about online teaching and learning. I took eight online courses in the @ONE Online Teaching Program and the TESOL Principles and Practices of Online Teaching Certificate Program. I intend to complete certification in both programs this school year. I also read many books and online articles and reports on flipped teaching, blended learning, and online education. My sabbatical report, along with reflections on my coursework, summaries of readings, and course assignments are posted on my sabbatical blog at [sweetsabbatical2015.blogspot.com](http://sweetsabbatical2015.blogspot.com).



California Adult ESL Internet Access, courtesy of Outreach and Technical Assistance Network (OTAN)

In Spring 2014, the Courses and Programs committee approved hybrid status for noncredit ESL to offer Levels 5 through 7 and VESL partially online. Since then, Eli Clarke has successfully taught a few sections of Level 6 as hybrid (100% persistence in Term IV), and I taught VESL partially online in Fall 2014. During this past summer term, I had the opportunity to put into practice what I had learned during my spring sabbatical by teaching the evening section of Level 7 as hybrid (25% online).

A few students had reservations about studying online at the beginning of the term, so I met them at the CLC for the first few weeks to help them learn to navigate the course management system. According to the report run in Blackboard at the beginning of the final week of the term, as a class students studied online for more than 600 cumulative hours. Students took an anonymous survey on Blackboard the final class meeting of the term.

In response to the statement **“I would interested in taking another partially online / hybrid class in the future,”** the results were the following:

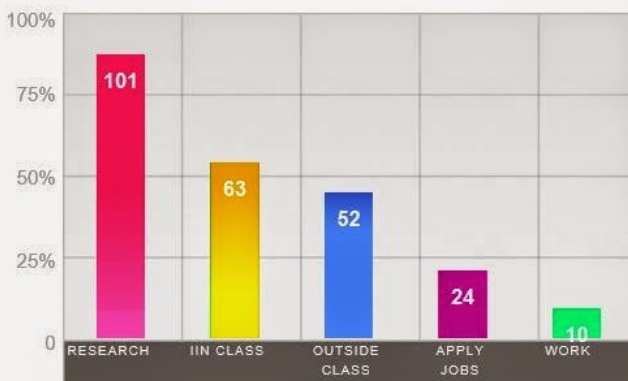
- 15 strongly agree or agree (79%)
- 4 maybe (21%)
- No one indicated that they disagreed or strongly disagreed with the statement

When asked to explain their reasons for their responses to the previous question as well as to provide some general feedback about the online portion of the class, these were some of the responses:

- *It is interesting for me to study online. ...I like more challenging and new experiences.*
- *For me is great to take a hybrid class. I save time and gas...I can study anywhere any-time...Sometimes I do not have time to come to school so it's easier for me*
- *I would be interested to learn more about hybrid classes, because it's very important for my future.*
- *I think the hybrid class is very important because internet and computers will be our future. Actually not the future but the present too... It is good because it prepare us to be ready for more in the future.*
- *It is a good tool and we can use interesting material by myself and work in conversation or group in class...To me it's really good to learn online and it's easier, especially grammar...It was great, especially when I was playing with new words or new things I've learned.*
- *I could study at my own pace...I would be interested in taking another hybrid class in the future, because it was giving me much more time to prepare my homework, understand, and repeat some exercise.*

## Levels 5—7 and VESL students' reported uses of technology

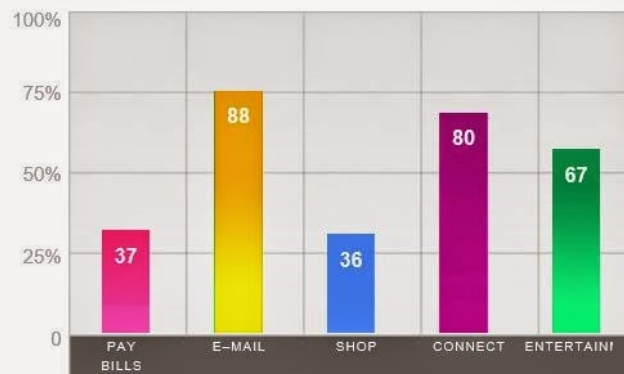
What do you do when you are on the computer, the internet, or on your mobile device? Part 1



Number of total responses: 133

	(n)	%
Get information/do research	101	76%
Learn in class	63	47%
Learn outside class	52	39%
Apply for jobs	24	18%
Work	10	8%

What do you do when you are on the computer, the internet, or on your mobile device? Part 2



Number of total responses: 133

	(n)	%
Pay bills	37	28%
E-mail	88	66%
Shop	36	27%
Connect w/social media	80	60%
Entertainment	67	50%

Source: MiraCosta College Noncredit ESL EL Civics Tech Plan Student Surveys of Technology Use, Fall 2014



I am excited to continue to learn more about online teaching and help our students prepare for what the authors of the book *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America* call the “Knowledge Revolution,” in which learning how to learn and learning how to find useful resources are becoming the most important goals of education, given that access to information is at our fingertips. The authors predict that in time our education system will be transformed to a model in which students will be able to customize their education to their particular career interests, needs, and abilities, giving learners more control of what, how, and when they study. “Brick-and-mortar” schools will gradually be less often the venue for learning, with students more commonly studying via distance learning online, which offers “just-in-time” learning as opposed to “just-in-case” learning, and students will meet at intervals at learning centers to work on projects, communicate face-to-face with other students about the subject content, and get clarification from discipline experts.

[New Media Consortium: New Horizon Reports](#) also indicate that the integration of online, hybrid, and collaborate learning is one of the key trends accelerating higher education technology adoption that is driving changes in higher education over the next one to two years and that the evolution of online learning is a longer-range trend (five or more years). According to the 2014 Higher Education Report, these are some key findings regarding online education:

- The growth of online education has been spurred by progress in learning analytics, adaptive learning technology, and new synchronous and asynchronous tools, including voice and video tools.
- At beginning of 2013, 6.7 million (32%) of students enrolled in higher education took at least one online course in the Fall of 2011.
- To be successful, online education must “encompass interaction, foster communication, and be supported with strong instructor presence” with personalization of the learning experience for the student (be adaptive).

Regardless of the direction of online education in the United States or here in our noncredit ESL program at MiraCosta College, based on my learning and experiences teaching hybrid so far, I have to agree with the following quote by the author of *Perspectives on Teaching Adults English in the Digital World*, Glenda Rose:

*The teacher-student and student-student relationships will always remain one of the most important ‘technologies’ available in our classrooms (p. 46).*

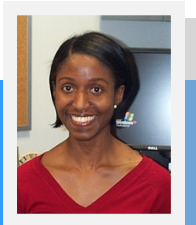
In noncredit ESL, the personal connections students make with each other and the instructor are critical to encouraging and promoting student persistence. The challenge for online teachers, in ESL or otherwise, is building these relationships and fostering community in the online environment so that the learning experience for students is as equivalent to the classroom experience as possible, ensuring all students feel as engaged and connected online as they do in the classroom. No matter how or where we have students access online content, we do our students a great service of incorporating digital literacy so that they can be competent participants in the Knowledge Revolution.

I am grateful to MiraCosta College for offering the opportunity to grow professionally and develop my skills as a teacher through my sabbatical experience. It was enlightening to be a student again, but I truly felt “at home” on my first day back teaching.

### References

Collins, Allan (2009). *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America*. Teachers College Press.

Rose, G. (2015). *Perspectives on Teaching Adults English in the Digital World*. TESOL International Association.



## RUTH'S REFLECTIONS

By Ruth Gay, noncredit ESL instructor

### AB86 — Collaborating to Better Serve the Educational Needs of Adults

Assembly Bill 86 (AB86) asked the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO) to work together to implement an adult education planning process. This request was in response to a sharp drop in state funding for adult education programs and consequently a fall in enrollments that occurred in 2009. Up until then, California had been a leader in its commitment to adult education. The system had become a bit convoluted, however, with both the K – 12 and the community colleges working separately to implement new initiatives to improve adult student performance. As a result, students found the system difficult to navigate, and their progress was often hampered by the different administrative requirements. This culture created the perfect setting for a restructuring of the California Adult Education System, and in 2012, the Legislative Analyst's Office (LAO) produced a report by that title. In response to the LAO's report, Governor Brown proposed and the Legislature approved AB86 in 2013. A significant amount (\$25 million) was appropriated to distribute to regional consortia across the state to develop joint plans to better serve adult education students in each region. Each consortium had to be composed of at least one K – 12 Adult and one community college district. Seventy consortia were formed representing all 72 community college and 320 K – 12 school districts. Plans were required to address the five AB86 program areas:

- Elementary and secondary basic skills (ABE/ASE), including classes required for a GED or high school diploma;
- English as a Second Language (ESL) and citizenship classes for immigrants;
- Education programs for adults with disabilities;
- Short-term career technical education (CTE) programs with high employment potential; and
- Apprenticeship programs.

During the last year, I had the privilege of working on MiraCosta's plan. Our consortium, known as the "Coastal North County Adult Education Consortium," included Carlsbad Unified School District, MiraCosta Community College District, Oceanside Unified School District, and San Dieguito Union High School District. From MiraCosta, this collaborative effort included Angela Senigaglia, Julie Cord, and Scott Fallstrom representing the first program area listed above; Melissa Lloyd-Jones, and I representing the second program area; Ti Wolpov representing the third, and Linda Kurokawa representing the fourth. We did not have any representatives for the fifth program area. Our Leadership Team MCC representatives were Dr. Nikki Schaper, and Krista Warren, and our Advisory Team MCC representatives were Dr. Mary Benard, Dr. Nikki Schaper, Angela Senigaglia, and Krista Warren. Each program area and team also included representatives from each of our other consortia members, and we also hired BW Research to help us get a clearer picture of the needs of our region. We were tasked with addressing seven objectives: Current Programs and services, Current Needs, Seamless Transitions, Addressing the Gaps, Student Acceleration, Professional Development, and Leveraging Resources. All plans were completed and submitted in March of this year and can be viewed at [ab86.cccco.edu](http://ab86.cccco.edu).

The planning phase of AB86 is completed, and it is now referred to as AEBG (Adult Education Block Grant.) The governor's budget has allocated \$500 million to address adult education services in the state with \$125 million to the various consortia, and an additional \$25 million to establish a mechanism to address the effectiveness of programs. We do not yet know what our Coastal North County Adult Education Consortium's portion will be, but that is the next step, distribution of funds to the different consortia and then the work of making California's Adult Education System better.





## TECH TALK

By Eli Clarke, noncredit ESL instructor

### Internet Safety Tips for Us, Our Students, Friends, and Families

Technology has drastically changed how we do things in life. Everything from working and paying bills online, to communicating with family and friends has been significantly affected. With all the technology at our fingertips, it's important that we consider how we can keep ourselves *safe online*.

It's important to acknowledge that we, as educators, need to share this knowledge with our students, family, and friends.

This summer, I had the opportunity to attend two online workshops related to this topic, so I decided it would be useful to summarize and share the top 10 tips for safety for both children and adults.

#### Top 10 Tips for Children

1. Continually dialogue with your children about online safety and cyberbullying. Two great sites where you can find more information: <http://www.internetsafety101.org/cyberbullying.htm> and <http://www.stompoutbullying.org/index.php/information-and-resources/about-bullying-and-cyberbullying/dont-be-cyberbullied/>
2. Keep the computer in a high traffic area of your home –not in their room.
3. Create limits for which online sites children can visit.
4. Frequently monitor the use of smart phones, video gaming consoles, tablets, and laptops.
5. Establish limits for when children can use technology: time of the day, for how long, etc.
6. Tell your children not to respond to rude emails, messages, posts, or comments. Teach them how to **block** those who send the unwanted communication.
7. Get your child's school involved. Check the school policy and involve the teacher/administration.
8. Talk to children about what to do and whom to contact if they see something that makes them nervous, threatened, or scared.
9. Become a part of your child's online experience.
10. Explain the following: If you wouldn't say something to someone in person, don't text it or post it online!



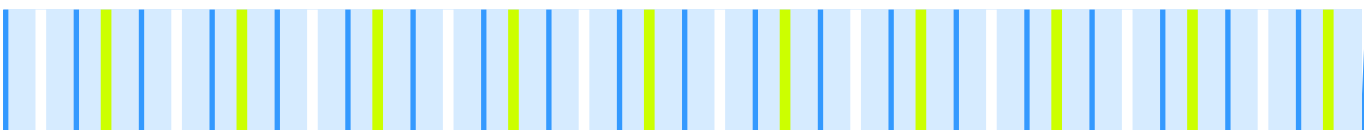
## Top 10 Tips for Adults

1. Watch out for “phishing” –a common trick used by identity thieves to gain access to your personal information.
2. Related to #1, do not follow links from emails when conducting financial transactions; instead, enter the website address yourself.
3. Do not share passwords or account numbers via email or instant message.
4. Look for HTTPS or a picture of a lock before buying online.
5. Install a firewall, anti-spyware, antivirus software, and update them often.
6. Consider what you share on your online profiles (username, pictures, religious or political views, and personal information).
7. Create strong passwords. Do not use personal information, a, b, c... or 1, 2, 3... Instead, use at least eight characters by combining CapiTaL letters, numbers, and symbols =#\$^&\*@! If possible, change your passwords often.
8. Never open attachments from someone you don't know since attachments are the perfect form to send viruses.
9. Have a second email account for newsletters, coupons, etc.
10. Don't share your phone number on social media. A reverse lookup can give away your home address. I am guilty of this one! L



## Online Resources to Learn More about Online Safety

1. <http://www.gcflearnfree.org/onlinesafety>
2. <https://www.common sense media.org/privacy-and-internet-safety>
3. <https://www.fbi.gov/stats-services/publications/parent-guide/parentsguide.pdf>
4. <https://www.getsafeonline.org/>
5. <http://www.internetsafety101.org/safety.htm>
6. <http://www.barcodediscount.com/articles/online-safety-for-adults-and-kids.htm>
7. <http://www.safekids.com/>
8. <http://www.netSMARTZ.org/Parents>
9. <http://ilearntechnology.com/wordpress/?s=safety&x=0&y=0>
10. <http://www.ncpc.org/resources/files/pdf/internet-safety>





# CREDIT CORNER

By Melissa Lloyd-Jones, credit ESL instructor

## Students and Instructors in Credit ESL Program Enthusiastic

The new international student orientation on August 13 was a fun event. Two of our associates, Sou Lackkaty and Jose Castillo Rodriguez, joined me to present a modified “speed dating” informational session about our credit classes. This is the second semester we have used this method of familiarizing our students with our classes, and it has worked especially well. (We have to thank Debbie Hanley for her contribution, as Mary and I have seen how well “speed dating” tables work at the events she plans for the ELI students.) At the orientation session, approximately forty students rotated between four tables – one was headed up by the international student peer leaders. Sou, Jose, and I shared syllabi, sample assignments, and class books with the students; we also provided them with our ideas about how to be successful in our classes. One of the most enjoyable and humorous parts of the event was letting our students know about our pet peeves. The students listened extra carefully to what we said, clearly wanting to avoid behavior that might get under any instructor’s skin. In fact, I’ve already noticed more than one student saying “I’m not sure” instead of “I have no idea” when asked to share an opinion or give an answer to a question during class. (As you might have guessed, saying “I have no idea” is one of my pet peeves.)

Our enrollments this semester are healthy, with nearly all of our classes full. We have a new class this semester – ESL 45 Advanced Grammar for Writing. We are glad to report that this class, too, is nearly at cap. Two daytime sections of ESL 40 Grammar for Non-Native Speakers are also full. This is a positive development, as we previously offered only one daytime section.

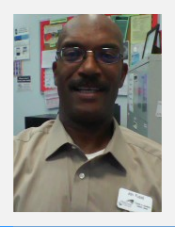
The student population in Credit ESL is more diverse than it has been in recent semesters. In addition to our local students, who come from countries all over the world and include those coming from the CLC, our current F-1 visa students are from 41 different countries. Many of our students come from Mexico, China, and Japan, but this semester we also have students from Brazil, Cambodia, the Congo, Honduras, Hungary, Korea, Lebanon, Russia, Malaysia, Nepal, Turkmenistan, Taiwan, Sweden, Vietnam, United Arab Emirates, and Yemen. We also have students from Tunisia for the first time at MiraCosta. It’s exciting to have this diversity in our student population.

I am looking forward to again presenting pronunciation workshops at the CLC, along with Heather Weldele. These workshops are always great fun. I enjoy seeing how eager the students are to take advantage of any extra opportunity they have to improve their ability to communicate. We in credit ESL appreciate your promoting these workshops with your students. This semester they will take place on 9/24 (Levels 5 and up), 10/8 (Levels 1-4), 11/5 (Levels 1-4), and 12/3 (Levels 5 and up).

This semester, students in the Credit ESL program will again have the chance to interact with instructor Anthony Ongyod’s students in Communication 215 (Intercultural Communication). This project has been a success. Anthony’s students have enjoyed the chance to gather first-hand information on the countries they are researching, and our students have appreciated the opportunity to get to know MiraCosta students who are outside of the ESL program and to share with them their love of their home countries.

In our credit writing classes, we continue to feel proud of the work our students present for the final portfolio project. Both our ESL students and our ACE students, who tend to be those who have been here for longer periods of time, submit portfolios that are evaluated along with those of MiraCosta’s pre-transfer English students. Each semester, the portfolios of our students pass in high numbers. High percentages of our students also pass our final in-class essay, which is holistically scored by the faculty of the Credit ESL program. These assessment tools help our students to feel confident that they are prepared for the academic work they will do as they move ahead toward their educational goals.

For all of the reasons above and more, we believe it is going to be another great year. As always, we look forward to connecting with our colleagues from the CLC and working to strengthen pathways from noncredit to the credit program.



# ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

## Noncredit to Credit: Am I Ready?

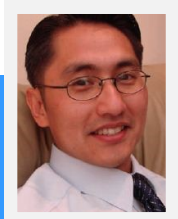
A goal of the MiraCosta College Community Learning Center (CLC) is to further the educations of our students through its noncredit programs. It is worth noting, however, the Tutoring and Academic Support Center (TASC) also considers it our role to prepare these noncredit students for their continuing educational journey as credit students, whether it be at MiraCosta or any college for that matter. Life at a new campus can be intimidating; fortunately, there are programs and resources that can help to smooth the transition from non-credit to credit. Some of the resources offered include the following:

- **Orientations**-These introductory sessions allow students to ask specific questions about their issues and to be introduced to many of the resources available on campus
- **Workshops**-These information sessions teach students specific skills needed for college success
- **Counseling**- This service helps students to develop their educational programs, to coordinate their career and academic goals, and to understand graduation, major, certificate, and transfer requirements
- **Academic Support**-TASC offers services such as free peer tutoring, student success and academic skills workshops and online tutoring

These resources are available at each MiraCosta College campus; please recommend them to your students!

During the first two weeks of Fall 2015 Term I at the CLC, TASC will visit 41 Adult High School Diploma Program (AHSDP) and English as a Second Language (ESL) classes. This outreach allows virtually every student an opportunity to find out about the academic support provided at the on campus Academic Support Center (ASC). Free tutoring is available for every AHSDP and ESL student at the CLC. TASC also offers academic support all GED and Citizenship classes also. Students can come to the ASC to not only receive homework assistance, but they can also work on their test-taking skills and improve their study habits. We at TASC@CLC feel that it is important for students to seek assistance from us as soon as possible because each term lasts only eight weeks. Therefore, TASC tutors are also available to provide academic support inside any classroom or lab by prior arrangement. The tutors will be available in the ASC for Fall 2015 Term I and II Monday through Thursday 9 a.m. to 1 p.m. and 4 to 8:30 p.m.

SEE YOU AT THE CLC!



# LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

## Fall Library Offerings at the Community Learning Center

Welcome to a new academic year! We hope you had a wonderful summer!

### Term I Schedule

Mondays, 9 am-12:30 pm (Richard Ma) Mondays, 6-8 pm	Tuesdays, 9am-12 pm (Glorian Sipman) Tuesdays, 6-8 pm	Wednesdays, 9am-12:30 pm (Richard Ma) Wednesdays, 6-8 pm (Judy Opdahl)
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If you would like us to come by and visit your class, please email Richard Ma or Glorian Sipman as early in the term as possible. While our CLC hours are limited, we can shift our schedules for class visits. We can tailor our visits to your curricular needs.

Also, we'll be offering two workshops for your students during Terms I and II:

### ***The Library and You***

September 22, 2015

12:00 noon & 7:30 pm

This 30-minute workshop focuses on some of the more popular library resources available to students and staff.

### ***eBooks and eVideos***

October 27, 2015

12:00 noon & 7:30 pm

This 30-minute workshop introduces students to the library's extensive eBooks and emerging eVideos collections.

Keep in mind that we have a wonderful selection of audiobooks and PlayAways ready for check out in the Academic Support Center (the space we share with Tutoring). Please encourage your students to drop by and check these supplemental resources. Librarians can also provide a short 15-minute orientation on these resources to your classes. Please invite us!

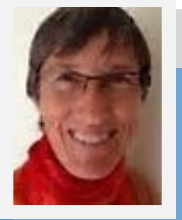
Lastly, we would like to introduce Virginia Velati, our "on-call" librarian for the CLC:

"I am very excited to join the MiraCosta family as an Associate Librarian. I attended MiraCosta before transferring to Cal State San Marcos and then San Jose State for my Master's degree.



Virginia Velati





# WRITING CENTER

By Denise Stephenson, Faculty Director, MiraCosta College Writing Center

## Changes in the Writing Center

In Spring we added many new faces in the Writing Center at all three campuses as the college allowed us to reorganize and supported us in hiring permanent staff. With the addition of writing coaches and the placement of Nora Kenney at the Community Learning Center, we quickly discovered that it's time for a change in our service model there. Nora is currently doing research with Nikki, and we're hiring both a permanent and a temporary coach to work at the CLC.

It's time to explore what writing center work might look like. We want to find new and better ways to work with students at the CLC. We need your help to envision what will work best.

1. How can we help most effectively in classrooms?
2. Where can we be easily found by students who need reading/writing/speaking help?
3. Are there workshops needed?

How we've recently been working: For the past several years we have placed writing consultants (undergraduate peers) in classrooms. Mostly, they work one-to-one with students in NCELS classes helping them with sentences, developing PowerPoint slides, and having small group conversations.

A couple of years ago, we started placing writing consultants in the community computer lab (130) to support one of the Adult High School classes. Slowly we started spending more time in the lab and extending our help there to NCELS students. During the same time, the staffing of the lab increased and changed in various ways. And now we hear talk about moving the Academic Support Center so that there is enough space for the Writing Center to return to a model of appointments and drop-ins.

I invite conversation: by email ([dstephenson@miracosta.edu](mailto:dstephenson@miracosta.edu)), by phone (760-795-6667), in person (at OCN or by arrangement at CLC). The Writing Center would like to have a conversation with as many faculty as possible, perhaps between Terms I and II. Look for an invitation.

