



The Communicator



Noncredit ESL teachers gather for updates, camaraderie, and learning at the CLC during flex week in January

Welcome to the Spring Semester!

During the last year, a lot has been happening in Noncredit ESL:

We continue to offer classes at more than 10 sites around North County San Diego, we will offer a new Integrated Education Training class at the CLC, and we continue to build communities to now serve more than 2300 students a year. Read about this and more in the current edition of *The Communicator*.

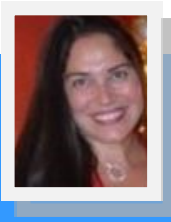
Wishing everyone a great spring semester!

— Eli Clarke, Noncredit ESL
Department Chair

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Spring 2019



CHAIR NEWS

By Eli Clarke, Noncredit ESL Department Chair

Fall 2018 Terms I and II Persistence and Promotion

Term I (Aug. to Oct.)	Promotion %	Persistence %
Morning ESL Classes @CLC	31%	91%
Evening ESL Classes @CLC	36%	90%
Term II (Oct. to Dec.)	Promotion %	Persistence %
Morning ESL Classes @CLC	55%	90%
Evening ESL Classes @CLC	36%	85%

The information in the table above is from our leveled (Levels 1 - 7) managed-enrollment classes, which meet four days per week during our eight-week terms and are offered at the Community Learning Center.

Managed-Enrollment CLC Classes Term I

34% promoted

91% persistence (morning and evening classes)

Managed-Enrollment CLC Classes Term II

46% promoted

88% persistence (morning and evening classes)

Entire Program Averages Term I

30% promoted

92% persistence

Entire Program Averages Term II

62% promoted

94% persistence

Citizenship, as usual, had high persistence rates, with 12% being promoted and 94% persistence in Term I, and in Term II persistence was 97%.

Thank you to our instructional aides for helping us maintain enrollment by reaching out to students and encouraging them to persist!

ESL Faculty Represent MiraCosta at Annual CATESOL Conference

I have always been proud of working at MiraCosta College with such an awesome team of great instructors, instructional aides, staff, and administrators; however, last semester my proudest moment occurred when I looked at the booklet at the CATESOL Conference! We had nine instructors presenting diverse workshops at the conference!



MiraCosta ESL teachers Mariana Silva, Kristi Reyes, Ryan Detwiler, Rosa Treptow, Katrina Tamura, Hillary Hartman

WOW! CONGRATULATIONS and THANK YOU for representing MiraCosta College so well. These are the presentations made by our teachers:

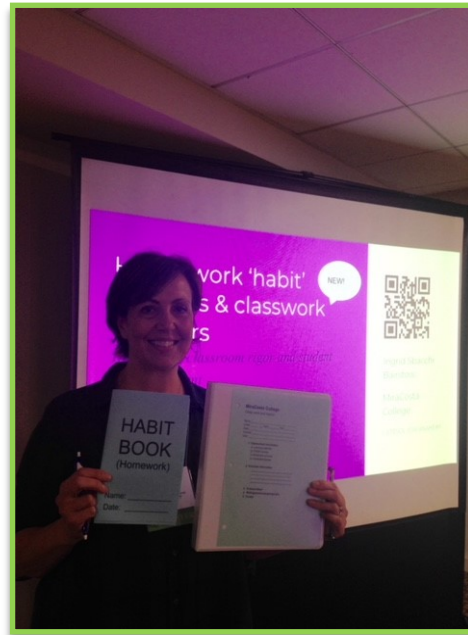
- Ingrid Bairstow: Homework "Habit" Tracker: Increasing Classroom Rigor and Student Empowerment
- Ryan Detwiler: Video Projects for English Language Learning: How To Videos
- Hillary Hartman, Mariana Silva, Rosa Treptow: Oceans of Opportunity: Boosting Speech Autonomy
- Katrina Tamura, Christian Vela-Che, Kristi Reyes: Surviving the Current: Innovative Video Projects for Skills Integration
- Elizabeth Clarke, Kristi Reyes: Oceans of Opportunity for Learning: Teaching Adult ESL Online
- Mariana Silva, Kristi Reyes: Integrating Principles for ESL Exemplary Teaching
- Kristi Reyes: Innovate Vocabulary Instruction



Hillary Hartman, Rosa Treptow, Eli Clarke, Mariana Silva



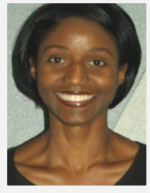
Chris Vela Che presents at the annual CATESOL conference in Anaheim



Ingrid Bairstow advocates for homework habits



Mariana Silva, Rosa Treptow, and Hillary Hartman had a full house for their presentation on teaching speaking



RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

The Tipping Point in Language Learning

In the last edition of *The Communicator*, I wrote about the language ego and how it deters language acquisition. This topic has continued to be a constant in my thoughts, and I've had several conversations about it with friends, colleagues and students. In one conversation with my students, I was telling them about my encounter with my language ego in Mexico City, and this led to a robust discussion about how we become fluent in another language. All of my students were looking for that elusive secret to successful language learning and were looking to me for the answer. As a language instructor, I could talk to them about the grammatical, reading, writing and pronunciation rules of the language, but it is well known that language acquisition is so much more than that. I proceeded to share with them the importance of using the language outside of the classroom, and this was the one area where several of my students admitted that they were not doing so well. At this point, two of my students took over. At the time of our class discussion, both of them had been studying English for about one year, and both of them had become fluent enough to the point of finding jobs where a component of their duties involves helping others learn English. Their classmates asked them what their secret was, and they proceeded to share how they had decided to be very deliberate about using English outside of the classroom. In fact, one of them even said that she had avoided using her native language during breaks at school. This was not an easy mission because Spanish is her native language. She said that she had decided to become friends with someone who did not speak her native language and started from there. She described how she had often been in tears from frustration during her first few months in the country and how some of her classmates had not liked her very much because she had refused to talk to them in her native language during class breaks. But she was determined to become fluent, and she knew that what she was doing was the best way to reach her goal. The discussion continued with students asking questions of their two classmates, and I listened and nodded as their answers validated affective language acquisition theories I had learned in school. They spoke of the importance of not being afraid to make mistakes or take risks and of the importance of feeling safe enough to use the language. This particular class session encouraged me to continue my own personal research on language learning and led me to the theories of a tipping point in language acquisition.

Malcolm Gladwell can probably be credited with popularizing the term “tipping point” because of his book by the same name. The term refers to the point at which big change happens after a series of small but effective actions. For example, it has been found that around 25% of people need to speak up about something before large-scale social change happens. In my explorations of the theme of a tipping point in language acquisition, I found anecdotal accounts of people’s own personal language learning attempts. For example, one woman said that she knew she had reached her tipping point when she was able to understand jokes in the language she was studying. A couple of truths became clear from my research. First, it is hard to pin down a specific tipping point for language acquisition; it is obviously different for each person. Second, the tipping point is reached only after constant exposure to the language. This second truth caused me to think about how I can better facilitate my students’ exposure to English and consequently possibly get them a little closer to their tipping points.

It is hard to pin down a specific tipping point for language acquisition; it is different for each person.

It is a well-documented fact that total immersion is the best way to learn a language. As ESL instructors, our students get that total immersion experience, but as stated above, it seems that several of them are not using the language outside of the classroom in their everyday lives. So, how can we help them do just that? The most obvious answer may be around homework assignments. Instead of just focusing on workbook or online exercises for at home practice, what if we included assignments where our students have to watch something on television, or listen to a presentation or interview a native speaker. This would enable their exposure to the target language. But I am sure that several of my colleagues already do these things. I am challenging myself to continue thinking about other ways I may aid my students’ exposure to English outside of my classes. A brief presentation that I listened to on this topic suggested thinking of homework assignments as missions that need to be completed. An exciting possibility for aiding our students’ exposure to English that I would like to share is something that has been completely student-driven. In the class discussion that I highlighted above, the two students who were sharing their tips for English language fluency brought up the idea of starting a group where ESL students can get together to do fun activities while practicing English outside of the classroom. They are currently in the very early stages of exploring the possibility of starting a club at the Community Learning Center. This would definitely lead to more contact with English and help get our students a little closer to their language acquisition tipping points.



INTEGRATING TECH WITH KRISTI

By Kristi Reyes, Noncredit ESL Instructor

The Return of Digital Storytelling and Tech Tips and Upcoming Events

We last offered a digital storytelling class about eight years ago, but when the recession hit, our enrollment dropped, so we sunset the course. However, now with a renewed interest in the potential of digital stories for integrating all skills and fostering critical and creative thinking, our teachers have been integrating various forms of digital storytelling in their classes. One of our 2019 Tech Plan goals is for students to create digital stories on narrative topics, newly-learned vocabulary, and other topics in order to document their personal, educational, and family stories as well as their English development, and we've already gotten a jump start on this goal! We held the first digital storytelling workshop, led by Ryan Detwiler, Katrina Tamura, and Chris Vela-Che, this past fall, with a focus on narrative writing and Adobe Spark Video. Teachers who participated created their own digital stories, online at [Digital Storytelling Participant Videos](#), and committed to assigning a digital storytelling project in their classes this Spring.

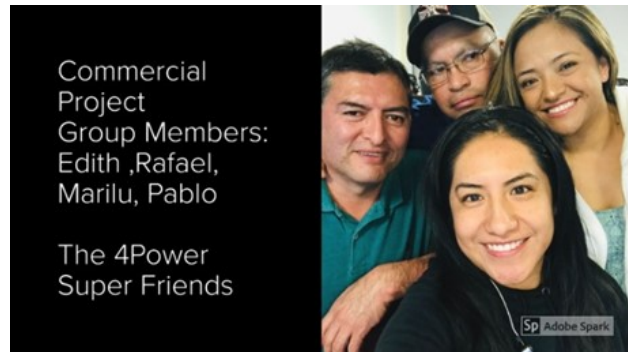


Ryan Detwiler demonstrates Adobe Spark for ESL teachers as they create their digital stories

Some teachers couldn't wait until the spring to start making and having students create digital stories. Level 6 teacher Debra Poortenga created an Adobe Spark video for [chapter 2 of the novel *Fred Korematsu Speaks Up*](#), the book that will be featured for this spring's Reading Festival. Debra writes, "I made it for two reasons; first, to make the book as accessible as possible for beginning ESL students. My second reason was as a model for my students in Term 3. My plan is to have them select different chapters and make their own digital stories, working in pairs."

Level 6 teacher Carla Stoner had students in her class use Adobe Spark as part of the new EL Civics Unit on Workplace Readiness (soft skills). Carla reports that for task 3 of the unit, students made commercials for a product. Students followed a storyboard outline and then critique each other in groups. “They loved doing it and had to include three reasons why we should buy their product,” Carla says. She shared these samples:

Dagophone, Pow Wow Energy Drink, and 4 Power Energy Drink

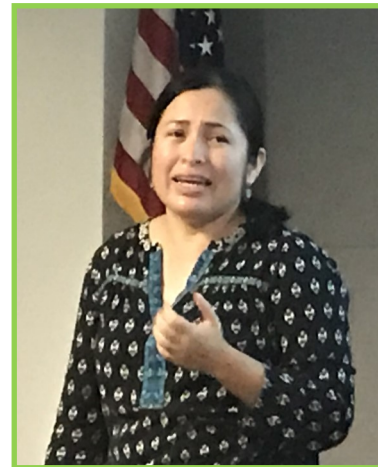


Carla used materials from the British Council Teaching English website and shared this storyboard and a teacher’s rubric for scoring projects and an observer’s rubric for students to give feedback to other groups.

Teachers, there is still a lot of time to make plans to integrate digital storytelling projects in your classes this spring, even if you were unable to attend the first digital storytelling workshop. We will hold our second workshop on Friday, April 12, 12 – 2 p.m. at the CLC, in which you will get a chance to try other programs. We will also hold our first annual digital storytelling festival this spring to showcase students’ work.



Katrina Tamura presents at the annual CATESOL Conference in December



Chris Vela Che explains how she successfully implements video and digital storytelling

Ryan, Katrina, and Chris will present “‘Spark’ Student Interest in Technology With Audio Slideshows” on incorporating digital storytelling projects at the OTAN Tech and Distance Learning Symposium, to be held at Hacienda La Puente Adult Education – Willow Center on March 1 and 2. Katrina will also make the presentation, “Integrate and Engage: Utilizing Buncee for Multimedia Lessons,” on another tool that can be used for digital storytelling. For information and registration, see OTAN TDLS. It would be great if more of our teachers can attend and support our colleagues as well as learn more tips and tools for effective tech integration.

In the fall we also resumed our Tech Tips, sent out to our teachers every two weeks. The tips have been compiled in the Canvas course for our department and are the following:

Tech Tip #1: Three Ways to Contact your Students Electronically

Tech Tip #2: Super Teacher Tools & Quizlet Live contributed by Mariana Silva

Tech Tip #3: Outlook and Canvas Profiles and How Students Can Set up a Canvas Profile

Tech Tip #4: Narrate PowerPoint and Export as a Video

Tech Tip #5: Bingo Selfies contributed by Hillary Hartman

Tech Tip #6: Email for Students contributed by Julia Cantu and Ingrid Bairstow

Tech Tip #7: Fun Google Activities submitted by Ryan Detwiler

Tech Tip #8: Ways to Have Students Record their Voices

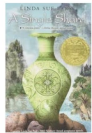
Tech Tip #9: 30-Day Challenge for Students to accompany the TED Talk Try Something New for 30 Days. Teachers, be sure to share your favorites with a comment on this list of websites and apps.

Level 7 teacher Denise Douglass modified the idea of the 30-Day Challenge while instilling a love of literature by assigning her class chapters of the book *A Single Shard* to read for each week of the winter break.


These activities included weekly emails to her students:

- a reminder about which chapters to read each week
- “golden lines” (significant quotes) and comments at the beginning of the week to help encourage and model for students before they read
- a reminder to send their golden lines and comments at the end of each week
- responses to their golden lines / dialogue journal and a link to a site about the book and vocabulary in each chapter along a reminder to read the summaries before they read each chapter

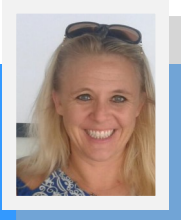
A Single Shard Reading Schedule:

Week of December 17	read chapters 1-3	
Week of December 24	read chapters 4-6	
Week of December 31	read chapters 7-9	
Week of January 7	read chapters 10-11	
Week of January 14	read chapters 12-13	

First day of class: Tuesday, January 22



Finally, in addition to our digital storytelling goal for 2019, we will hold workshops for teachers to learn more about other features of Canvas for blended learning and flipping the classroom. The first Canvas workshop was held in January (handout), and the next will be Thursday, Feb. 7, 2:30 - 4 p.m. and Friday, Feb 8, 9 - 10:30 a.m. Watch your email for dates and times for these professional development opportunities.



TRICIA'S CAREER ED TIPS

by Tricia Hoste, Career-Track ESL instructor

The Gateway to Career Pathways: How the Implementation of Integrated Education Training at the CLC Will Bridge Students from Noncredit to Credit Programs in a Whole New Way

When feeling lost in a store and looking for guidance to find a necessary product, there will often be an employee that will point the way, name an aisle number, and wish us luck in getting there. Other times, there will be an employee that will take the time to bring us to the exact place where we need to be. People from the Oceanside community often stumble upon the doors of MiraCosta College's Community Learning Center (CLC), knowing that they need something, but not sure where to find it or how to get there. They come to our noncredit continuing education programs simply hoping to learn, but end up finding a gateway of career options that can take them where they need to go. As staff and faculty for noncredit courses, we use this opportunity to not merely point the direction for students toward a career and hope they find their way, but rather to take them by the hand and introduce them to career education. Better yet, the bridge between noncredit and credit courses most effectively leads students toward a career pathway when there is a partnership between each program on either side.

In light of the effort being made to build equity-mindedness at MiraCosta College, it is important to recognize that our relationships with each other as departments and services, both credit and noncredit, are necessary links that connect all students equally with the career pathway they may not have found on their own. One powerful example of partnership will be this Spring semester at the CLC through our first integrated education course involving Child Development and Noncredit ESL departments. This semester, our noncredit ESL program is collaboratively working with the Child Development Department in career education in order to pilot a new course that bridges noncredit to credit...all in one classroom. This strategy is modeled after Washington State's I-BEST integrated teaching style commonly used in many of its community colleges and proven effective since 2006. *"The state of Washington's Integrated Basic Education and Skills Training (I-BEST) program is nationally recognized as an evidence-based instructional model that supports career pathways...so students can move through school and into jobs faster"* (LINCS Community Resources for Adult Education). The Integrated Basic Education and Skills Training model, also call the I -BEST, is a form of Integrated Education Training (IET) for career preparation that integrates students who are preparing their basic skills (language or academic) for the workplace, but feeling ready to begin a career certificate or degree. According to the Washington State Board of Community and Technical Colleges, the research-based theory of this model focuses on team teaching as an integral part of instruction, with instructional overlap of at least 50 percent of class time between career-education instructor and an ABE/GED/ESL instructor. The model uses both instructors to work as a collaborative team in design and delivery of the program, and uses both instructors to collaborate before entering the classroom for the first time to work on joint learning outcomes and assessments for students. Both the content and basic skills instructors are present in the classroom for at least half of the total time of instruction, including lecturing, leading group

discussions and managing student projects. The other half of the time, the instructors are assisting students in their own classroom to prepare for the workforce using the career and academic skills they've learned. *“The I-BEST teaching model challenges the traditional notion that students must move through a set sequence of basic education or pre-college (remedial) courses before they can start working on certificates or degrees. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels with one leap”* (Washington State Board of Community and Technical Colleges).

There are six researched based co-teaching styles that are possible in the I-BEST model of which we at MiraCosta have chosen from:

Traditional Team Teaching	Two or more teachers actively share the instruction
Collaborative Teaching	Team teachers work together to teach the material by exchanging and discussing theories in front of learners
Complementary-Supportive	One teacher is responsible for teaching the content while the other teacher provides follow-up activities on related topics or on study skills
Parallel Instruction	The class is divided into two groups and each teacher is responsible for teaching the same material to her/his smaller group
Differentiated Split Class	The class is divided into smaller groups according to learning needs, and the instructors provide their group with instruction to meet those needs
Monitoring Teacher	One teacher is responsible for instructing the entire class, & the other circulates the room & monitors student understanding and behavior

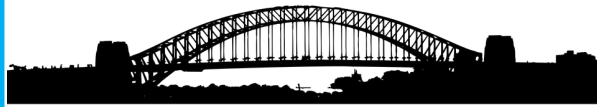
For the implementation of the IET pilot course at MiraCosta's CLC, we will be using both the Monitoring Teacher and Complementary Supportive teaching styles. The Child Development IET instructor this semester (Claudia Flores) will be the principal teacher instructing the Child Development courses, while the ESL Instructor (Tricia Hoste) will fulfill the role of IET Coordinator in the classroom. In this role, the IET Coordinator will monitor where students may be falling behind or lacking basic skills to process the career content. In response to what is monitored in each class session, the IET Coordinator will then provide follow-up activities and workplace topics in the ESL classroom that apply the content taught in Child Development course. Students involved in this IET classroom and needing the ESL skills support will be considered "IET students" and will benefit from the following:

- be co-enrolled in both the Child Development course on Tuesday/Thursday mornings and the Career-Track ESL course on Monday/Wednesday mornings each week, which will help strengthen the language and academic skills needed
- be a part of a supportive partnership between Child Development and Noncredit ESL!

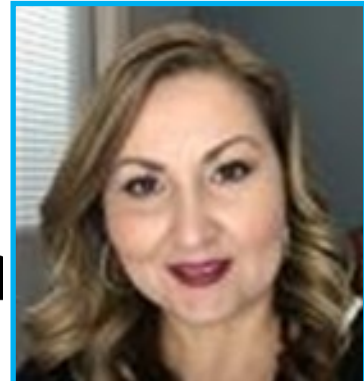
In summary, as noncredit instructors take students by the hand and lead them through the gate toward credit bearing career education, it is vitally important that we lead them not by pointing the way, but rather by personally bringing them to career education instructors as partners that we have relationships with. Like an introduction to a friend, we can best bridge students from noncredit to credit through personal introductions to career pathways in credit programs. The IET collaboration between noncredit ESL and credit Child Development is a key relationship that bridges students towards this career pathway by passing the baton from noncredit to credit in one integrated course. Students will now be able to smoothly transition from the gateway of workplace-preparation (noncredit) to workplace training (credit) through a teaching model proven to bring success.



Tricia Hoste, noncredit
Career-Track ESL
instructor



<https://pixabay.com/en/sydney-australia-bridge-city-2773440/>



Claudia Flores, Child
Development instructor
and department chair

References:

LINCS Community Resources for Adult Education

I-Best Team-Teaching Models - Washington State Board of Community and Technical Colleges

I-Best Programs and Services - Washington State Board of Community and Technical Colleges



COLLABORATIONS WITH MARIANA

by Mariana Silva, ESL instructor

A Successful First Collaboration Project: Cultural Differences

When I rejoined the MiraCosta College, noncredit ESL department after a one-year hiatus, I felt so honored and privileged to serve our unique student population and collaborate with my extraordinary colleagues. Also, I thought of a way I could work with faculty members in my department to enhance my own instruction and to get to know them better both professionally and personally. This is how my idea of a collaborative project came up. I will describe in detail how this project works from the initial steps to its climax and how my first project turned out to be a success.



Mariana Silva's Level 5 class, Fall 2018

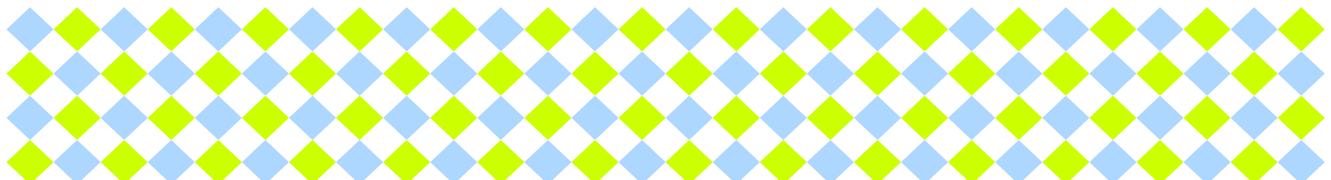
Every semester, I plan to collaborate with a different instructor on a selected topic of our own. Once we choose the topic, I develop instructional materials to fit our ESL student levels. (You are most welcome to do the same, too. I just don't want anyone to feel that this takes too much of his/her time). Reading and videos can be a great springboard for critical thinking and problem-solving skills, vocabulary practice, grammar, listening, speaking, and ultimately writing. The final product of such activities could be a paragraph or a presentation. For example, in the Fall semester of 2018, I decided to approach the topic of cultural differences. Hillary Hartman excitedly joined me on this project. I incorporated several reading and listening activities with my ESL level 5 students. As the culminating project, my students whom I work with four times a week, wrote a descriptive paragraph on cultural differences and created videos.



Hillary Hartman's conversation class, fall 2018

On the other hand, Hillary, who was teaching an intermediate conversation class that met twice a week, focused on a National Geographic video that approaches the theme of culture in a funny, engaging way. Discussion, questions and a deep exploration of cultural diversity took place in our classes. After delving more into the subject of culture, students completed the culminating project: a *presentation* on anything specific from their culture. As instructors, we gave the students the opportunity to choose the form of expression, so some created PowerPoint presentations, some Adobe Spark slides or videos, some performed live and came to school dressed in their traditional national outfits. Hillary's class and mine got together at the end of week 7, Fall 2018, and showcased their rich and exquisite culture. It was such a vibrant and fun-filled event. Students enjoyed the exposure to different cultures so much that they mentioned about the impact it had on them in the end-of-the-term class feedback. It was a memorable day for all of us who took pride in our cultures and celebrated it with our community.

For Spring 2019, I will be focusing on the theme of superstitions and I am open to anyone who would like to join me. Let's learn from each other, collaborate, expand our horizons on our students' knowledge and expertise, and incorporate all the language skills and technology! It is a fun, rewarding project both for students and instructors.





CREDIT CORNER

By Melissa Lloyd-Jones, Credit ESL Department Chair

A Stronger Bridge

As the new semester begins, I am happy to provide an update on the Credit ESL program.

First, the collaboration with Noncredit ESL on mirrored courses continues as a genuine success. After years of working together to help students bridge from their well-loved CLC to the OC east campus once they have completed Level 7, it seems that the mirrored courses have provided the answer we had been searching for.

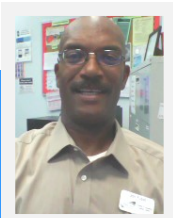
This past fall semester ended with many noncredit students successfully completing each of our support courses, NCESL 29 Listening and Speaking, NCESL 39 Reading and Vocabulary Development, and NCESL 49 Grammar. The instructors for these courses reported that the noncredit students brought strong foundational skills and dedication to their learning. In fact, they served as excellent role models for our international students. I had the chance to observe two class sessions, and I witnessed the overall maturity and commitment of the noncredit students.

This semester, again, noncredit students make up approximately half of the enrollment in our support courses. It is beautiful to see that students are willing to brave the more difficult parking situation and to leave the comfort of the familiar in order to continue on their educational journeys. And there are indications that exactly what we hoped might happen will indeed come to pass: once students take the plunge, they will be more likely to move into other credit classes on our campus. These may include not only our credit ESL writing courses, ESL/ACE 149 and ESL/ACE 150, but other courses as well, from yoga, to accounting, to art, to math.

Another exciting development is that Mary Gross and I worked with Eli and Kristi this past fall to submit NCESL 53 Advanced Grammar for Writing, NCESL 56 Introduction to Academic Writing, and NCESL 57 Introduction to College Composition, which will mirror our ESL 80, ESL/ACE 149, 150. This means that in the fall 2019 semester, students will be able to take these courses without paying tuition if they choose that option.

How encouraging it is to see students who began in ESL classes at the CLC successfully complete credit courses and build momentum as they re-envision their goals and take steps to achieve them. At the end of the inspiring Cultural Competency Conference at the CLC on January 17, I had the great pleasure of hearing a panel of students who had bridged to the OC east campus, and I wish everyone could hear their stories. They spoke of their experiences at the CLC with deep affection, and they all said they were nervous about stepping out of their comfort zones to take classes at the other campus. Two of the students who spoke have already made the transition and have been highly successful, and the others are poised to make that next step.

What I especially liked about their stories was that they said they still came to the Writing Center at the CLC to get feedback on their writing. Using the services at the CLC has helped them maintain the connection to the place where they feel so comfortable. As one student put it, the CLC is the place where she feels she can breathe. I have had many other students like these in my own classes, students who have successfully crossed that "bridge," but who also know that they can keep that connection to their roots at the CLC. It is an exciting time for us--faculty, staff, administrators, and students--as we work to make the connection between our campuses stronger in service of our current and future students.



ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

The “Hidden Curriculum” of College

As the Noncredit Tutoring Coordinator at the MiraCosta College Community Learning Center (CLC) and as an educator for TASC (Tutoring and Academic Support Center), my position gives me valuable perspective and insight into the unique educational journeys that each student undertakes when they decide to attend our campus. A student coming to MiraCosta College (MCC) has nothing to fear because of the myriad of support services available to them that ensure their admission process will go as smoothly as possible. The expertise of our academic counselors ensures that students will be given direction in the proper steps to take to become a member of the MCC student body. As I think of the trials and tribulations of my own college experience, the memories come rolling back as if it was 2002 all over again. For example, because I could not afford it, I did not own a computer. In fact, for my first year of college at MCC, I used a typewriter (Actually, my WIFE did all of my typing for me)! Even after gaining access to the technology available at the college, it literally took me about a month to learn how to “double click” a computer mouse, and this was only because of the patience of a librarian who recognized the gap in my knowledge of technology. Before her assistance, I chose to avoid computers in an effort to not look “dumb.” I felt like an imposter who did not belong on a college campus because my upbringing ingrained in me the fallacy that only “smart people go to college.” I matriculated into remedial classes that prepared students for college-level Math and English, but the classes themselves counted for no credits or units. This added to my feelings of not belonging in the college environment. My saving grace was my remedial Math and English professors who saw a potential in me that I never knew I possessed. My parents were not college graduates, so I had no inkling on how to be an effective college student. I learned “on the fly,” and I did not feel like I was a real student until I received my grades at the end of my first semester.

When I became a tutor at the CLC in 2005, I made it my mission to make sure that the students that I worked with were exposed to all the skills necessary to give them the best chance for academic success. This is because there is much more to being a motivated, self-reliant college student than just having a grasp of the curriculum and doing your homework well. This brings me full circle back to 2019 and the CLC campus. The orientations that takes place here as vital to giving potential students the wherewithal to begin their academic careers, but many of our students need assistance in learning the tools and skills to make them better college students. This “**hidden curriculum**” consists of skills that many students take for granted because their parents went to college and then handed down to

hem the knowledge of how to navigate the college environment. Some of these skills include the following:

- Knowledge of all of the campus resources available and how to access them (counseling, career center, bookstore, health services, financial aid/scholarships, transfer, student life & leadership, disabled student programs and services, veteran's center)
- Study Skills (time management, organizational skills, note-taking, creating effective habits that advance academic outcomes, goal-setting)
- Classroom navigation (working and studying in groups with peers, identifying classroom expectations, understanding of campus academic support services and how to seek them out, how to use campus technology)
- Emotional Intelligence (self-reflection of emotions that encourage/hinder academic success, turning "challenges" into opportunities for success, building meaningful relationships with peers, staff, faculty, and administration, building self-reliance by holding oneself accountable for one's own successes or failures, identifying sources of motivation)

These are just a few of the unwritten tools that are not officially enumerated or taught in any class but are not only vital to the academic success of a college student, but also are skills that will be used for the rest of the student's life.

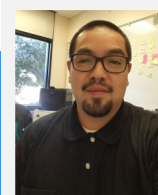
Fortunately, a program such as this exists at MiraCosta College; right now it is only at the Oceanside East campus, but it is coming west to the CLC! The Academic Success Coaching Program (ASC) matches students with Academic Success Coaches who help students to gain knowledge in a wide range of topics that will help them achieve their academic goals. Working as a team, students and coaches will create a plan for academic success by building academic relationships, communicating effectively and building knowledge of resources on campus to help students along their academic journey. The goal of this program is to create students that have the confidence in their own abilities to succeed, and to know that they belong on a college campus.

FOR MORE INFORMATION:

<https://www.instagram.com/mccacademicsuccesscoach/>

OR

jfuzell@miracosta.edu



STUDENT SERVICES

By Rodrigo Gonzalez, Student Services Specialist

What's Up With the Noncredit Student Success and Support Program (SSSP)!

A big welcome to everyone working this spring 2019 Semester, students included! I'd like to take this opportunity to re-introduce and introduce myself to all. I am Rodrigo or sometimes referred to as Rigo (for those that can't roll their rr's, just joking). It is an honor to work with you all at the CLC. After completing my first year as your Noncredit Student Success and Support Program (NCSSSP) Specialist, I am excited and determined to continue our work that aligns with the MiraCosta Community College District mission, "to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success." In addition to adapting to our rapidly changing institution, I am also eager to build collaborative partnerships with my instructional counterparts with the onboarding activities I help coordinate.

The Student Success and Support Act of 2012, also known as SB 1456, was enacted with the goal to increase student access and success in the California Community College system. In order to achieve this goal, colleges will provide students with core SSSP services, including (1) Orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and early intervention.

More recently, the Chancellor's Office has been undergoing an effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). The California Community College System, which serves 2.2 million students annually, has a mission that includes reducing equity gaps, providing educational access and opportunity, and strengthening the state's economy (pulled from Student Success Page, MCC website). What does this all mean? Our college's mission aligns quite nicely with the Chancellor Office's efforts in credit and noncredit. This is great news for us, these efforts support our work to provide equitable access to our diverse student population in NCELS. Our onboarding through NCSSSP services are offered directly through our Counseling department in collaboration with Testing Services, Noncredit Support Staff, Instructional Aides, and myself as the NCSSSP representative on campus.

Updates to NCELS Orientation Presentations

This spring semester, we are working on improving our NCELS Orientation presentation to reflect the feedback we received from students when we conducted Noncredit Orientation Evaluations. A common theme amongst the students was the lack of understanding during the orientation presentation and how the materials were only presented in English. Approaching this issue with an equity-minded lens, we applied to the MiraCosta College Foundation Innovations Grant in the fall semester 2018 and were awarded a grant to work on providing translated materials during our NCELS Orientation presentations for those students that need them or would like to have that option available to them. We wholeheartedly believe this effort will further support incoming NCELS students and will ensure that students experience success in their earliest encounter with the college. Our goal is to establish a solid foundation for success in future learning.

Orientations and Help Hut!

Our open Registration and Orientation sessions for NCESL students occur throughout the academic year on a monthly basis in three sessions; morning, noon and evening. These sessions are useful and important to capture students who have not submitted a MiraCosta College Noncredit application but wish to begin the process in one stop. The entire process includes completing the application, orientation, assessment exam, placement, counseling/advising, student education plan and registration. Our small orientations happen on a more frequent weekly basis and are limited to a smaller group of students who have already submitted their MiraCosta College Noncredit application and have completed the assessment exam. The flexibility of our onboarding process for NCESL students assures that students who wish to enroll in our NCESL classes at various points in the academic year have the ability to do so.

Teachers can volunteer to work the Help Hut at the start of each spring, summer, and fall terms. By being one of the first points of contact for our new students, teachers can give students a positive introduction to MiraCosta and a warm welcome!

Help Hut at the CLC is an awesome event that I enjoy organizing and hosting. The purpose of Help Hut is to offer a welcoming environment for students on the first day of classes by answering general questions, connecting them to the many services and resources available to them as MiraCosta College students. However, our primary goal is to connect with our students in a relaxed environment and to personalize our department/program by engaging students in friendly conversation and activities. Help Hut is a collaborative event that brings faculty, staff and students together across departments, programs and campuses. Thanks to the active participation of our Academic Support Center Programs, AEP Office, Faculty, Counseling, Service Learning, Student Equity (UPRISE), Career Services, Service Learning, Financial Aid, and our amazing Student Volunteers from East campus and CLC, Help Hut Spring 2019 at the CLC was a great success with over 300 student contacts. Help Hut can be expected before each major semester, look out for emails from me before spring, summer, and fall to join in the highlighted welcome event for our noncredit students.

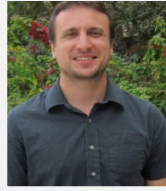
THE WRITING CENTER

Contributed by Sarah Pultz and Jeff Schoneman, MiraCosta College Writing Center

Writing Center Update



Sarah Pultz



Jeff Schoneman

Happy Spring Semester!

The Writing Center at the CLC continues its work of providing academic support to your students as they pursue their educational goals. When they walk into the Academic Support Center in room 136, they will be given that *crucial* one-on-one support. We can help them with moving forward on writing assignments, understanding grammar concepts, exploring reading strategies, building presentations, and practicing conversation. Our hours this semester remain Monday through Thursday 8:00 am -1:00 pm in the mornings and 4:00 pm - 8:00 pm in the evenings. We are also open on Fridays from 8:00 am - 1:00 pm.

Also continuing this semester are the Writing Center workshops! Please see the schedule below. If you have any questions about these workshops, feel free to contact Jeff Schoneman or Sarah Pultz.

Thursday Afternoons with Sarah

Reading for the Main Idea

February 7, 3:30 - 4:00 pm

English Pronunciation

February 14, 3:30 - 4:00 pm

Using Quotes in Your Writing

February 21, 3:30 - 4:00 pm

Fix Your Sentences: Proofreading Tips

February 28, 3:30 - 4:00 pm

Fridays with Jeff

Your Writing Process

February 8th, 12:00 - 12:30 pm

English Pronunciation

February 22nd, 12:00 - 12:30 pm

Successful Reading Strategies

March 1st, 12:00 - 12:30 pm

Grammar Questions?

Fridays have been a growing success! Increasing numbers of students are visiting the Writing Center on that day in order to get writing feedback, practice conversation, attend one of Jeff's Friday workshops, or sometimes just to use the room as a quiet place to work and catch up on their assignments. Please continue to let your students know that the Writing Center is open on Fridays!



LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

We are Here for You!

Happy New Year!

CLC Librarians remain committed to serving all classrooms and faculty. Please let us know if you want a tailored orientation for your class(es) or if you want to work with us to find innovative ways to provide information literacy to your students. The American Library Association defines information literacy as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Studies focused on English Language learners have shown that more opportunities and guidance for our ESL population is needed for them to become more competent and independent information users. We can help!

Our hours remain the same for the Spring semester, thanks in part to the hard work of CLC Dean Kate Alder and Beatriz Aguilar for securing the necessary funding:

Hours:

Mondays: 9 am - 1 pm (Virginia), 5:30-8:30 pm (Virginia)
Tuesdays: 9 am - 1 pm (Corinne), 5:30-8:30 pm (Stacey)
Wednesdays: 9 am - 1 pm (Melissa), 5:30-8:30 pm (Virginia)
Thursdays: 9 am - 1 pm (Virginia), 5:30-8:30 pm (Corinne)

CLC Lead Richard Ma is on sabbatical this semester, and the highly capable Virginia Velati has been tapped to serve in the interim. Please forward all CLC Library related questions to Virginia at vvelati@miracosta.edu.

Lastly, we'd like to welcome our newest member to the CLC Library family: SDICCLRC intern Melissa Feinberg will spend the spring semester at the CLC helping students fulfill their information literacy needs.



Melissa Feinberg

I'm Melissa, a lifelong learner with a passion for learning. I enjoy building relationships with students and the community. One important strength I have is my dedication. I persevere and use my problem-solving skills to seek helpful, reliable, and relevant information. I graduated with my Bachelor of Arts in Human Development and Psychology from California State University, San Marcos, and shortly after, received my Master of Library and Information Science from San José State University.

Currently, I am a Reference Librarian at the Carlsbad City Library and am a SDICCCA fellow at MiraCosta College Library. In my spare time, I volunteer with the Braille Institute, Library Services working under the Library Director at the Los Angeles branch. I currently assist with projects for children thru adult aged blind and visually impaired patrons. I aspire to be a supportive and compassionate role model. This "helping hand" skill is individually tailored to each student. I eagerly await the opportunity to help students as an active partner of the Community Learning Center Library team for the Spring 2019 semester.

Noncredit ESL will celebrate its new citizens at the CLC on April 20, 2019!



<https://pixabay.com/en/sparkler-usa-american-flag-united-839806/>

Mark your calendars - our next Citizenship Celebration will be held on Saturday April 20, 2019 from 10 a.m. to 12 p.m. at the Community Learning Center. The students who have passed the test and have become citizens will be honored and celebrated in front of their families, teachers, and MiraCosta and North County dignitaries. This year, students from our community partner - the North County Immigration and Citizenship Center (NCICC) - will be celebrated along with our MCC students.

Special thanks to the instructors and instructional aides: Del Zimmerman, Leslie Branson, Eli Clarke, Ruth Gay, Mayra Lopez, James Carlin, Yadimir Mendoza, and Anais Torrecilla.

CLC Reading Festival

Reading Booths - February 13 (p.m.) and February 14 (a.m.)
Author Presentations - March 6 (p.m.) and March 7 (a.m.)

This year's book, *Fred Korematsu Speaks Up*, is a hardcover book with history, vocabulary, poetry, pictures, and critical thinking questions. Its topic, activism against Japanese internment during World War II, is timely. Its focus on Fred's challenges and experiences as an immigrant is relatable for most of our ESL students. The level of the writing in the book is accessible to even beginning ESL students with vocabulary support.

MiraCosta Library Resources:

[Reading Festival page](#)

[Korematsu page](#)

[Teacher resources](#)

[Fred Korematsu Speaks Up](#) — Adobe Spark video created by Level 6 teacher Debra Poortenga reading a chapter of the book

2018-19 READING FESTIVAL Save the Date
Fighting For Justice: Fred Korematsu Speaks Up
 By Laura Atkins and Stan Yogi

Want a sneak peak at the text?
We have copies to share!
 Contact/Email Angela to borrow a book before winter break!

MCC Library Book Fair
CELEBRATE
 Fred Korematsu Day - Jan 30th
 9:00-1:00 & 5:30-8:30

Class sets available for loan!

Visit the MCC Library, CLC, Reading Festival page for great teacher resources...

Reading **BOOTHs** will take place T3, Wk 4: Feb. 13th (pm) & Feb. 14th (am)
 Author Presentations will take T3, Wk 7: Mar 6th (pm) & Mar. 7th (am)
 *More Reading Festival INFO will be shared during FLEX week dept. meetings

Expressions Student Publication Celebration of Artwork, Poems, Prose, and Photography set for April 26



MiraCosta's noncredit art and literary magazine, *Expressions*, is accepting student submissions until Feb. 22.

Notification of selected work for inclusion in the publication will be on April 6.

We will celebrate the accomplishments of our outstanding continuing education programs and honor and celebrate our students' stories, poems, photography, and artwork on April 26.

Digital Storytelling Festival Will Run April 29 - May 3

The second digital storytelling workshop will be held on Friday, April 12, 12 - 2 pm, in the computer lab CLC Room 131. Our first digital storytelling festival will run April 29 to May 3 (lobby exposition), with a screening ceremony on Friday, May 3. The deadline for students to enter their work is Thursday, April 18. Submissions information will be coming soon.



1 of 1

CAREER WORKSHOPS

AFTERNOON AND EVENING

DATE	TOPIC	TIME AND LOCATION
January 30 January 31	Resume Building	12:15 PM - 12:45 PM CLC 116
January 30 January 31	Resume Building	7:30 PM - 8:00 PM CLC 116
February 13 February 14	How to Search and Apply for Jobs	12:15 PM - 12:45 PM CLC 116
February 13 February 14	How to Search and Apply for Jobs	7:30 PM - 8:00 PM CLC 116
February 27 February 28	Secrets to a Great Job Interview	12:15 PM - 12:45 PM CLC 116
February 27 February 28	Secrets to a Great Job Interview	7:30 PM - 8:00 PM CLC 116



CONTINUING EDUCATION

Questions?

Contact Cole Bezzant
 cbezzant@miracosta.edu
 760.757.2121 x 8781