



The Communicator



Welcome to the Spring Semester!

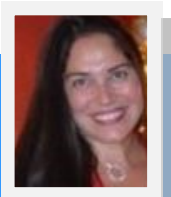
In this issue, you will read about research-proven best practices for adult education: student goal-setting, community building, and inclusion. You will also learn about activities for helping students discover career options, helping and class projects. In addition, you will find student support, events, and services offered at the CLC. Have a great semester!

— Eli Clarke, Noncredit ESL Department Chair

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Spring 2020



CHAIR NEWS

By Eli Clarke, Noncredit ESL Department Chair

Fall 2019 Terms I and II Persistence and Promotion

Term I (Aug. to Oct.)	Promotion %	Persistence %
Morning ESL Classes @CLC	47%	90%
Evening ESL Classes @CLC	41%	80%
Term II (Oct. to Dec.)	Promotion %	Persistence %
Morning ESL Classes @CLC	53%	87%
Evening ESL Classes @CLC	48%	88%

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

44% promoted

85% persistence (morning and evening classes)

Managed-Enrollment CLC Classes Term II

51% promoted

88% persistence (morning and evening classes)

Program Averages

Fall 2019 *

56%% promoted

87% persistence

* Including open-enrollment

Citizenship, a course in which students have a very concrete goal - U.S. citizenship, had excellent persistence as usual: **100% persistence!** Career-Track ESL sections had an average of 77% persistence.

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

Soon, as announced recently by Interim Dean Kate Alder, there will be a new way to track student stop-outs. Noncredit students who use SURF to drop their class(es) will be required to provide their reason for dropping. A list of options will appear before they can complete the drop. They will need to select at least one (including "Prefer not to answer" as one reason) but can select several. Eventually we may be able to get good data, but for now, knowing that not a lot of our students know to drop classes on SURF, we'll still be depending on teachers and aides to encourage persistence and collect information on reasons that students stop attending so that we can use resources, as possible, to assist students with barriers to attendance.

Welcome to CLC Director of Student Services, Mitra De Souza



My name is Mitra De Souza and I am the new Director of Student Services at the CLC. I am happy to have joined the CLC community and look forward to working with you all! The CLC has never had a Director of Student Services, so a number of people have asked what I do. Although the role is evolving based upon the needs of the CLC, some of the main things I currently do include the following:

Student Conduct

In my role as Student Conduct Officer, I am responsible for working with CLC students who may have violated the Student Code of Conduct. This includes administering student rights and responsibilities meetings to determine findings of responsibility and the issuing of resolutions. I am also available to consult with faculty, staff, and students who may be unsure if a behavior is in violation of the Student Code of Conduct or who may have other concerns they would like to discuss.

Managing CARE Referrals

When a CLC faculty, staff or student submits a CARE referral (formerly known as Maxient reports), I review the report in consultation with the CARE Team and outreach to the student as needed. You can access the form here: [CARE Referral Form](#) and can also find it on the A-Z index. I also work with the CARE Manager at OCN to make sure our students have access to campus and community resources.

Manage the Noncredit Student Success and Support Program (NCSSP)

I work with Rodrigo and Cassandra to make sure that our students are successfully on-boarded, which includes having an educational plan and knowing how to access support resources. In addition to working to enhance our on-boarding process, we are also focused on expanding our follow-up services to work more closely with students who are faced with multiple barriers to their success.

In addition to these roles, I am looking forward to learning more about how I can best serve the needs of our diverse student community. I am so thankful to all of you who have made me feel welcome and I look forward to meeting those of you who I have not yet met! Please feel free to come by my office which is located next door to Kate and Lisa. I have chocolate! :)



Faculty member Mariana Silva and instructional aide Ehsan Afshinpour welcome students at the "Help Hut"

Career Services Update

Submitted by Cole Bezzant, Career Services Specialist - Continuing Education



Intern Success!

What comes to mind when you think about the Career Center? Jobs might be the immediate association, but many students are at a point where an internship or volunteering opportunity is a great next step for them. This past term, I had the opportunity to work with Hiba Estrada, an inspiring student who had already worked in Public Relations and Social Media Marketing in Mexico. She was studying English and gearing up for a Master's program in the United States, so a Summer internship was the perfect opportunity to build experience, network, and familiarize herself with working in the United States.

When Hiba visited the Career Center, we revised her resume, searched for internship opportunities, and worked on a cover letter for an internship at the Oceanside Museum of Art. She was interviewed and hired the same week!

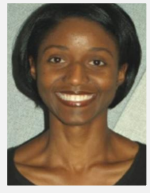
Hiba has already composed press releases in English and Spanish for the museum, and is fully immersed in assisting with their events and community outreach efforts.

"I visited Cole Bezzant, the Career Specialist at the Career Center, in my second term of classes because I was thinking that I already had my CV in English and I was just here to study. Then, I thought to myself that he couldn't help me, but I was wrong because even though my resumé was in the same language, the structure was totally different. Cole not only helped me to improve my resumé, but also helped me to apply for an Internship in Public Relations at the Oceanside Museum of Art giving me the opportunity for growth in my career. Sometimes, students don't see the tools that the college has or are ashamed to take the first step to go inside the door. I invite everyone to take the time to discover the Career Center and who knows, what you find may surprise you."

-Hiba Estrada

"Sometimes, students don't see the tools that the college has or are ashamed to take the first step to go inside the door."/>





RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

Building Community in the ESL Classroom

We have all had that class where it seems as though no matter what we do, our students just refuse to gel. You know, the one where group work, instead of being a cacophony of voices, produces the sound of crickets. This article is not about that class. In this article, I will address the class that is a bit more typical for ESL instructors. By typical I mean the class where the students may be a bit shy during the first few sessions, but generally like, respect and are interested in each other.

“Creating community” has been a buzz phrase in several circles for the last few years. It is a well-known fact that if we want participants, members, or in our case, students, to stick around, they need to feel like they belong and are part of something bigger than themselves. In the ESL classroom, creating this sense of community can take on a deeper urgency when the student is new to the country and does not yet feel at home in the USA. Often times, these students’ first sense of belonging may come from their ESL class. And we all know about the correlation between affective feelings and language acquisition – learning takes place when the individual feels safe and comfortable.

So, how then do we create this sense of community in our classrooms? I think that as ESL instructors we do a phenomenal job at establishing community at the beginning of the term or semester. We have all used various icebreaker or getting acquainted activities like interviews and “Find Someone Who...” scavenger hunts on the first day of class. We may even extend this introductory phase of community building into the entire first week and ask our students to create a presentation introducing themselves to the class, and give them the opportunity to share their presentations at the end of week one. I like this because it is a great opportunity to acknowledge our students’ former lives if they choose to share it with us. These presentations can also be one of their first tastes of success using the target language because they are often talking about a topic on which they are the experts. And that success is a great foundation to build on for the rest of the time our students are with us.

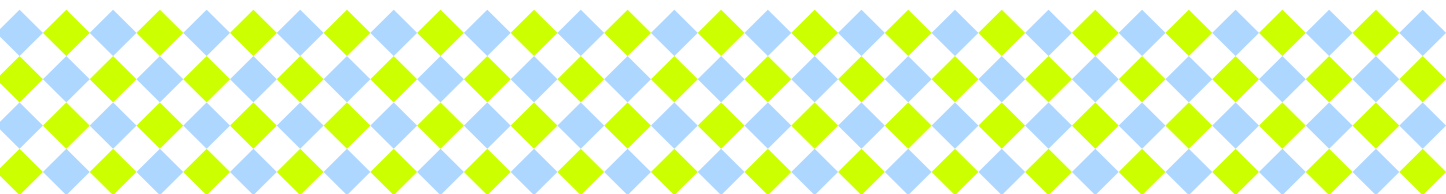
Once we have established the kind of community we want in our classrooms, maintaining it throughout the term or semester is our next concern. This may be where we drop the ball because it is very easy to get bogged down focusing on material that needs to be covered in a limited amount of time. Maintaining community can be as simple as respecting our students by learning their names and acknowledging cultural aspects like their country’s national and/or religious holidays. Again, always being sensitive to the extent that the student is willing to share. This maintenance can also be done by using a cool notecards activity I learned about online. Basically, you ask your students to share a few fun facts

about themselves on notecards that you collect and keep in the classroom. Whenever you have 5 or 10 minutes to spare, you read one or two of the notecards and ask the students to guess whom you are describing. You can see a more detailed description here: [Build Strong Classroom Community YouTube Video](#) by WeAreTeachers. Using the discussion board in Canvas is another great way to keep the sense of community in your classroom. If your class is thematic, introduce the week's theme by posting a question to get the students thinking and "talking" about it. Setting weekly or monthly class goals and/or working towards a reward together are other ways to support community in the classroom.

It is a well-known fact that if we want participants, members, or in our case, students, to stick around, they need to feel like they belong and are part of something bigger than themselves.

There are also fantastic ways to wrap up a class while keeping community in mind. By the end of the term or semester, everyone will know each other better, so an activity that takes advantage of that knowledge is a great way to end the term with that sense of community. A wonderful option is to create compliment cards. This can easily be done on the last day of class. For this activity, the instructor gives students a card with their names printed at the top, or asks students to take out a piece of paper and write their names at the top. These cards are then passed around the classroom with each student anonymously writing one nice thing about the card's owner. Sentences may be as simple as "You have a nice smile" or "You are a brave English speaker." By the time the card makes it back to the owner, they have something with several positive and affirming statements about themselves. I have heard of cases where students have selected to laminate these cards and keep them as bookmarks.

However you choose to do it, let's remember that our classroom community may be the first positive one our students experience in this country, and let's take care to create one that leaves a positive mark on them.





INTEGRATING TECH WITH KRISTI

By Kristi Reyes, Noncredit ESL Instructor

Learner Goal Setting and Tech Resources for Students to Document Goals

MiraCosta Noncredit ESL (along with the Adult High School Diploma Program) is in its third year of the WIOA Professional Development Plan. We formulated our goals for the current PD plan based on needs revealed when we had our teachers take the Instructor Competencies Self-Assessment ([ICSA](#)) in the fall. The skills for teaching that are included in the assessment are based on the [Adult Education Teacher Competencies](#).

The top three identified needs were revealed as follows:

- Assess students' prior knowledge, learning needs, and college and career readiness goals
- Use instructional techniques that are effective with adult learners
- Set learning goals and a course of study

Therefore, we made the following PD objective in our plan:

AHS and ESL WIOA faculty coordinators will develop a Canvas course for their faculty to access the following self-paced CALPRO courses: **Learner Goal Setting in Adult Education Programs and Adult Learning and Development**.

Via Canvas, faculty will be able to engage in conversations with their MiraCosta peers on designated discussion forums, as well as access all materials provided in each of the workshops and trainings provided in support of the PD Plan.

Participating teachers will be asked to implement one new activity or strategy they learned about through participation in the self-paced courses, collect data on the effectiveness of the activity or strategy by observations of students and class discussions and/or student self-assessments, questionnaires, or surveys.

Spring Professional Development

Don't hesitate, teachers! Join in on the learning and discussions in [Canvas](#)! As listed in Canvas, you can enroll in one or both courses. Here's how:

Option 1: CALPRO Self-Directed Online Course on Learner Goal Setting

[How to Enroll](#)

Option 2: CALPRO Self-Directed Online Course on Adult Learning and Development

[How to Enroll](#)

Learner Goal Setting: A Plea to Teachers

I look forward to learning more about helping students set goals with our ESL faculty as part of the PD plan, but I'd like to make a plea: It would be wonderful if all our teachers would implement student goal setting in their classes so that students would have another mechanism to consistently track their progress as they progress through our program. You may notice in new students' binders a goal setting form that you can use, as well as a sheet on which students can record their CASAS test scores. Please use them! I will also share some tech-integration assignments here.

A General Sneak-Preview of What We'll Learn about Learner Goal Setting

Years of research with students of all ages show that students setting goals improves both motivation and achievement. In adult education, we don't even need to read the research; we all know that students keep coming to class when they feel they are improving in their language development and increasing their confidence to use English. By helping students set a purpose for coming to our classes, documenting that goal in writing and sharing it with others, and having students monitor their progress, we can take important steps to curb what research has shown -- that adult students are at risk for dropping out during the first few weeks of instruction. Obviously the pay-off in student goal setting for students is in engagement. The pay-off for us is student persistence and steady enrollment numbers.

How to Help Students Set Goals

All ESL teachers who have ever included goal setting in their classes know that the struggle is to help students get beyond the goal of "I want to improve my English." This is where our students need us! How can we help students set short-term goals for our classes as well as longer-term educational, career, and employment goals? Questioning and brainstorming! It's also important to use the SMART goal framework. SMART goals are Specific, Measurable, Achievable, Realistic, and Time-Bound. So, for example, instead of "I want to improve my pronunciation," we can help students have a more measurable, do-able goal like this:

An ESL SMART Goal

I will improve my pronunciation so that others can understand me better in English by the end of this course in 16 weeks by doing the following:

- 1. Ask my teacher every time there is a word in class that I don't know how to say correctly. (every day)*
- 2. Visit a tutor in Academic Support Services and ask them to listen to me read a passage and mark the areas where my pronunciation needs work. (by Monday) Keep this paper for later reference. Practice reciting this text every day for a minute or two. (every day)*
- 3. Ask my teacher for recommendations of pronunciation websites and apps. (by Thursday)*
- 4. Ask my teacher to suggest some strategies to use when it seems like others don't understand me. (by Monday of next week) Practice using those strategies. (every day, as needed)*
- 5. Practice pronunciation with a website or app for 15 minutes every day. (every day)*
- 6. Call my teacher (or friend, classmate, etc.) and leave a phone message. Ask her to listen to it and give me feedback on my pronunciation. (by the middle of the term)*
- 7. Watch my favorite English language music videos on YouTube with captions and sing along. (every weekend)*
- 8. Re-visit the tutor and read the text again to see what progress I have made. (by May 1, 2020)*

Group Brainstorming and Asking Questions

Teachers, keep in mind that students won't come up with all kinds of activities on their own! This is why a whole-class or small group brainstorming session is helpful. Students could be grouped by the

skill they want to work on.

We can also ask students why they are taking their classes to help them form specific and measurable goals, and keep asking why until you uncover some of the real reasons, beyond just improving their English. Perhaps students are really enrolled in our classes because they need to

- Prepare for a job or immigration interview; get U.S. citizenship
- Talk to kids' teachers at school conferences or talk to other parents at their kids' schools; volunteer at children's school
- Get a (new, better) job; perform better in a current job; communicate better with co-workers and customers; contribute ideas in work meetings
- Meet people and make friends; get to know neighbors
- Speak clearly and understand phone conversations
- Talk to doctors about health conditions
- Communicate better with family members who don't speak the same first language
- Understand the news
- Go to college; take courses to certify their foreign professional degrees; find out what jobs are suitable for them; start on a new career path

When students have a SMART goal plan in place, we can be better equipped to include lessons that meet their needs and goals and to help them chart their progress. We can't forget that sometimes goals may need to be revised and that when students do achieve their goals, they should be recognized and praised...and should then create a new goal!

What Else Can We Do?

These are brief activities that won't take up too much class time but are good practices:

- Include real-world examples through lesson, readings, videos, guest speakers, or our own successful goal setting experience (as well as those that weren't so successful with an explanation)
- Intentionally relating what we teach to students' goals
- Hold brief individual conference with students about their goals (a good use of office hours!)
- Include weekly student self-monitoring of their goals (charts and graphs, logs, journals, self- and peer-assessment with checklists or rubrics, "I can ..." checklists and statements, reflections)
- Refer students to appropriate student services (career, tutoring, counseling)
- Give recognition for goal accomplishments through rewards or certificates

Integrating Tech with Goal Setting

For Beginning Level

⇒ After brainstorming needs and goals, have students fill in sentence frames after providing examples, which they type on a word-processing document and insert their photo and an image or two, printed out and displayed in the classroom:

By _____, I would like to _____. I will...

Right now I can _____. My goal is to _____. I am going to ...

My goal is to _____. I need to _____ so that I can _____. To achieve my goal, I will...

⇒ **My Goals Beginning Level Paragraph Lesson** (revised January 2020 by Mariana Silva). Beginning level teachers, please note that this paragraph which can be one of the paragraphs for the department's beginning level writing SLO which all beginning level classes will now assess (apart from writing in EL Civics units).

- ⇒ **Three Lesson Plans on Step-by-Step Goal Setting** from San Diego Continuing Education
- ⇒ Use a **graphic organizer** like this one I saw recently at an adult school that's in the LAUSD district.

Student:		Teacher:	
Date:		Class:	Term:
Four Square Goal-Setting			
<i>Student Photo Here</i>			
Education Goal: Steps: 1. 2. 3. 4.		Work Goal: Steps: 1. 2. 3. 4.	
Family and Friends Goal: Steps: 1. 2. 3. 4.		Community Goal: Steps: 1. 2. 3. 4.	

For Intermediate and Advanced Levels

- ⇒ **About Me and My Goals Introduction on a Shared Google Slideshow** is the icebreaker I will use in my current class. Check out the free templates for Google Slides, PowerPoint, and Canva on [SlidesCarnival](#)
- ⇒ Introduce goal setting with real-world examples of people who have accomplished their goals with listening prompts. These are two I have included in goal-setting lessons:
- ◆ Timothy Doner, a polyglot has learned so many language
 - ◆ How “dreams can become reality” with the TEDX talk, 6 steps to Crossing Anything Off Your Bucket List
- ⇒ Have students read this **How to Learn English** article from English Club, which includes a fillable form for setting an agenda (with a sample) and a learning contract students fill out, print, and sign. English Club has several other articles with tips for English language learners.
- ⇒ **Me in the Future Presentation** is a project in which students Google Slides or PowerPoint to talk about how they envision various aspects of their lives in the future. You could also have students use [Padlet](#), [Adobe Spark](#), or even make a poster with [Piktochart](#) or [Canva](#).

- ⇒ **Future Me** is a site that you can use to send an email to yourself at a date in the future that you select. Students need an email address to use it.
- ⇒ Larry Ferlazzo is an ESL teacher and teacher trainer in Sacramento whose blog is enormous! Here are a lesson and materials he shared there: **End-of-Year Goal-Setting Unit** and a **Student Goal Sheet**
- ⇒ This is a **SMART Goal Assignment** I used in the past in Career-Track ESL. Most students had never heard of a SMART goal and found it to be an effective tool.
- ⇒ **Vision Board** – for this assignment, students added images, sentences, and other optional graphics: an acrostic poem of their names with Acrostic Poem Generator; a quote, motto, or motivational phrase framed with Quozio or ReciteThis; a motivational poster, billboard, magazine cover with WigFlip or BigHugeLabs. Everything was entered on one slide of PowerPoint saved and exported as a JPEG file. These are former Level 7 students and their Vision Boards:



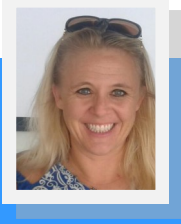
- ⇒ **The Teach This Ideas section** is geared toward ESL teachers, but there are several articles that are useful for students. Topics include developing speaking skills, listening comprehension, and reading; learning idioms and mastering new vocabulary.

I look forward to hearing how you implementing student goal setting in your class! Please email me samples. Also, we need to be honest – not everyone attains all their goals all the time. If any of your students express disappointment when they don't achieve their goals. You can remind them that research shows that **it takes 66 days to form a new habit**, so we need to be patient yet persistent!

I end with the advice that was given to my class by Francisco Jimenez, our Reading Festival author this spring, several years ago when he was previously the featured author for the Reading Festival. My students asked him what advice he had for learning English, and he replied that when he was young, he kept a small note-book in his pocket, and whenever he heard a word he didn't understand, he would write it down and later use a dictionary to find the definition and write a sentence using the new word. Interestingly, he repeated this advice two years ago when he was the plenary speaker at the annual CATESOL conference in Santa Clara. Instead of writing words in a notebook, students could take pictures or make notes on their cell phones. Increasing vocabulary with this method could be a great SMART goal for any or all of our students!

References and Resources





TRICIA'S CAREER ED TIPS

by Tricia Hoste, Career-Track ESL instructor

Showing Instead of Telling: A Strategy of Exposing Career Options to Students Through More Than Lecture

In today's world of growing financial need and growing panic of that need, our students at MiraCosta often come to classes or the Career Center with the idea of "I need a job NOW," and...many of them do.

The challenge in this is encouraging students to continue pursuing education and a pathway that leads to a more profitable career. In my own professional journey, I find myself asking, "How can I encourage students to begin preparing their job readiness skills long before they desperately need it?" In addition, "How can I convince students of the value of education and a career pathway if more immediate entry-level jobs are what they feel they need?" More and more, I am finding that showing students their career options through experience, instead of merely telling them, may be the most effective tool.

How can we do this effectively?

1. Guest speakers from industry partners

Example: Our Career-Center at the CLC invited a staffing service to our campus who also offered to be a guest speaker for our Career-Track ESL course. Through this, one of our students, Maritza Cerda, became inspired to join a temp agency & found her current employment. The position is such a good fit that the company has now expressed their desire to hire her full-time!

2. Part-time/Entry-level employment with businesses committed to promoting.

Example: Businesses such as Costco, Wyndham Resorts, Vons and many others have become known for promoting employees from within. By encouraging students to work part time for an employer they may desire as a career someday, we are directing them toward a

Research shows that work experience "provides a different perspective and a context for academic learning, an opportunity to put theory into practice." It also "helps you develop your chosen career but giving you a chance to see how different aspects of it work." (Learning from Work Experience, Emerald Publishing, 2020).

path to try-out a certain field, while gaining the professional relationships to move-up in promotion if they desire.

3. Volunteer opportunities

Example: Career-Track ESL and other classes at the CLC do research assignments of volunteer openings in San Diego (and Service Learning Community Partners at MiraCosta) that connect to specific career pathways. Through this assignment in our course, Nelly Medina Gonzalez began volunteering for a law firm which later led to a job position.

As educators, we can motivate students to gain exposure to career options as well as work experience through these three opportunities as well as many others. Job shadowing, industry site visits/tours, or informational interviews with professionals could all help us guide our students toward career pathways through demonstration instead of merely teaching career possibilities in class. With this opportunity, students can be more confident in their career pathway.





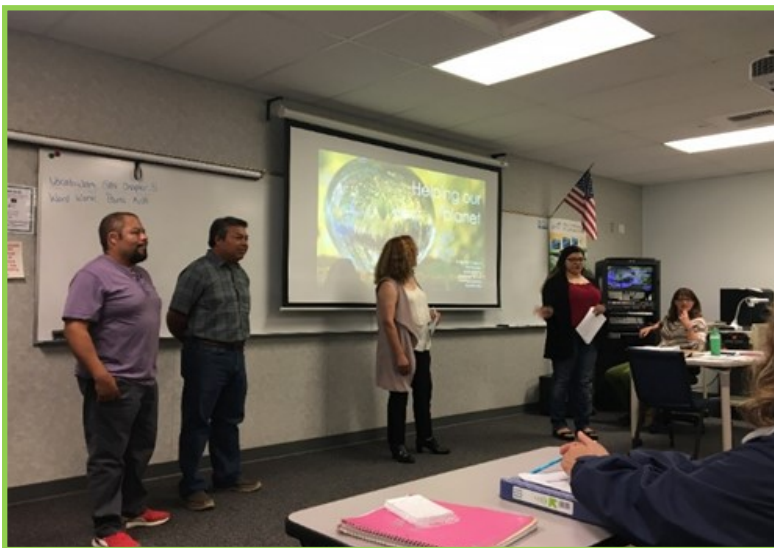
COLLABORATIONS WITH MARIANA

by Mariana Silva, ESL instructor

ESL Students Protecting the Environment Any Way They Can

In our endeavor to bring awareness to our ESL student population about the human impact on the environment and what we can do to make a difference, this past Fall 2019, some ESL instructors among which Ingrid Bairstow, Carla Stoner, Julia Cantu and Mariana Silva chose the EL Civics Environment unit. Little did we know how empowering this project would be for our students, and overall for our community!

Instructors used a variety of tools to introduce this topic such as: service learning (Ingrid), collaboration across diverse ESL levels (levels 3, 4, 5 and 6), use of videos, reading, writing,



ESL level 4 students educating other CLC students on reducing single-use plastic

listening, and hands-on activities on water pollutants through our presentation from I Love a Clean San Diego organization. This way, students became aware of the impact humans have on the environment, and learned some simple solutions to protect our planet such as: reduce the single-use plastic, make good use of the water stations at the CLC, bring their own canvas bags to receive their produce from the monthly Food Pantry, and they ultimately realized how every tiny action we take can tremendously affect our lives.

Here are some of the highlights of our collaboration:

Students from ESL level 4 worked in groups of 5-6 and created presentations on the environment that they shared with Julia Cantu's level 3 and Carla Stoner's level 6. They explained the reason WHY the students were studying the environment--what was happening in the world and why. They talked about how all areas of the world were being impacted. Then they chose one area--single-use plastics, and decided where they could make a little dent/contribution of their own. They decided to count how many water bottles

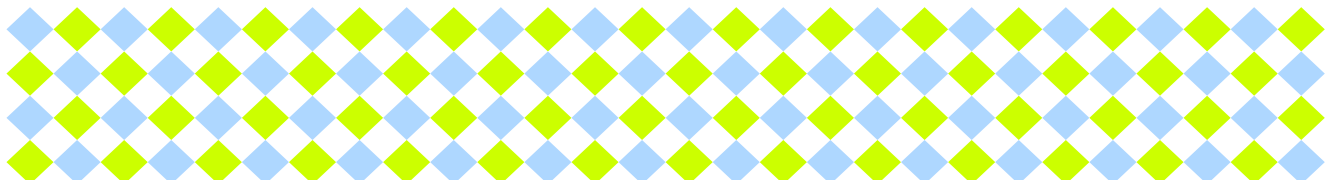
they used at the beginning of the term and then make efforts to use less. They used reusable water bottles at school and used the refill stations. At work, they also tried to use refillable water bottles. They aimed to use less single-use plastic: plastic bags, cutlery, etc. At the end of this project, students received service learning certificates for sharing their knowledge with the community.

At the end of the term celebration, we aimed to have less single-use plastic, canvas grocery bags and everybody (99%) brought their own plates and utensils. Instructors also came prepared with china dishes and silverware, and this was a great teaching lesson for the students. The point is--we were 95% plastic free, which is huge!

This project went beyond the boundaries of a classroom, and expanded to the community of the CLC faculty and staff who embraced an environmental- friendly idea of using china plates and silverware, thus reducing the single-plastic use at end of the year celebration. While more work needs to be done, we are pleased with the outcomes and continue to bring more awareness to our students and community.



Students participate in a hands-on activity about water pollutants





CREDIT CORNER

By Melissa Lloyd-Jones, Credit ESL Department Chair

CLC ESL Students Cross the “Bridge” to the Oceanside Campus

Happy New Year from the Credit ESL program! Our focus of each of the last several of these updates on our program has been on the mirroring of our classes with noncredit classes, and there is more good news on that front that I want to share.

Noncredit students wishing to continue to build their skills and grow personally by enrolling in ESL classes at the OCN campus have many choices, and they are taking advantage of these opportunities. It is a real cause for celebration. As many readers of this article will know, students can now enroll in any of the six ESL classes offered on the OCN campus. Students choose the type of enrollment they want--credit or noncredit-- based on various factors. What is wonderful to see this semester is the increase in noncredit students enrolling not only in our more foundational support courses (Speaking and Listening, Reading and Vocabulary, and Grammar) but also in our writing courses and our advanced grammar course. For example, in my section of Introduction to Academic Writing, 24 students are enrolled, and eight of them are taking the class as noncredit students.

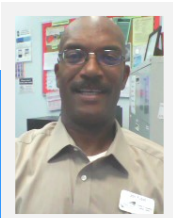
At the end of the first week of class, I was able to speak with a number of former CLC students in my section of Introduction to Academic Writing about what motivated them to enroll in the class and what their thoughts were after having finished their first week on the OCN campus. Their comments were heartwarming. They shared how their noncredit instructors had been instrumental in encouraging them to make the transition. They mentioned Kristi, Mariana, Tricia, and Debra and spoke of how these instructors had said, “You are ready!” and “This is a way for you to keep advancing your skills.” The students expressed deep gratitude to their instructors for their reassurance and faith in their students’ ability to succeed. This group also said their instructors helped them fill out the credit application and gave them tips for success on a range of issues--even including how to find parking. Finally, the students’ strong connection to one another and their solidarity in taking this step together is key. A comment from one of Kristi’s students from last semester who is now in several ESL classes on the OCN campus speaks to this point. She emailed Kristi after her first day of class on the new campus to let her know how happy she felt in her classes because she was with so many of her classmates from her previous semester in Level 7 at the CLC.

Finally, I asked the students about the challenges they encountered during their first week and about how they felt about being in their new classes on the OCN campus. They mentioned that parking was a real problem, but many said they had made sure to allow plenty of time so they were able to reduce their stress levels on that front. They also said they still felt the campus was very big, but also expressed confidence that they would eventually get used to it. As for the classes and instructors, I heard comments such as, "I still feel a little nervous, but a lot less nervous than before." The students assured me that they are excited to learn and grow and that they feel good about pushing themselves to get out of their comfort zones. From my perspective, these students are well positioned for success. Based on how actively they participated during their first week and the fact that many of them are already completing homework--even online homework--well ahead of schedule, I have no doubt that they are in the right place.

Congratulations, Noncredit ESL program! Our collaboration to provide ways for students to acquire skills and confidence through the mirrored classes is working.



Students who were previously in the NCESL program, whether recently or in the past.



ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

Serving Diverse and Underrepresented Students through Inclusion Practices

One of the joys of being a part of the MiraCosta College family is the privilege to collaborate and work with a diverse campus of student learners. We all can take personal pride in the efforts our campus makes in recognizing and honoring the multiculturalism and diversity of our academic community. We can also be proud of the outgoing efforts being pursued by MCC as our institution endeavors to meet the unique needs of every student in order to create a nurturing environment of acceptance and inclusion. This work is vital because future demographics reflect the shift taking place at schools and colleges across the country; between 1976 and 2012 the percentage of white college students decreased from 84% to 60%. Furthermore, by 2050, ethnic minorities are projected to make up 50% of the total population of the United States.

When someone attends college, this person is doing much more than just learning curriculum presented by an instructor in order to obtain a degree or diploma. Attending school is also a time for students to improve critical thinking skills that will serve them for life. It is also an opportunity for students to expand their view of the world by cultivating friendships and connections with fellow students from all backgrounds and walks of life. Therefore, for this organic process to take place, it is imperative that an effort is made to acknowledge and serve as many of the diverse student populations existing on our campuses as we can. As a part of this work, paths of inclusion must also be created for other populations that could be considered underrepresented on our campuses. These groups can include LGBT+, former foster youth, adults with disabilities, low-income, international, currently and formerly incarcerated, and minorities to name a few. Each of these student populations has unique challenges that can create barriers to their academic success. Fortunately, campuses such as MCC are working diligently to use their available resources to help minimize these obstacles, which occur both on and off campus, that these students face.

Now, a few words about another one of these underrepresented populations: first generation college students (1st Gen). A 1st Gen student is defined as a student who is the first in their family to go to a four year university in order to obtain a bachelor's degree. This particular population of students faces challenges that are very unique to their lives. For example, in many 1st Gen families, the roles pertaining to work, family, culture, and religion are passed down from generation to generation. As a result, when a 1st Gen student attends school, it can be seen as a disruption of family norms and beliefs that have been in place for decades. This can lead to 1st Gen students effecting to identities: a cultural one for their home and family, and an academic one for their educational journey.

Another issue for 1st Gen students is the feeling that because they are pursuing their academic goals, they are leaving their families behind. This can lead to internal conflicts for these students who can be made to feel that their desire for educational opportunity is a repudiation of the culture that has been the foundation of their upbringing.

This is why many 1st Gen students envision going to school as a way to not only honor their families, but as a method to provide the means to help their families financially. Unfortunately, this conflict between traditional family beliefs and academia can lead 1st Gen students to feel out of place at home AND as if they are “imposters” who do not belong in an educational environment.

Many First Generation students view their background and upbringing as a deficit. Institutions of learning can help in the inclusion process by re-examining their practices, programs, and services and then realign them with the needs of First Generation students.

The problem is that because they are 1st Gen, these students do not have anyone to serve the role as the family member with college experience who can mentor the 1st Gen student as they navigate their new academic environment. There are no familial role models to offer advice and guidance; this leaves these students to have to make many educational choices for themselves. Mentoring networks do not exist. Moreover, their families lack the economic capacity to financially support the 1st Gen student's academic endeavors. Because of this circumstance, many 1st Gen students feel as if they are “on their own,” and find it difficult to seek assistance on a campus where they feel underrepresented and invisible. In the end, many 1st Gen students view their background and upbringing as a deficit.

In general, institutions of learning can help in the inclusion process by re-examining their practices, programs, and services and then realign them with the needs of 1st Gen students. An example of this would be to offer courses in a variety of formats (online, in-class, hybrid) and times. Also, former 1st Gen students who are now educators on campus can serve as mentors for these students who are lacking role models in the academic sphere. Web pages (Instagram) can be created to legitimize and highlight the efforts and the value of these students. Our role as educators at MiraCosta College is to nurture these students and to show them that they are in the right place and that they belong at this campus. We must educate and demonstrate to 1st Gen students that their life's journey is just as valid and powerful as any other person's experiences. If we educators do our due diligence, 1st Gen students will learn why their unique background is a source of strength that can be used to motivate them to strive for more success than they themselves thought possible. 1st Gen students just need the right support and available resources and then they too can have the opportunity to use education as a springboard to success in their lives that they now can only see as their dreams as opposed to as their obtainable reality.

THE WRITING CENTER

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

Writing Center Update



Sarah Pultz



Jeff Schoneman



Workshops:

Last term, the CLC Writing Coaches, Jeff and Sarah, successfully conducted workshops in several NCELS classrooms at the Community Learning Center. These workshops mostly revolved around aspects of the writing process, including such topics as brainstorming, transition words, sentences, adjectives/adverbs, titles, and more. One of Jeff's workshops, for example, compares the writing process to making spaghetti. Using visuals, he shows how writing involves putting ingredients together in a step-by-step process. Students are reminded that the writing process is not just about sitting down at a computer and producing a grammatically perfect paragraph; it requires time, multiple modes of engagement, and an allowance for imperfection. Many students found the analogy and the workshop helpful. One of Sarah's workshops uses Legos and post-it notes to show students how to build stronger sentences. Students learn how the parts of a sentence work together and how they can add, move, or change parts to make their writing more detailed and interesting. Students who are kinesthetic learners often find the physical models useful and everyone seems to have fun. If you would like to schedule a Writing Center workshop in the spring, please contact Jeff for morning classes (jschoneman@miracosta.edu) or Sarah for evening classrooms (spultz@miracosta.edu). Currently, the workshops are only available for classes at the Community Learning Center campus.

Fridays:

Just a reminder: the Writing Center is open on Fridays from 8AM-1PM. If students want to work on their homework, practice English language skills, or just use a computer, the Writing Center is available in room 136. Please spread the word!



LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

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.



Libraries have historically been the “Ellis Island” for emerging language learners. Where else can students borrow reading, listening, and viewing materials for free and are encouraged to do so on a daily basis? Where else are students given the trust to take home literacy resources worth hundreds of dollars with the understanding that they can come back for more? With this said, did you know that our library has over 45,000 print books and nearly 5,500

DVDs that students, staff, and faculty can check out? We even offer a convenient shipping service where materials located at the OCN or SAN campus libraries can be transported to the CLC within 24-48 hours. There’s even a red drop box by the CLC main entrance to return these materials! Please visit us at the Academic Support Center (ASC Room 136) to speak with a librarian on how to acquire these resources.

As the digital landscape changes the print one, libraries have adopted more and more online resources in the form of eBooks; journal, newspaper, and magazine articles; and streaming media. Did you know that our library has over 177 databases, including ones dedicated solely to newspapers and full-cover magazines? Did you know that we have 28 streaming media databases that include dance videos, popular music around the world, and classic films used in the majority of film classes? How about ready access (24/7) for all these resources? Visit us and we’ll show you how you can easily use our digital collection. You might be surprised to find materials relevant to the classes you teach.

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:

Again, we are committed to serving you, so please partner with us to help your students achieve the literacy and information literacy skills for their success.

Hours:

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

CLC Library Services Room 136

Books, Audio Books, & DVDs



Want to watch a movie?
How about listen to an audio book?
Need to research something?

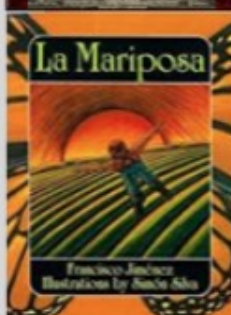
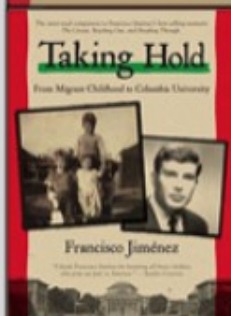
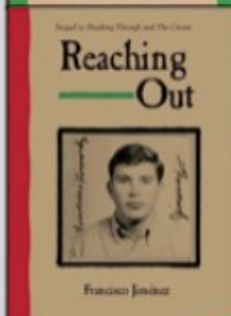
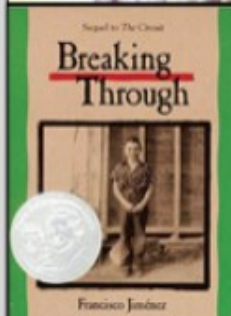
Come to the CLC Library in Room 136 to check out books, audio books, DVDs, and explore our database offerings and streaming services. All for FREE! Librarians are here to HELP!

We are open from Monday through Thursday:

9:00 am to 1:00 pm 5:30 pm to 8:30 pm

CLC Reading Festival

CLC READING FESTIVAL



FRANCISCO JIMENEZ

Meet this beloved award-winning author and educator whose work explores the lives of the migrant Latino experience in America—their despair and hope, trauma and success, and loss and love. Join us as we celebrate Francisco Jimenez's literary works.

FEB 11 & FEB 12, 2020

READING FESTIVAL BOOTHS & ACTIVITIES

February 11: 6:00 pm - 8:30 pm
February 12: 9:30 am - 12:30 pm
CLC Community Room

FEB 26 & FEB 27, 2020

READING FESTIVAL AUTHOR PRESENTATION

February 26:
7:00 pm - 8:00 pm Author
8:00 pm - 9:00 pm Reception & Book Signing
February 27:
9:00 am - 10:00 am Author
10:00 am - 11:00 am Reception & Book Signing
CLC Community Room

Community Learning Center
1831 Mission Ave
Oceanside, CA 92058

For library resources related to this author, please visit:
URL: <https://library.miracosta.edu/jimenez>

***Expressions* Student Publication Celebration of Artwork, Poems, Prose, Photography, and Any Handicrafts set for May 1**



MiraCosta's Continuing Education art and literary magazine EXPRESSIONS is accepting entries for its 2020 edition until March 6th. Student may submit art, photographs, poems, prose, mixed media, and artifacts — are eligible for committee consideration. All departments and programs are encouraged to support students in the submission process.

All entries must be accompanied by an entry form and submitted to clcexpressions@gmail.com or through the Expressions website found at tinyurl.com/clcexpressions. Notifications of acceptance will be sent out between April 3 and 10.

The 2020 Expressions Celebration and certificate ceremony will held from 11:30 a.m. to 1:30 p.m. on Friday, May 1 in the CLC Community Room. This event features an art gallery and open mic readings by student participants.

Come hear and see the powerful beauty of expression!