The Communicator

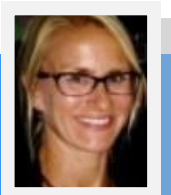Photo courtesy of Marisol Meyer

Welcome back!

Noncredit ESL has experienced growth in the last year with new sites and a lot of new additions to our instructional team. We are excited and ready to tackle a new school year. Read all about this and more in this edition.

Wishing everyone a great fall semester!

— *Kristi Reyes, noncredit ESL department chair*

Fall 2017

CHAIR NEWS

By Kristi Reyes, Noncredit ESL Department Chair

2016-17 Annual Report
End of Year Persistence and Promotion Data

Term I	Promotion %	Persistence %
Morning ESL Classes	33%	83%
Evening ESL Classes	39%	86%
Term II	Promotion %	Persistence %
Morning ESL Classes	41%	87%
Evening ESL Classes	55%	84%
Term III	Promotion %	Persistence %
Morning ESL Classes	36%	79%
Evening ESL Classes	24%	76%
Term IV	Promotion %	Persistence %
Morning ESL Classes	47%	83%
Evening ESL Classes	46%	80%

Our overall persistence rate for 2016-17 was **82%** and the promotion rate was 40%. This marks the **14**[th] year we have maintained persistence rates at or very close to 80% in our managed enrollment classes.

Open-entry classes — which include the noon classes, conversation classes, lab classes, and Citizenship class — also maintained a high average persistence rate of **99%.** Of the students who enrolled in and completed the Citizenship course, **60** gained United States citizenship.

The Career-Track ESL, which was offered twice during the 2016-17 school year, had an average **87%** persistence rate, consistent with our integrated-skills classes' persistence rates.

MORE EOY DATA
FTES/CASAS Assessment Benchmark Data over Eight Years

2009 -10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
482	437	371	337	322	274	279	349
1711	1566	1328	1115	1476	1124	1273	1334

MiraCosta's new Data Dashboards show detailed program information with visuals. You can view details about our department's growth by selecting the "A-Z Index" from MiraCosta's homepage and selecting "Data Dashboards" in the D section. Notable data comparing Fall of 2105 to Fall of 2016 are that enrollment increased by **more than 500 students**, and 22 **more sections** were offered. A lot of our growth was due to the added offsite sections and outreach efforts that were part of AEBG. We predict that our numbers will increase even more this school year, with our first week of classes seeing high enrollments and our offerings of classes now at a total of **11 sites throughout the district** besides the CLC, including these sites, new for Fall 2018: Crown Heights Community Center, Laurel Elementary School, and Carmel Valley Recreation Center. As a program, our students continue to perform well, as the data in the table below demonstrate.

California 2016 – 2017 Performance Goals Compared to MiraCosta Noncredit ESL Performance Goals

Levels	California 2016–2017 Performance Goals	MiraCosta Non-credit ESL (all enrollees)	MiraCosta Noncredit ESL (against enrollees with pre & post results)
Beginning Literacy (Level 1)	62%	N/A	**N/A**
ESL Beginning Low (Level 2)	63%	81%	**100%**
ESL Beginning High (Level 3)	61%	64%	**89%**
ESL Intermediate Low (Level 4)	53%	54%	**74%**
ESL Intermediate High (Level 5)	51%	45%	**63%**
ESL Advanced Low (Levels 6 and 7)	26%	34%	**43%**

Drop / 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	9%
Work (got a job/better job/working more hours)	13%
Unknown	23%
Personal (health, family, child care, transportation, moved)	46%

Demographics

Female	66%
Male	34%
Spanish-speaking	64%

SLO DATA: 2013 – 2017 (FOUR-YEAR SUMMARY REPORT)

Student Learning Outcomes	Assessments	2013–14 % passed	2014-15 % passed	2015-16 % passed	2016-17 % passed
LEVEL 1 Listening/Speaking • Identify a limited range of words and phrases drawn from familiar material. • Demonstrate the ability to engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs.	Interview	57%	78%	91%	85%
Reading • Interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary.	CASAS Level A	N/A*	N/A*	N/A*	N/A*
Writing • Produce simple sentences using a limited number of basic words and phrases and complete very simple forms.	Chart Application Dictation Goal Paragraph	98%	83%	97%	77%
LEVEL 2 Listening/Speaking • Recognize frequently used words, phrases and questions in familiar contexts. • Demonstrate the ability to engage in limited social conversations to communicate basic survival needs.	Interview	95%	98%	90%	93%
Reading • Construct meaning from simplified print materials on familiar topics.	CASAS Level B	91%	85%	92%	88%
Writing • Produce simple sentences in paragraph format and complete simple forms.	Chart Application Dictation Goal Paragraph Note	99%	98%	91%	97%
LEVEL 3 Listening/Speaking • Demonstrate comprehension of simplified spoken English and simple conversations. • Describe basic needs and relate common activities using clarification strategies when appropriate.	Interview	94%	96%	96%	89%

Student Learning Outcomes	Assessments	2013–14 % passed	2014-15 % passed	2015-16 % passed	2016-17 % passed
LEVEL 3 **Reading** • Construct meaning from simplified print materials on familiar topics.	CASAS Level B	73%	94%	78%	77%
Writing • Produce sentences to form a para-graph and complete forms requiring some detail.	Dictation Goal Paragraph Note	97%	97%	99%	78%
LEVEL 4 **Listening/Speaking** • Recognize spoken English containing some unfamiliar words about mostly familiar topics. • Demonstrate the ability to engage in conversations beyond survival needs and demonstrate clarification strate-gies.	Interview	77%	80%	100%	84%
Reading • Construct meaning from print materials on familiar and unfamiliar topics.	CASAS Level B	86%	94%	86%	85%
Writing • Produce messages, notes and related sentences in a paragraph format on personal topics and complete increas-ingly difficult authentic forms.	Chart Application Dictation Paragraph Letter	93%	96%	90%	93%
LEVEL 5 **Listening/Speaking** • Interpret essential points of discussions or speeches on selected topics. • Demonstrate the ability to engage in conversations on a variety of familiar topics.	Interview	98%	97%	85%	82%
Reading • Use contextual clues to interpret mean-ing and draw conclusions from authen-tic materials on everyday subjects.	CASAS Level C	74%	87%	82%	75%
Writing • Convey meaning by writing a descrip-tive and/or narrative paragraph, or for-mal or informal letters and messages and complete a variety of forms with limited assistance.	Chart Application Dictation Paragraph Letter	90%	84%	95%	93%

Student Learning Outcomes	Assessments	2013–14 % passed	2014-15 % passed	2015-16 % passed	2016-17 % passed
LEVEL 6 **Listening/Speaking** • Interpret a majority of speech from a variety of sources. • Discuss a variety of topics with increasing fluency and control of more complex grammatical patterns.	Interview	89%	100%	94%	98%
Reading • Infer meaning from various types of authentic materials including fiction narrations and factual matter.	CASAS Level C	84%**	46%**	71%**	48%**
Writing • Compose a descriptive, narrative, and/or expository paragraphs, formal and informal letters, and complete authentic forms.	Chart Application Dictation Portfolio Letter	95%	92%	92%	87%
LEVEL 7 **Listening/Speaking** • Identify key information in a variety of formal and informal media presentations. • Demonstrate the ability to communicate fluently in informal and formal conversations and presentations.	Interview	87%	100%	100%	100%
Reading • Interpret meaning from a variety of authentic readings in identified areas of interest.	CASAS Level D	84%**	46%**	71%**	48%**
Writing • Compose well organized, coherent paragraph (s) with appropriate detail and sentence variety.	Application Dictation Portfolio	87%	90%	97%	88%

* 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.

SLO attainment and EL Civics/CASAS benchmarks exceeded or matched the passing percentages (80%) in all categories except Level 1 writing, Level 3 reading and writing, Level 5 reading, and Level 6 and 7 Reading. The low pass rate in reading at the advanced levels is due to the fact that in 2016-17 we continued to have 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 CASAS score.

What Has Been Happening in Noncredit ESL?

Adult Education Block Grant Update

Contributed by Beatriz Aguilar, AEBG grant supervisor

Beatriz Aguilar

About AEBG!

Adult Education Block Grant Framework

The California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) are working in partnership to implement the Adult Education Block Grant (AEBG). The AEBG appropriates these funds through regional consortia consisting of community college districts, school districts and county offices of education to implement regional plans to better serve the needs of adults. There are 71 regional consortia across the state that include members from community colleges, k12 adult schools, county offices of education and a variety of community partners including, but not limited to local workforce investment boards, libraries, and community based organizations. MiraCosta is part of the Costal North County Adult Education Consortium (CNCAEC), which serves Oceanside Unified School District (OUSD), Carlsbad Unified School District (CUSD), and San Dieguito Union High School District (SDUHSD), all of which are within the geographic boundaries of the MiraCosta College Community College District. The Coastal North County Adult Education Consortium (CNCAEC) was established in spring 2014.

For What Instructional Areas May Consortia Use Block Grant Funds?

State law authorizes consortia to use block grant funds for programs in seven adult education instructional areas:

1) Elementary and secondary reading, writing, and mathematics (basic skills)
2) English as a second language and other programs for immigrants
3) Workforce preparation for adults (including senior citizens) entering or re-entering the workforce
4) Short-term career technical education with high employment potential
5) Pre-apprenticeship training activities coordinated with approved apprenticeship programs
6) Programs for adults with disabilities
7) Programs designed to develop knowledge and skills that enable adults (including senior citizens) to help children to succeed in school

How has AEBG helped MiraCosta's Continuing Education students?

The Coastal North County Adult Education Consortium (CNCAEC) continues to fund services for Continuing Education students. The benefits of these services reach students at the Community Learning Center (CLC) and other communities in our area of service. English as a Second Language (ESL), General Education Development (GED) preparation classes and classes for Adults with Disabilities are now offered at different locations throughout the region. Furthermore, AEBG is collaborating with the Workforce Innovation Opportunity Act (WIOA) to provide childcare throughout the region and to provide career services to prepare students for the workforce. Last year, AEBG funded numerous outreach events, support

staff, personnel for the tutoring, writing, and math center. Additionally, the library services saw a record breaking of services: 86 direct classroom orientations serving 2,020 students at the CLC.

• Librarian participation in 24 CLC events (AHS pre-term orientations, various
Reading Festival activities, Expressions, AEFL, etc.) serving 2,023 students

• 1,249 CLC reference desk questions

• 2,304 items circulated to CLC students, staff, & faculty, including reserve textbooks for CLC students, DVDs, Playaway audio books, etc.

• FULL integration of librarians into AHS English program

For the coming year, AEBG will continue funding the expansion of more classes on campus and off-campus and offering support services at the CLC and throughout the region.

WIOA Grant Update

Contributed by Arturo Vazquez, WIOA grant supervisor

Arturo Vazquez

Welcome to Fall 2017!
The Workforce Innovation and Opportunity Act (WIOA) grant is pleased to announce some exciting partnerships that will enhance your education, advance into a career pathway and access to gainful employment. Continuing Education joined the San Diego Workforce Partnership's America's Job Center of California (AJCC) partners. Some of the onsite partnerships will include: North County Career Center, Department of Rehabilitation, San Diego Job Corp Center, and the California Employment Development Department. Our goal is to ensure student access to a system of high-quality access points and provide services available in the community for all customers seeking employment; building basic educational or occupational skills.

WIOA, in partnership with the Adult Education Block Grant (AEBG) will continue to offer free childcare services at Libby Elementary school and expanding to Laurel Elementary through the Oceanside Unified School District and plans to add more locations throughout the year.   Finally, please stay tuned for upcoming events/resources:

• **Connect2Careers Starbucks Training and Hiring Event (September 23)**

• **Adult Education and Family Literacy Awareness Week (September 25 - 29)**

• **Fall Community Job Fair (October)**

For more information, please contact Arturo Vazquez, WIOA Grant Supervisor, avazquez@miracosta.edu or 760-795-8717.

Student Success and Career Center Update

Contributed by Cole Bezzant, Career Specialist for Continuing Education

Resume 101

Resume assistance is available once again in the Student Success and Career Center. Students may not think they need it, but everyone can benefit from it! In the world of resumes, things like *best practices* change all the time. For example, did you know that it's no longer recommended to include a street address in a resume, due to increased privacy concerns?

**Students can visit the Student Success and Career Center
for help with resumes and more.
We are located across from the Front Desk, to the left of the front entrance of the CLC.
The Student Success and Career Center is open from 8:30am to 5:00pm,
Monday through Friday.**

This service is particularly useful for ESL students, who are often coming from different countries with their own set of arbitrary and confusing resume 'rules' that they may not even realized have changed. In most European countries, for example, it is common to include a professional photo on a resume. In the United States that would be seen as very strange, and perhaps an attempt to get a job with dashing good looks. The same hiring managers who will run to social media to look candidates up (side note: clean up social media!) will throw a resume out if it has a picture. Who can blame people for being confused? All too often, the answer to resume-related questions is 'no real reason, that's just the way we do it', but straying from the resume rulebook can have real-life consequences.

Of course, the same goes for more basic mistakes like typos. The average recruiter or hiring manager spends an average of 7 seconds reading each resume. That number is so low because so many resumes immediately go into the shredder because of typos, bad grammar, sloppy formatting, or other easily avoidable mistakes. Eliminating those with the help of a proofreader will make sure a resume gets the attention it deserves. In the job world, the resume is your American Idol audition, and students can't afford to miss any notes!

Noncredit SSSP Update

Contributed by Cristal Mejicanos, Noncredit SSSP Interim Supervisor

Noncredit SSSP (NCSSSP) allocated MiraCosta $175,433 to provide core services to students enrolled in elementary and secondary basic skills, English as a second language, short-term vocational , and workforce preparation programs. NCSSSP will be having their first audit next year, which means there has and will continue to be changes to the orientation process in order to capture the students that receive any SSSP core service- assessment, orientation, counseling/ follow up and ed plans. Counselors will hold mini orientations throughout the fall semester in order to capture and provide SSSP services to our students. These orientations will be program focused and will require students to have completed an application and assessment in order to sign up for a spot. While we encourage all our students to sit through an orientation, talk to a counselor and receive an ed plan, we understand that for some of our offsite students this task might not be as easy as for students located here at the CLC. We all want our students to succeed and are working diligently on getting student success and support programs to our offsite students.

Noncredit ESL Welcomes New Instructors

Tricia Hoste (M.Ed.), our new fulltime tenure-track faculty and Career Track ESL lead, comes to MiraCosta College with more than 16 years of teaching experience in ESL and has a special interest in Career Track ESL. She has a BA in Intercultural Studies (Biola University) and a MA in Globalization with a concentration in TESOL (Lehigh University), where she dedicated her last year of research to Career and Vocational Education. She has taught English for a number of colleges and language programs, as well as workplace English for companies such as Sony in Mexico, Bangkok Samui hospital in Thailand, a Japanese biotech company, and The Edge construction company in Temecula. In addition to her teaching, Tricia brings experience in writing proposals, contracts, needs assessments and research in Career Track ESL specifically. In her free time, Tricia enjoys surfing, running, singing, traveling, and meeting new people. Tricia is excited to meet MiraCosta's staff and students, and is looking forward to extending her skills beyond the classroom and into the community.

Giancarlos Alvarado is an Educator and Digital Applications Developer. Giancarlos currently teaches 7th Grade World History for the Vista Unified School District at Roosevelt Middle School. Giancarlos was born, raised and lived most of his life in Trenton, New Jersey before relocating to California in 2015. He holds an Associates Degree in Music (Mercer County College), a Bachelors Degree in History (Rutgers University), a Masters Degree in Teaching English as a Second Language (The College of New Jersey), a Masters Degree in Educational Leadership (The College of New Jersey) and another Masters Degree in E-Learning/Education Technology (Northcentral University). He is currently working on his Doctorate at Grand Canyon University. Giancarlos has 11 years of K-12 classroom teaching experience in ESL, Bilingual, Technology, History and Elementary as well as six years of college teaching experience. When he's not teaching Giancarlos is usually developing apps and games for mobile platforms and has recently taken up blogging. He currently has two apps on the Apple App Store (NJ SGO Teacher Calculator and Run Kitty Kitty Run) and 3 more scheduled to be released before the end of the year (Ghost Hunter Miri, Firenauts and an eLearning History adventure game called Patriot Chronicles: The Battle of Trenton.)

Morella Bermudez has been teaching English as a Second Language to students of all ages for fifteen years. She has a passion for teaching, traveling, and learning foreign languages. She has had the wonderful opportunity to live and teach in various countries including Venezuela, Mexico, China, and Thailand. In San Diego, she has taught ESL at both adult schools and universities. Teaching English to students from numerous countries has brightened her life throughout these years. She feels very privileged to learn about her students' customs, traditions, foods, and languages every day. "As soon as I step into an ESL class, I begin to travel around the world," she comments. She is very excited to begin teaching at MiraCosta College this fall.

Bita Bookman began her teaching journey in 2004 in South Korea. She found her teaching experience so rewarding that she decided to pursue an M.Ed. in TESOL and get involved in TESOL organizations. She is currently a Ph.D. candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania and is completing a dissertation on transnationals' language experiences in the workplace. Prior to joining MiraCosta College, she taught academic English at University of California, Irvine, Montgomery College, and George Mason University, as well as adult ESL at Prince George's Community College, Fairfax Country Adult Education Program, and Savannah Technical College. She has also trained teachers in graduate programs and teacher training workshops in the United States, South Korea, Taiwan, and the Philippines. She has presented at numerous national and international conferences in the United States, South Korea, Japan, and Switzerland. In her free time, she enjoys abstract photography, hanging out with friends, and traveling to new places.

Mary Cory is excited to join the MiraCosta ESL team. After many years as the Student Media Director at the University of Illinois, she joined her family in sunny San Diego in 2012 and embarked on an encore career as an ESL Instructor. She's delighted with her new life and the variety of experiences she's found here, volunteering and working with immigrants, refugees, international visitors, adults with disabilities, and border rights activists. Mary has her Bachelor's in English from Illinois, and earned a TEFL certificate in Buenos Aires and a TESOL certificate at UCSD Extension. She taught at EC Language School and San Diego Community College District, and currently teaches Vocational English at International Rescue Committee in City Heights, where she helps newly-arrived refugees find their first jobs in America. She enjoys social justice advocacy, playing African drums, and seeking out new experiences in lovely Southern California.

After teaching adjunct at several local colleges and universities in both credit and noncredit programs, **Mickie Donan** is very excited to be part of the MiraCosta College ESL faculty. She received her Master's degree in TESOL in 2009, and has since served two tours abroad with the US State Department as an English Language Fellow in both Indonesia and Tanzania. She is passionate about promoting access to English for all students, both in the US and abroad.

Chris Gallagher has been teaching ESL for nearly eight years. The majority of this time was spent instructing at the University of California San Diego Extension, where he had the opportunity to teach students from more than 30 different countries. The English language has always been an area of academic interest for him, and from a young age he was an avid reader. This translated to academic focuses in Journalism and English Literature while he attended undergraduate school at Chico State University and San Diego State University. He received his Master's degree in Education with an Emphasis in TESOL from Alliant University in 2014, and published a writing textbook for beginning and intermediate English language learners in 2016. In his free time, he enjoys surfing, camping, and traveling.

Adam Gemus is originally from New York City and New Jersey. He has lived in San Diego for the past eight years. His interests include nature, animals, photography, art, music, and sports. Adam speaks English, Spanish, and some Japanese. One of his best skills is public speaking. Adam will teach beginning conversation classes this fall.

Elizabeth Lohr has been teaching English language learners since 1998, where she was a volunteer tutor in a small-town library in western Montana. Having received her B.A. in history at SDSU, she went on to earn her M.A. in Linguistics and TESOL certification at The University of Montana. She has taught high school ESL and English, and ESL at the community college level since 2006. Elizabeth has happily accepted a position with MiraCosta's team starting this fall. Her love of languages began when she studied Spanish in an Oklahoma City junior high school, and traveled to Mexico City in a yellow school bus with her Spanish club. Elizabeth has also worked with Laubach Literacy tutors in conjunction with the San Diego County Public libraries. She worked and studied in Norway, and Norwegian is her second language. Currently, she lives here in North San Diego County near her children and grandchildren, and teaches Pilates during the day.

With a Master's Degree in Biography/Autobiography from Goddard College, and twenty-five years as a professional writer/editor and publisher, **Dina McQueen** arrived at MiraCosta College's CLC with a passion to assist its multi-cultural student population in becoming communicatively competent. Having traveled extensively abroad, and having lived in several states across the U.S.A., summer 2015 finally saw her put down roots in Carlsbad, CA with her husband and Ethiopian-born daughter. That fall, she decided to pursue her love of culture and language by enrolling in UCSD Extension's TESOL certification program. Dina completed her practicum at the CLC, became certified in November 2016, and volunteered for three terms with three inspiring teachers. She was hired as a Noncredit Associate Faculty and began her teaching career summer 2017. During free moments, you might find Dina on the shore of the Pacific Ocean, enjoying a coffee with friends, or staying up too late reading a good novel.

Brian Weldele started his career in ESL as a tutor in the MiraCosta Writing Center. From there, he developed a love of linguistics and working with students from other countries and cultures. He acquired his Master's in TESOL from AIU and taught there in their non credit business ESL program. If you recognize his name, it might be because you know his sister or mother who are both ESL instructors in San Diego. Brian studied Spanish in high school and practiced it by traveling through many different Spanish speaking countries and using it while working in various restaurants in Southern California. He is a soon-to-be father and spends his spare time reading. In particular, he loves comic books and sharing them with his students.

QR Codes: Tech-Integration Solution for Classes that Lack Computers
Contributed by Kristi Reyes, Noncredit ESL Department Chair

Do you have a smartphone?

43147

6839

YES   NO
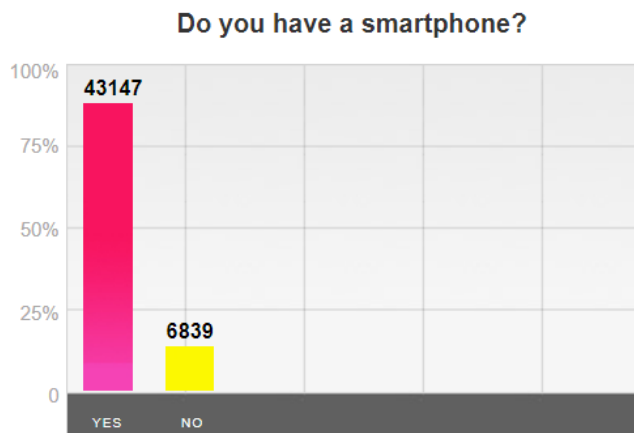
Number of total responses: 49987

	(n)	%
Yes	43147	86%
No	6839	14%

Source: https://adulted.otan.us/Info/

In addition to teaching our students English, we also have a role in helping them gain the technology skills they need to complete everyday tasks from checking their children's grades online to applying for a job. This becomes a challenge for our teachers at offsite locations where there are no computers. However, an untapped resource is students' cellphones. Tech and Distance Learning Plan surveys of students in classes at California WIOA-funded agencies from 2016—17 show that 86% of adult learners have smartphones. Teachers can share assignments, websites, videos, and homework with students to their smart phones by easily and quickly creating QR (Quick Response) codes for free.

What is a QR (Quick Response) Code?

This Common Craft Video (QR code for the video at right) explains. See also the QR Code How-to Guide.

How is a QR Code made?
See the blog post on How to Create a QR Code in 4 Quick Steps.

What can be embedded in a QR Code?

Information embedded in QR (Quick Response) codes can be text, an image, an e-mail or text message, a Web site link, an audio or video link, many types of files, forms, surveys, polls, maps – basically anything that can be found or done on the Web – and the QR code image can be inserted in a document, printed, or projected.

Students need to install a free QR code reader from the App store or Google Play in order to scan the codes with their devices. Students simply open the QR code reader app they have installed and point their phones at the QR code. Their web browser will open to the link embedded in the QR code.

Source: Pixabay CC licensed for re-use

Advantages of Using QR Codes

- Save time, paper, money – use technology students have in their pockets

- Cell phones or other mobile devices with internet access can install a QR reader app

- Support blended learning and flip the classroom

- Much information can be embedded in QR Codes: listening exercises, speaking prompts, audio or video for pronunciation practice, reading passages, writing prompts, and more

Denise Douglass, a Level 7 teacher in Carmel Valley, used QR codes last Spring to assign activities in class and for homework. Students kept in contact with her when the site had a two-week break. One student sent her the following message:

Hello ms Denise,
I miss your lessons.
 Be sure to come back.
I using with QR scanner program every day!
Best wishes
See you soon in class.
Natalya

The possibilities for what to share through a QR code are endless. These are some:

- A very long URL
- Announcements, events
- Business / v-cards
- Class calendar
- Dictations, Spelling Tests
- Discussion Board
- Email Address
- Exit Tickets: Polls, Surveys
- Facebook, LinkedIn, Twitter, or other social networking profile
- Homework: Reminders, self-check documents
- Learning Stations
- Portfolios
- Resumes
- Scavenger Hunts (see Class Tools QR Treasure Hunt Generator)
- Syllabus, welcome message

A student in Level 7 in Carmel Valley scans a projected QR code make by instructor Denise Douglass

For more ideas on using QR Codes in the ESL classroom, see my 2015 poster presentation for the 2015 San Diego Regional CATESOL Conference

RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

Celebrating Spring 2016 Noncredit ESL Scholarship Winners

Every spring semester, four different scholarships are awarded to students at the Community Learning Center (CLC) who are transitioning to the credit side of our college. The four scholarships are: the MiraCosta College Adult High School Graduate Scholarship, the MiraCosta College Adult High School Graduate Scholarship – English as a Second Language Student (ESL), the Brooke Ellen Brummittt Noncredit ESL Endowed Scholarship, and the CLC Transition Scholarship. Most years we are able to offer two of each scholarship, and this year three of the recipients were Noncredit ESL students.

Lizbeth Santiago-Gomez was our first scholarship winner. She received the Brook Ellen Brummitt Noncredit ESL Endowed Scholarship. Lizbeth is an accountant from Mexico. She moved to the U.S. one year ago and took Level 7, Conversation, and Career-Track ESL classes. In the fall, she will start working towards a certificate of proficiency as an income tax preparer. Next, she plans to pursue a certificate of achievement in bookkeeping. Lizbeth says, "I enjoy working with numbers and figures. I also enjoy helping clients with their financial information and suggesting how they can improve their path and ways to cut costs."

Counselor Cynthia Vasquez Gonzales, scholarship winners Lizbeth Santiago-Gomez and Sandra Narvaez Morales, and noncredit support staff Erika Brown

Our next scholarship recipient was Sandra Narvaez Morales. The Community Learning Center Transition Endowed Scholarship

was awarded to her. Sandra is an industrial engineer from Monterrey, Mexico. Like Lizbeth, she moved to the U.S. a year ago, and took Level 6, Level 7, Conversation, and Career-Track ESL classes. In the fall, she plans to enroll in credit courses and start by working towards a certificate that will result in her becoming a Microsoft certified application specialist for business. Sandra describes herself as the kind of student "who will not only meet, but exceed course requirements."

Scholarship winner Veronica Bracamonte Ugarte

Lastly, Veronica Bracamonte Ugarte, a student from Caracas, Venezuela received the second Community Learning Center Transition Endowed Scholarship. Like her two classmates, Veronica has been in this country for approximately one year. She started with level 3 in our program and then took our Conversation and Reading and Writing courses. She also enrolled in the Adult High School and took Math 3 and Geometry. In the fall, she plans to study at the credit campus and ultimately hopes to become a systems engineer. When asked why she was a good candidate for a scholarship, Veronica wrote, "… I work hard in my studies. I am focused and interested in learning and in school. I am grateful for every opportunity and I don't waste what is provided to me."

These three students are perfect examples of the people we serve at the Community Learning Center, and it is truly a joy to be able to offer the scholarships to them. We would like to encourage our readers to consider contributing to one or more of the scholarship funds. You may do so by payroll deduction, check, cash or credit card. If you are an MCC employee, you can fill out the payroll deduction form and send it to Dee Jaykus at Mail Station 7. Checks and cash may also be sent to Dee. Make checks payable to the MiraCosta Foundation and indicated the scholarship fund on the memo line. Credit card donors can call Dee at 760/795-6645 and she will process the card or it can be done by going to MiraCosta's website at the following link:

MiraCosta College Foundation Donations

Choose Department or Program funds – Find the scholarship listed in the drop down list or put it in the comments section.

You may be assured that your contribution will be going towards a very worthy cause that will benefit some very grateful students.

TECH TALK WITH ELI

By Eli Clarke, noncredit ESL instructor

Friendly Netiquette Reminders and 10 Tips for Outlook 2016

A close friend recently asked me what the meaning is for **BC** and **BCC** when sending an email. Someone else at work moved an important message to the "junk folder" because the sender didn't include a "subject" in the email. Not so long ago, I "replied to all" when I only intended to respond to the sender. Therefore, I thought it would be appropriate to discuss some "*Netiquette*" and share some basic tips to make our Outlook accounts more productive.

What is Netiquette?

Netiquette, or network etiquette, is the proper way to communicate in an online setting (email, chats, texts, discussion boards, etc.); in other words… it's *good manners* in the online world.

What is good email netiquette?

Below is a great article that covers simple tips:

"Proper Internet etiquette is often referred to as Netiquette. Students and teachers can avoid embarrassing situations by adhering to some simple guidelines for electronic communication. The following is a list of standards for Netiquette:

- **Always identify yourself and keep your messages brief and to the point.** Remember that not everyone accesses email from a computer these days. Many people use portable devices such as cell phones to quickly check their email while they are away from a computer. They will appreciate not having to wait for the long messages to download.

- **Include a concise subject line with all of your emails.** This will allow the recipient to quickly scan their mailbox to see if the message is something they need to act on or "junk" email.

- **Let your recipient know right away if any action is required of them.** The easiest way to do this is by marking emails that do not require a reply or other action as FYI emails. This can be indicated in the subject line.

- **Avoid "flaming"** (inflammatory or antagonistic criticism) or sending insulting, abusive, or threatening remarks. There is no "unsend" option in email. Once a "flame war" starts, it tends to escalate quickly, often leading to hurt feelings and tension among those involved. A good rule to follow is to ask yourself "would I say this to the person's face?" If you wouldn't feel comfortable saying it to their face then it's probably not appropriate for email either.

- **Avoid using all capital letters in a message.** This is perceived as SHOUTING and may cause hard feelings.

- **Remember that email is not necessarily private.** Your messages can be forwarded to many people without your knowledge. Before sending a message, read it over, double check the recipient(s) and make sure it would not become an embarrassment if it were forwarded to others not on your recipient list.

- **Do not spam others.** Spam is the practice of sending unsolicited email messages in bulk or overloading someone's mailbox or server with messages. Spamming may be as simple as forwarding chain letters. Forwarding these chain letters not only creates work for the people on the other end, who have to spend more time going through their messages to separate the good messages from spam, but it also generates unnecessary network traffic.

   Include a signature that has your phone number or if you are sending internal email, your extension. This will make it easier for your recipient to contact you if they need to speak to you in person. Avoid recalling messages. Take the time to really determine if a message is necessary or not before sending it in the first place. By the time you send out a recall for your messages they have already arrived in the recipients' mailboxes and they have probably already been read. The recall notice will just be one more message that has to be deleted."

   http://etc.usf.edu/techease/mac/e-mail/what-is-good-email-netiquette/

10 Tips for Outlook 2016

1. To access the Outlook Web Access (Web App), go to mail.miracosta.edu. You can also type just ''mail'' on some computers at work (around the labs at the CLC at MiraCosta College).

2. Quick shortcuts:
   - When Outlook starts, press the **CTRL + N** keys **to create a new email message**.
   - **Flag messages—fast.** With a message or two selected, hit the **Insert** key to toggle the flag on or mark it done.
   At work (or if you have Office installed on your computer):
   - CTRL + 2 = go to **Calendar**
   - CTRL + 1 = switch to **Mail** view
   - CTRL + 3 = go to **Contacts**
   - CTRL + F = **Forward** an email
   - F3 = go to the **Search** box
   - F7 = **Check Spelling**

3. Always type a relevant "Subject" first and include "Attachments" before adding your recipients. Most likely you will not forget a recipient, but you could forget the subject and/or attachment.

4. To find emails in a quick way, use the **search box** and type this, for example:
   - from: Nikki
   - from: Nikki received: this week
   - from: Kristi received: Monday (or last week, last month, etc.)
   - from: Kristi hasattachment: yes (You can also use: hasattachment:true to get the same results.)*
   - from: Kristi hasattachment: yes received: this week
   ***Notice: *there is no space between has and attachment (hasattachment).**

5. How to **create a signature**:

    At work:

    a. Create a new email message

    b. Click **Signature** (next to the Attach File icon) and select **Signatures**

    c. Choose **New** and type a name for your signature. Click **OK**

    d. Type the signature and edit as needed

    e. Click **OK** to finish

    For the Web App:

    a. Click the **Settings** icon on the right hand side ⚙ click **Options** and then click **Settings**

    b. Click **Signature** and type your signature (name, address, phone, etc.)

    c. Click **Save**

6. How to add a **Profile Picture**:

    At work:

    a. Click **File** and look for the **Picture Icon**; Click **Change** (type your username and password if prompted)

    b. Click the **Browse** button to find your picture, double click on it, and click the **Save** button.

    For the Web App:

    a. Click the **Settings** icon on the right hand side, click **Options** and then click **Settings**

    b. Click **Account**

    c. Click **Edit information** (towards the bottom)

    d. Click **Photo** and click the "**Change**" button to upload your picture

    e. Once you have uploaded your picture, click **Save**

7. To **change your password**:

    For the Web App:

    a. Click the **Settings** icon on the right hand side and click **Change password**

    b. Enter the current password, the new one, and confirm it

    c. Click **Save**

8. How to **create an out of the office auto reply**:
   At work:
   a. **Click File**, click **Automatic Replies**
   b. Select **Send automatic replies** and pick the range date when you want your automatic reply to be delivered:
   c. Type your "automatic reply" and click **OK**
   For the Web App:
   a. Click the **Settings** icon and click on **Set automatic replies**
   b. Select the range date when you want your automatic reply to be delivered
   c. Type your "automatic reply" and click **Save**

9. How to **create a new folder**:

   a. Right click over **Inbox** and click **"create new folder"**

   b. Type a name for your folder and press the **Enter** key

   - To **delete** the folder, right click on it, and click **Delete**. Click **OK** to confirm that you want to delete the folder.

10. So last, but not least… what's the difference between **TO, CC** and **BCC**?

TO: Type the email address or addresses here if you need the recipient's attention or action

CC: (Carbon Copy) Type the email address or addresses here if you just want to send a COPY to the recipients and do not necessarily need their attention or action.

BCC: (Blind Carbon Copy) Type the email addresses here if you **don't want** the other recipients to see that you sent the email to this contact.

The BCC is very helpful to use when you don't want the recipients to REPLY TO ALL by mistake ☺
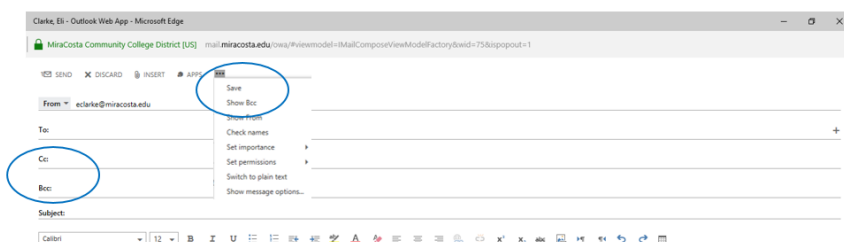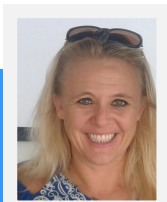
TRICIA'S CAREER ED TIPS

By Tricia Hoste, Noncredit ESL Instructor

Data Can Motivate!

Often a visual of numbers, charts, and tables can convince students, even more than the influence of a person, to work towards a career pathway. Before coming to MiraCosta College, I was teaching Career Track ESL at Palomar Community College. It was an opportunity not only to give students training in workplace-English, but also to try and motivate these students to transfer to credit programs that would lead to more stable careers. This is important when considering more than 500,000 people (16.7%) of San Diego's population claim that a limited ability to speak English "less than very well" is a barrier to employment (U.S. Census Bureau, 2010-2014).

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,826,361
Households with Cash Public Assistance or Food Stamps	85,209
Population 18 and Over with Less Than a 9th Grade Level Education	179,561
Single Parent Households	198,561
Speak English Less Than "Very Well"	524,828
Youth Ages 10 to 24	729,621

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	80,299	6.2%	99,262	7.7%
9th to 12th grade, no diploma	105,845	8.2%	95,244	7.4%
High school graduate (includes equivalency)	284,908	22.1%	255,513	19.8%
Some college, no degree	330,042	25.6%	327,662	25.4%
Associate's degree	99,465	7.7%	120,736	9.3%
Bachelor's degree	243,241	18.8%	256,010	19.8%
Graduate or professional degree	147,097	11.4%	136,954	10.6%
Total	1,290,897	100.0%	1,291,381	100.0%

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

State of California Employment Development Department, Labor Market Information Division. 2016

Though students may realize they need career and vocational training in credit programs, many are facing socio-economic barriers that hold them back from the transition to these programs, such as the following:

- the need to financially provide for a family as soon as possible
- a lack of confidence in study skills and academic ability
- a lack of guidance or example from family members who have never been to college
- a lack of understanding that higher education often leads to higher salaries and more secure employment
- a discouragement that more schooling is necessary, despite the years of education that may have been achieved in the home country.

How can we convince students to set career goals and make career transitions? Data! Showing charts and graphs can help set the bar high. Therefore, I'd like to recommend using data tables, like those below to help motivate students aim for a promising career:

Projected openings for occupations expected through 2020
(Regional Labor Market Assessment, San Diego County (Center of Excellence, 2016)

Exhibit 4: Five-Year Projected Occupation Data for Architecture & Engineering Occupations

SOC	Occupations	2015 Jobs	2020 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Openings
17-3023	Electrical and Electronics Engineering Technicians	2,666	2,687	21	1%	67	71
17-3029	Engineering Technicians, Except Drafters, All Other	1,512	1,606	94	6%	38	57
17-3011	Architectural and Civil Drafters	1,469	1,566	97	7%	19	38
17-3027	Mechanical Engineering Technicians	764	834	70	9%	20	34
17-3022	Civil Engineering Technicians	638	710	72	11%	17	31
17-3026	Industrial Engineering Technicians	716	757	41	6%	18	27
17-3012	Electrical and Electronics Drafters	855	898	43	5%	11	19
17-3013	Mechanical Drafters	528	568	40	8%	7	15
17-3031	Surveying and Mapping Technicians	407	444	37	9%	5	12
17-3024	Electro-Mechanical Technicians	299	316	17	6%	8	11
17-3021	Aerospace Engineering and Operations Technicians	207	234	27	13%	5	11
17-3025	Environmental Engineering Technicians	165	191	26	16%	4	10
17-3019	Drafters, All Other	158	170	12	8%	2	4
	Total	10,383	10,982	599	6%	222	341

Skills/Degrees needed to be prepared for a target career

Exhibit 18: Education and Training Requirements for Business & Financial Operations Occupations

| SOC	Occupations	Typical Entry-Level Education	Typical On-The-Job Training	% of Community College Award Holders or Some Postsecondary Coursework
13-1022	Wholesale and Retail Buyers, Except Farm Products	Bachelor's degree	Long-term on-the-job training	37%
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	Bachelor's degree	Long-term on-the-job training	37%
13-1031	Claims Adjusters, Examiners, and Investigators	HS Diploma / equivalent	Long-term on-the-job training	35%
13-1032	Insurance Appraisers, Auto Damage	Postsecondary Certificate	Moderate-term on-the-job training	35%
13-1051	Cost Estimators	Bachelor's degree	None	41%
13-1081	Logisticians	Bachelor's degree	None	39%
13-1141	Compensation, Benefits, and Job Analysis Specialists	Bachelor's degree	None	33%
13-1151	Training and Development Specialists	Bachelor's degree	None	34%
13-1199	Business Operations Specialists, All Other	Bachelor's degree	None	28%

These data could be used as a group activity to compare professions, the number of openings and education needed, or could simple be given to students individually for personal exploration. Other data reports, such as the U.S. Employment Snapshots, post the number of job openings created every month **(see http://www.harrydahlstrom.com/FreeStuff/).** Either way, data in tables and charts provides a great visual that motivates students to explore the career possibilities when transferring to credit programs. Try it out!

References:

Lindstrom, Zhenya (Center of Excellence). *Regional Labor Market Assessment, San Diego County.* September, 2016. Retrieved from: http://coeccc.net/documents/Regional%20Planning%20Report%20SD%20final.pdf

State of California Employment Development Department, Labor Market Information Division. *Regional Planning Unit Summary: Southern Border.* Retrieved from: http://www.labormarketinfo.edd.ca.gov/Publications/REA-Reports/Southern-Border-RPU-Summary.pdf , who sourced from Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.
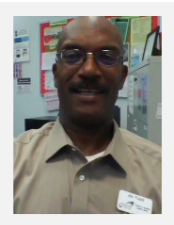
ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

Basic Skills: What are they?

Basic Skill Initiative (BSI) programs are one method used by California community colleges to provide support for specific student populations through the funding of BSI courses and activities that develop a college-wide basic skills agenda used to promote student success by means of pre-transfer level classes intended to prepare students for college-level curriculum. WHEW! For inquiring minds, this begs the question:

WHAT BASIC SKILLS ARE NEEDED TO BE A SUCCESSFUL COLLEGE STUDENT?

BASIC SKILLS

Reading-Students are able to: identify relevant details, facts, and specification: locate information in books, research materials, maps, and graphs; find the meaning of unknown words; judge accuracy of reports; use computer to find information.

Writing-Students are able to: write ideas completely and accurately in letters and reports with proper grammar, spelling, and punctuation; check, edit, and revise for accuracy and emphasis; use computer to communicate information.

Mathematics-Students are able to: use numbers, fractions, and percentages to solve problems; use tables, graphs, diagrams, and charts; use computer to enter, retrieve, change and communicate numerical information.

Speaking-Students are able to: organize and communicate ideas clearly; speak clearly; select language, tone of voice, and gestures appropriate to audience.

Listening-Students are able to: listen carefully to what a person says, noting tone of voice and other body language; respond in a way that shows understanding of what is said.

THINKING SKILLS

Creative Thinking-Students are able to: use imagination freely, combining ideas and information in new ways; make connections between ideas that seem unrelated.

Problem-solving Skills-Students are able to: recognize a problem; identify why it is a problem; create and implement a solution; watch to see how well solution works; revise as needed.

Decision-making Skills-Students are able to: identify goal; generate alternatives and gather information about them; weigh the pros and cons; choose the best alternative; plan how to carry out choice.

Visualization-Students are able to: see a building or object by looking at a blueprint, drawing, or sketch; imagine how a system works by looking at a schematic drawing.

PEOPLE SKILLS

Social-Students are able to: show understanding, friendliness, and respect for feelings; assert themselves when appropriate; take an interest in what people say and why they think and act as they do.

Negotiation.-Students are able to: identify common goals among different parties in conflict; clearly present the facts and arguments of their position; listen to and understand the other party's position; create possible ways to resolve conflict; make reasonable compromises.

Leadership-Students are able to: communicate thoughts and feelings to justify a position; encourage and convince others; make positive use of rules or values; demonstrate ability to have others believe in and trust them because of their competence and honesty.

Teamwork-Students are able to: work cooperatively with others; contribute to group with ideas and effort; do own share of work; encourage team members; resolve differences for the benefit of the team; responsibly challenge existing procedures, policies, or authorities.

Cultural Diversity-Students are able to: work well with people having different ethnic, social, or educational backgrounds; understand the concerns of members of other ethnic and gender groups; base impressions on a person's behavior, not stereotypes; understand one's own culture plus those of others and how they differ; respectfully help people in these groups make cultural adjustments when necessary.

PERSONAL QUALITIES

Self-Esteem-Students are able to: understand how beliefs affect how a person feels or acts; "listen" to and identify irrational or harmful beliefs that they may have; understand how to change these negative beliefs when they occur.

Self-Management-Students are able to: assess their knowledge and skills accurately; set specific, realistic personal goals; monitor progress towards their goals.

Responsibility-Students are able to: work hard to reach goals, even if task is unpleasant; do quality work; display high standard of attendance, honesty, energy, and optimism.

Of course, there are a multitude of opinions on the subject, and there are those who could add some pertinent, common-sense skills and qualities not in the aforementioned list. This just speaks to the plethora of tools required by the successful college student, and it is more than just the "3 Rs"! Of note is that the preceding list, while just a general foundation for thought and discussion, aligns nicely with the intellectual, social, and practical skills that the MiraCosta College Core Competencies entail. Keeping this in mind, we, as educators, must be cognizant of what "basic skills" really are, and then make it an imperative to develop these skills in our students in order to ensure their present and future academic success.

TASC is in the Academic Support Center,

located in Room 136 at the CLC

TASC hours are Monday-Thursday

9 a.m. to 1p.m. and 4 p.m. to 8:30 p.m.
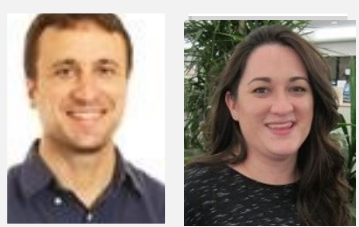
WRITING CENTER

By Jeff Schoneman and Sarah Pultz, Writing Coaches, Community Learning Center

Writing Center at the CLC: An Update

Reading

Recently, at Read/San Diego's 27th Annual Tutor conference, we (Sarah and Jeff) listened to Dr. Stephen Krashen give a keynote address on the important role that reading plays in the language acquisition process. In many of his statements, he emphasized how much reading (an input) informs language outputs--such as writing! In one recent article, Krashen boldly states that "our ability to write in an acceptable writing style, our spelling ability, vocabulary knowledge, and our ability to handle complex syntax is the result of reading."

As such, the Writing Center is also committed to building *reading* skills in students, in addition to writing skills, since evidence suggests that reading informs and strengthens good writing. At the CLC, we offer reading strategies sessions where we sit with a student one-on-one and discuss/practice effective strategies for reading a text successfully. Success here means comprehension, retention, and a growing self-awareness in the student of him or herself *as a reader*. Strategies we discuss might include building vocabulary, accessing a text's background knowledge, identifying textual signposts, etc. Please spread the word to your students about this crucial service!

Survey Results

Thank you to all NCESL faculty at the CLC who participated in our recent feedback survey. In the survey, we gleaned important information regarding the services the Writing Center provides to NCESL students at the Community Learning Center. From your responses, we learned that one-on-one writing feedback (both in the classroom and in the ASC) continues to be the most valued service we provide. Additionally, you suggested possible ways that we could better support the lower-level NCESL students, especially with grammar and sentence building. We intend to use your feedback to continue strengthening our collaborative relationship in support of NCESL students at the CLC!

New Support

This fall, the CLC Writing Center will be able to offer in-class support thanks to funding from the AEBG. Jessica will be available to work in classrooms and will be providing extra support in the Writing Center during our busiest times! Jessica is a returning consultant with four years of experience working in the Writing Center. Welcome, Jessica!

Krashen, Stephen. "Applying the Comprehension Hypothesis: Some Suggestions." Presented at 13th International Symposium and Book Fair on Language Teaching (English Teachers Association of the Republic of China), Taipei, Taiwan, November, 13, 2004. http://www.sdkrashen.com/content/articles/eta_paper.pdf

LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

Kan You Kanopy?

Have you tried the library's latest streaming video database ***Kanopy***? This database offers one of the most unique and compelling collections of film on the planet, including documentaries, indie and foreign films, must-see classics, and blockbuster movies. ***Kanopy*** works with hundreds of content providers to establish their collection, including ***PBS, The Great Courses,*** and ***The Criterion Channel.***

Access to ***<u>Kanopy</u>*** is free for faculty, staff, and students:

https://miracosta-kanopystreaming-com.prox.miracosta.edu/

Faculty can also show films in their classes or embed in Blackboard and Canvas without worry of copyright infringement. Remember that all users will need their SURF id and password to access the collection from a non-campus location.

Come and talk to a librarian in RM 136 for 10 minutes, and we'll give you the inside scoop on how to use this database. There's a great collection of ESL videos, too!

As usual, please invite us into your classrooms if you need an orientation on any information literacy topic, or if you want us to introduce to your students our robust collection of PlayAway audio books and other library resources. We are here to help!

CLC Library Hours for FALL 2017:
Monday-Thursday
9 am to 1 pm
5:30-8:30 pm

Diversity Day

What: Third annual event celebrating diversity! Students are encouraged to share a cultural tradition, clothing, dance, music, etc.
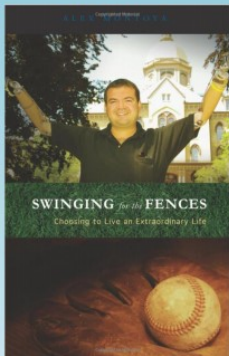
Where: CLC Community Room

When: November 14, 11:30-12:30 am & 7:30-8:30 pm

Submission Deadline: October 14th
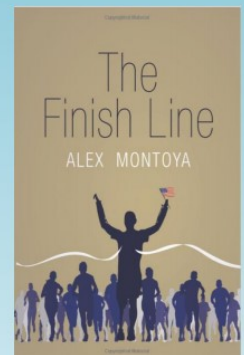
Please encourage your students to participate!

Contact: Hillary Hartman, hhartman@miracosta.edu

Introducing
Reading Festival Author
2017-18
ALEX MONTOYA
HTTP://WWW.ALEXMONTOYA.ORG/

Enjoy reading? Join the CLC Book Club this semester to be prepared for the RF Spring '18 while earning FLEX and teaching strategies based on the book.
Copies of Montoya's books can be purchased on Amazon, or directly through his website.

Consider adding the MCC Fieldtrip statement to your syllabi and stay tuned or more info on this in the Fall!

Save the Dates:
FLEX for RF: 8/17 @ 10:30
RF Author presentations: 2/28 & 3/1 2018

EXPRESSIONS
2017-18

Theme: *America, You Are Beautiful*
SUBMISSION DEADLINE: *February 28th, 2018*
NOTIFICATION OF SELECTED WORK: *April 6th, 2018*
EXPRESSIONS CELEBRATION : *Friday, April 27, 2018*

For more information, contact Katrina Tamura (ktamara@miracosta.edu)
or clcexpressions@gmail.com.