

By Kristi Reyes, Noncredit ESL Department Chair

Fall 2017 Terms I and II Persistence and Promotion

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.

Program Average Term I

43% promoted

82% persistence (morning and evening classes)

Program Average Term II

48% promoted

81% persistence (morning and evening classes)

In Term I open-enrollment, lab, and Citizenship classes, 21 students were promoted, and average student persistence was 89%. For the same Term II classes and semester-long and offsite classes, average student persistence was 83%.


By following this sequence, students have multiple exposures to the target language before they are expected to produce it, yet they are involved and engaged throughout the presentation stage of the lesson. In the guided practice stage of the lesson, students can then work be directed to work in pairs or small groups asking modeled questions such as "What is this? What are these?" Other communicative follow-up activities can be surveys like "Find someone who," quiz-quiz-trade, and so on.



By Ruth Gay, Noncredit ESL Instructor

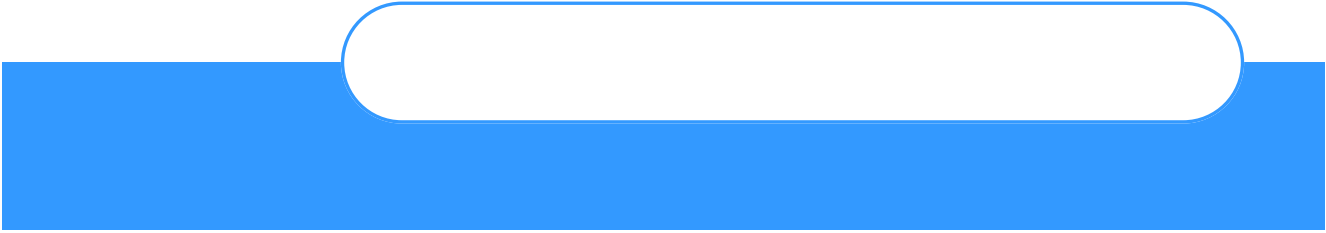
Sabbatical Curriculum Pilot Update: Students Engaged in Biographies of Social Justice Fighters and Autobiographical Writing

One year ago, I wrote about my sabbatical work. My main goal was to develop curriculum for two new Reading/Writing courses that were added to Noncredit ESL's



Revolutionary Poet:

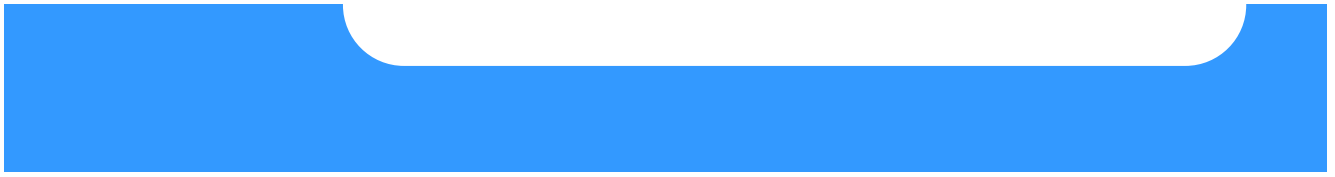




Here are a few sites for students to publish their work online:

1. The easiest, in my opinion, is Google Pages. Students just need a free g-mail account (or even a YouTube account can work). To find more about Google Pages, please watch the following short tutorials:

This video is very short (just 2 ½ minutes) and it explains how you can create a web-



success in our students' futures. Students also need to understand that it is ok to not be a certain





By Mary Gross, Credit ESL Instructor


I'm excited to share with you a new initiative between the Credit and Non Credit ESL programs that will begin in fall 2018. For many years, our two programs have collaborated on various efforts to transition or create pathways from the Non Credit to Credit programs. However, despite our best efforts and students' desire to take Credit ESL classes, various obstacles often prevented a successful transition. Now, however, we have opened the path for students to seamlessly enroll in formerly only Credit ESL classes. Our Credit ESL support courses, ESL 20 Listening & Speaking; ESL 30 Reading & Vocabulary Development; and ESL 40 Grammar Review will now have a "mirrored" Non Credit course option where students will sit alongside Credit-bearing students in the same classroom.

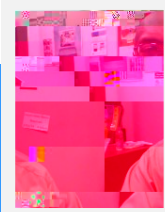
This sort of approach has been used successfully at several community colleges, most notably at Saddleback College where Kristi Reyes, articulation officer Joanne Benschop, and I made a visit this summer to discuss specifics about the program with their ESL program leads. They reported many of the benefits we imagined and more. Thereafter, we had a meeting with our respective deans to explain the mirrored course options which they both highly supported due to the benefits to MiraCosta's ESL students. Then over the course of the fall semester, we worked to update and revise the course outlines and create the Non Credit mirrored options which were then fully supported at Courses & Programs.

With a number of students in the higher levels of Non Credit ESL already bypassing benchmarks and/or assessing above adult ESL levels, this option will allow them to continue to advance their skills in a class designed to meet their needs. And with more students attending who have higher levels of education in their own countries, offering more advanced, academic coursework will be appealing to them. In sum, mirroring these classes will benefit our respective programs and the college's goals by:

- greatly supporting our noncredit to credit transition efforts, supporting the college's goal of developing **pathways** that ultimately lead to issuing of certificates and/or degrees
- providing options for students whose English is above the set levels for noncredit ESL and desire more English skill development but for various reasons cannot enroll in credit-bearing classes
- expanding the opportunities to address the needs of higher-level ESL students in the south end of the district, SEC in particular
- offering ESL support courses in one or two day or evening per week options for working ESL students

We also invite you to view and share with your students our new [Credit ESL informational video](#). You may see some of your former





By Jon Fuzell, Community Learning Center Tutoring Coordinator

I Want to Talk about Basic Skills

Welcome back to **Spring 2018** Term III at the CLC!

JUST A THOUGHT...

The California Community College Basic Skills Initiative was established in 2006 with the goal of improving access and success at the college level for students considered underprepared.

“Basic Skills Initiative (BSI) programs are one method used by California community colleges to provide support for specific student populations through the funding of BSI courses and activities that develop a college-wide basic skills agenda used to promote student success by means of pre-transfer level classes intended to prepare students for college level curriculum.”

With that in mind, I have a few thoughts. In the classroom there exists a “triangle of instruction” that is made up of the instructor, the student, and the class curriculum. This tripartite cannot be successful without mutual honesty, cooperation, and respect. This holds especially true for many basic skills students who have the dream of attaining a level of education previously thought of as unattainable when they attended school during their K-12 years. In my case, I never mastered algebra and geometry in high school; I also never learned how to write at a high school level. This led to me giving up on college because I did not have the basic skills needed to be a successful college student. However, after two more decades of life experience, I returned to college as a highly motivated and much more mature student. I began my educational journey at MiraCosta College by matriculating into basic skills math and English. Although I was enrolled in two classes that counted for zero units, I used these pre-transfer level courses to learn what it took to be a college student. I ended up being the top student in both classes. This motivated me to seek education as my future career goal. In my unique case, I brought maturity, life experience, motivation, and a curiosity to learn; these skills definitely aided my success in the college classroom. However, the most important piece to my success was those professors who took the time to get to know me, then built on my assets while strengthening my weaknesses, and also mentored me through my struggles as I gained the confidence to become a more self-reliant college student.

The point I want to make is that it is essential to the success of any basic skills education program that the student perspective be considered as important as the very curriculum the student is required to learn. By doing this, it creates an atmosphere of trust and respect that can assist instructors in gaining a more accurate assessment of each student's specific needs both inside and outside of the classroom. The instructor will also get a better idea of:

WHAT DOES EACH STUDENT COME WITH?

In order to create the most successful basic skills programs at MiraCosta College, as important as it is to have a focus based on broad institutional trends and input from faculty and administrators, the voices of the basic skills students must also be heard. This is imperative

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

Writing Center Update

CLC Writer Spotlight

Starting last term, the CLC Writing Center has begun to spotlight CLC writers who frequent the Writing Center often. Pictured above is our "CLC Writer!" board, where the writer provides tips for other CLC writers and explains what he or she enjoys most about writing; we also post a favorite piece of his or her writing.

Mini-Workshops

The Writing Center will continue providing its mini-workshops at the CLC campus this spring semester. These mini-workshops provide students with *even more* opportunities for learning and practicing various writing process concepts, reading



Introducing Anne

By Kristi Reyes, Noncredit ESL Department

CLC Reading Festival - Feb. 28 and Mar. 1

