

An On-Campus ESL Program Reflects on the Ripple Effects for Students, the Institution, the Local Community, and Beyond

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Abstract

This article details the unanticipated ripple effects of a college service-learning project. In 2008, Berry College began hosting an on-campus English as a second language (ESL) program in order to provide high-impact practices for students entering the Spanish major and minor and to better serve the growing Latinx community in the area. While the program has met its intended goals of serving our community and providing students with opportunities to achieve cultural competency and grow into civically minded individuals, it has also produced unintended benefits, including student research, leadership development, student career definition, student-sponsored sister organizations, and mentorship of faculty at other colleges who have created their own ESL programs. As we explain, a number of these unintended consequences either stem from or have been enhanced by our decision to host an on-campus service-learning program rather than partner with existing community organizations. Our aim in writing this article is to encourage faculty to weigh the benefits and costs of hosting an on-campus service-learning program by highlighting the full impact of our program, including those impacts we did not originally anticipate.

In the Spanish program at Berry College, we have been working for more than a decade to intentionally connect our curriculum to the multicultural realities of the communities in which our college is located. The primary vehicle for these efforts has been an on-campus English as a second language (ESL) program that conforms with our institutional mission by emphasizing liberal education and service through active and reciprocal engagement with our local community. Our program, founded in 2008, offers twice-weekly free English classes and childcare provided on our campus by Berry student volunteers. Over the life of the program, volunteers have reported to two successive faculty directors: the founding director, Professor Julee Tate, who directed the program until 2013, and the current director, Professor Julia Barnes. Upon the occasion of the program's 10-year anniversary, Tate and Barnes began a reflective process in order to understand the outcomes of the program. While some of those outcomes were intentionally cultivated and expected, others, which we will call ripple effects, came as a pleasant surprise.¹

This article details the program's unanticipated ripple effects in an effort to expand our understanding of the benefits of high-impact practices (HIPs), in

this case civic engagement, for our campuses, our communities, and our world.² While in many ways these effects came about without any intentional effort on our part, we believe that by sharing our experiences, other programs might discover their own previously unrecognized ripple effects or identify opportunities to intentionally nurture similar outcomes in their own institutions and communities. In addition, in our research, we have not come upon another publication that describes or examines an "in-house" program such as ours. While there may certainly be advantages to placing students at sites in the community, as in the case of the University of Georgia program that Cooper (2002) described, in which students offered instruction in a nearby Hispanic neighborhood, we invite our community participants onto our campus. While Cooper (2002) argued that participating Georgia students learned about an "ethnic neighborhood" (p. 415), our community participants and their children become familiar with a college campus, which is in many ways a culture of its own. Below we reflect upon some of the advantages that come from hosting our own program and discuss details that might help others design and implement a project like ours at their institution. In the next sections, we explain the context and structure of

¹ Here we use the term "ripple effects" in its most commonly accepted sense and not in reference to the evaluation methodology known as ripple effects mapping (<https://ppe.cw.wsu.edu/ripple-effects-mapping/>).

² For more information on HIPs, see the brief overview provided by the Association of American Colleges and Universities (AAC&U) at aacu.org/node/4084.

our program, the anticipated outcomes of our work, and the unanticipated benefits that have become apparent. Finally, we offer recommendations and point out challenges for faculty who want to chart the unintended benefits of their own service-learning experiences and/or weigh the advantages and disadvantages of sponsoring an on-campus community program.

Literature Review

In the vast majority of service-learning projects developed for language students, faculty members cultivate relationships with one or more community partners who are already active in meeting an established, community-defined need. Individually or in groups, students commit to working with these community partners on projects that generally span one semester or less (Barreneche, 2011; Grim, 2010; Lear & Abbott, 2008; Zapata, 2011). As any faculty member who has participated in this type of service-learning project can attest, such endeavors require an enormous amount of energy and investment on the part of faculty and present a number of challenges. Lear and Abbott (2008) have detailed several of these, including students' lack of professional skills and mismatched student and community partner expectations, especially regarding students' language level and cultural knowledge. Lear and Abbott counseled that faculty must "accept the role of intermediary" between students and partners. In addition to these challenges, faculty members must also contend with logistical issues regarding transportation, scheduling, and the need to build adequate reflection into the course.

Nonetheless, the linguistic and civic benefits of service-learning in language classes are well-documented, and they align with the American Council on the Teaching of Foreign Languages's (ACTFL) five goal areas (communication, cultures, connections, comparisons, and communities). The proven benefits of service-learning language programs have encouraged more faculty to accept and overcome the associated challenges in order to provide service-learning experiences for their students (Lear & Abbott, 2008). Studies have shown that language students who participate in service-learning advance linguistically at least as much as students in other types of language programs (Moreno-López et al., 2017; Palpacuer Lee et al., 2018). Other studies found that linguistic student learning outcomes are even greater for students who participate in service-learning as compared to their peers who participate in more traditional

courses and practices (Barreneche & Ramos-Flores, 2013; Guillén, 2010; Hahn & Hatcher, 2015). Finally, some findings suggest that students who participate in service-learning as a part of their language education become more committed to language communities and are more likely to major and minor in their chosen language (Kanost, 2014; Parys, 2015). Thus, including service-learning in language education has been shown to both improve linguistic outcomes for students and increase retention in language programs.

Likewise, the fostering of civic responsibility via service-learning has been well-documented (Abbott & Lear, 2010; Astin et al., 2000; Petrov, 2013; Plann, 2002), as has the cultivation of empathy and cultural awareness among university students (Barreneche & Ramos-Flores, 2013; Hellebrandt & Varona, 1999; Pellettieri, 2011; Petrov, 2013; Plann, 2002; Weldon & Trautmann, 2003). As Long (2003) reminded us, citing a qualitative study, students engaged in community-based learning projects with members of the Hispanic community developed positive attitudes toward both the participants and their cultures. An added benefit, according to Long, is that students also felt a sense of personal fulfillment as a result of their involvement. As we demonstrate below, this has been the experience of many of the students in our program.

Since our program's inception, the fostering of civic responsibility and intercultural exchange, rather than linguistic acquisition, have been the primary goals for our college students. The reason for this is simple: Just as we use an immersive approach in our language courses, we wanted our student volunteers to use only English in the classroom with their community participants, an approach informed by ACTFL's recommendations for target language use in the classroom. Our objectives for our college students are to connect them to members of the local community who represent the cultures and language that they are studying and to instill in them a sense of civic responsibility vis-à-vis those communities. Even though, as the previously-cited literature shows, college students tend to grow in their language ability during such programs, in our case, language proficiency in Spanish has been an unintended ripple effect because much of this literature did not exist at the time that we initiated this program. We have observed anecdotally, however, that working with their Hispanic neighbors has heightened our students' interest in Spanish and Hispanic cultures and motivated them to find ways to improve their language skills in other contexts.

Background Information on Our Institution and Local Community

In geographical terms, Berry College (with a student population of approximately 2,000) is situated in Rome, Georgia, a city of 35,000 residents in the northwest corner of the state. Our community is positioned in a multicultural and multilingual South; the rate of Hispanic population growth in the state of Georgia has been among the 10 highest of all states in the country. According to the Pew Research Center, our county saw a 160% growth in its Hispanic population from 1990–2000 and a 162% increase from 2000–2010 (Brown & Lopez, 2013), the decade during which we developed the community-engaged program and associated course that are the subjects of this reflection. This significant population shift has presented opportunities for both Spanish language educators and their students. Our ESL program, for example, allowed us to offer our students a recognized HIP in a way that would also benefit our Hispanic neighbors.

Our HIP: The ESL Program

Now entering its 14th year, the Berry College ESL program offers local community members the opportunity to study English for two evenings each week during the academic year in a setting that provides free childcare. It also offers Berry students the opportunity to engage with the local Hispanic community in a meaningful way (facilitated by targeted writing reflections and in-class discussion) and to hone professional skills, including public speaking, teaching, staff coordination, and leadership. This win-win effect of thoughtfully designed community engagement has been noted by Núñez (2013), who stated that “direct service in the form of volunteerism and service-learning has proved to be an effective way to apply student learning in real-life situations while meeting critical community needs” (p. 19).

In our case, the community-identified need presented itself when a local Hispanic pastor approached Tate about relocating an ESL program from his church to our college. In partnership with the pastor, and after consulting the college administration, Tate enlisted student volunteers and created a structure composed of a student director, an assistant director who assumes leadership when the primary director graduates, and a director of the free childcare offered to participants with children. These leadership positions offer weekly stipends using work-study funds. The student director coordinates approximately 30 volunteers

each semester and ensures the smooth running of a program that enrolls 100–120 community participants. Some students serve in lead teacher roles as the instructors of record for their classrooms, and other students work as assistant teachers who aid in the classroom and prepare some activities. All students receive a crash course in best practices in second language acquisition, including assistance in lesson planning and classroom management. Childcare volunteers who care for and occasionally tutor participants’ children round out the service roles of students. Students typically start as assistant teachers and childcare volunteers and are promoted if they continue to serve after a semester. This structure allows students to grow in leadership and responsibility as they progress through the program.

As Tate developed the ESL program, she and a colleague also created a new gateway course for the department’s Spanish majors and minors. Spanish 300, “Spanish in Context,” was added to our catalog in the fall of 2008 as a required course for students seeking to advance to upper-division courses in the Spanish program. The course includes a one-credit-hour community-based learning component, with the ESL program being students’ most common site choice. Some of these students continue to serve once they have finished Spanish 300. They may become lead teachers or, in the case of our most motivated and capable students, student directors. The student staff and leadership rely on the faculty director for consultation and mentoring. In this way, in addition to the benefits the program offers to the local community and the students enrolled in Spanish 300, it serves as an incubator for student leaders.

Expected Outcomes

The original intent of the program was to serve our students and members of the local Hispanic community by providing ESL learners with a venue for achieving linguistic proficiency while promoting cultural competence and civic-mindedness in our students. In order to demonstrate some of these outcomes in a recognizable, replicable, and respected manner, we have applied the Civic Engagement VALUE rubric, available through the Association of American Colleges and Universities (AAC&U), to students’ written reflections and end-of-semester surveys. That rubric has helped us clarify our own goals for students and has made it easier to discuss what students gain from the experience. Recurrent themes from student reflections and surveys, cross-coded with categories

on the Civic Engagement rubric, have consistently shown milestone-level achievements in most categories. Perhaps most notably, and in line with our original expected outcomes, students have demonstrated “awareness of one’s own positionality and difference in cultural, socioeconomic, and/or geopolitical terms”; “connection-making between course material in this class, material in other classes, and civic or community challenges”; and “expression of empathy and respect for others” (AAC&U VALUE Rubrics, 2009).³ Clearly, by a student’s freshman or sophomore year, engagement has produced important gains and has begun to equip students with growing competencies and dispositions in categories of learning that can be built upon in future HIPs.

Unexpected Outcomes or Ripple Effects

In addition to meeting an identified community need and fostering the development of a more empathetic and informed citizenry, our program has also produced a series of positive outcomes that we did not anticipate. These outcomes have manifested themselves in our students, our college, our local community, and beyond. Student leaders and volunteers have connected their experiences in the program to student scholarship, advocacy, and career paths; student volunteers have established auxiliary programs that function symbiotically with the original one; and the entire campus has benefited from interschool and interdisciplinary partnerships and from the college’s new Academic Community Engagement (ACE) course designation and certificate. Moreover, the ESL program has benefited our wider community by supporting immigrant advocacy and by serving as a model for programs at other colleges. In the pages that follow, we demonstrate how student volunteers’ collaborative efforts with faculty and community members have led to many of these ripple effects.

Impact of the ESL Program on Students’ Academic and Professional Development

In retrospect, we should have anticipated that involvement in service-learning could prove transformative and influential for some students as they made academic or career choices (Astin et al., 2000; Putnam & Powers, 2015). While not

every former student director continues to work in education, ESL, or immigration advocacy, most do. Caleb, our second student director, has taught ESL in programs in multiple states as well as high school Spanish.⁴ He has also served as a medical interpreter in a free clinic, helped immigrants find job opportunities as an employment specialist, and served on the board of directors for a nonprofit aimed at serving the Latinx community. Emma, our fourth student director, pursued graduate studies in immigration policy and worked for several years at an immigration-centered law firm. Kayla, our fifth student director, and Victoria, our eighth and most recent director, both are high school Spanish teachers.⁵ Samantha M., our sixth student director, works with immigrants for Catholic Charities after several years of service at Mil Mujeres, a nonprofit that provides legal aid to the Latinx community. Abby, our seventh student director, is currently working as an advocate for immigrant victims of crime at the Georgia Asylum and Immigration Network while completing a graduate degree in clinical mental health counseling. As part of her clinical internship, she provides mental health therapy for immigrants at the Alianza Terapéutica Latina. In all, we were able to contact seven of our eight former student directors; six worked at some point in a field related to the ESL program, and five continue to do so.

We believe that student leadership opportunities and the opportunities we have to mentor student volunteers over 3 or 4 years facilitate these transformative experiences. In addition to the career choices we mention above, our directors and lead teachers have gone on to postgraduation fellowships, graduate work, undergraduate research, and community-engaged initiatives. For example, our first student director, Samantha H., was awarded a Fulbright English Teaching Assistantship in Madrid, Spain, while Caleb, (mentioned above) was awarded a Dean’s Fellowship to pursue a master’s degree in Hispanic linguistics at the University of California, Davis. Both credit their involvement with the ESL program as key to helping them gain access to these prestigious, fully funded opportunities. As mentioned above, Emma pursued graduate work in immigration law policy, which led her to intern at the National Immigration Forum, an immigration policy advocacy group,

³ This is the language used in the AAC&U Civic Engagement VALUE Rubric when Dr. Tate initially began conducting her research in 2012 and began applying it to analyze student qualitative feedback.

⁴ Appropriate institutional review board approval was obtained for the interviews and surveys referenced in this article.

⁵ Victoria has coauthored a companion piece from the student perspective that you can read in this journal issue.

while Abby uses her graduate work to advocate for immigrants without health insurance.

At least four student leaders focused their undergraduate student research on the ESL program, and Abby and Samantha M. were awarded institutional-endowed scholarships that supported the development of original research over 2 years for their ESL research projects. Meanwhile, Emma focused her senior honors thesis on U. S. immigration policy, and Victoria collaborated with her education department mentor, Professor Eliana Hirano, on her senior honors thesis. Victoria's project analyzed how participants in the ESL program perceive pronunciation instruction, and her work with Hirano appears in the *ORTESOL Journal* for 2020. Some of these undergraduate research projects have resulted in presentations at Berry's Student Research Symposium and at GATESOL, the Georgia affiliate of the national TESOL organization. Finally, these powerful learning experiences have not been limited to the program's leaders. For example, Hannah, a program volunteer and double major in Spanish and business, developed her senior honors thesis to evaluate the extent to which community organizations in Rome were effectively reaching the local Latinx population.

In addition to fostering student leadership, career direction, and research, our ESL program inspired two of our volunteers to pilot new initiatives that have expanded the outreach of the program. One initiative is *Los Equipados*, founded by Ryan, who began volunteering as an assistant teacher while taking Spanish 300 during his freshman year. After several semesters as a lead teacher, Ryan began *Los Equipados* in his junior year because he saw a need for more learning opportunities for the program's students. *Los Equipados* meets weekly and offers one-on-one conversation practice that gives community participants personalized attention. In its first year, *Los Equipados* regularly served between eight and 10 community participants each week, a number that Ryan views as a success given the many other commitments that our community participants have. Ryan continued his work with *Los Equipados* during his senior year and worked to establish a succession plan following his graduation. Significantly, he credits the ESL program and his Spanish studies with helping him to, in his words, "find a purpose and a place on campus and hopefully after my time here as well."

Another new initiative that has grown out of the ESL program is being developed by Leslie,

who volunteered as an assistant teacher during her sophomore year. Inspired by her experiences both in the program and as a first-generation college student, she approached Barnes seeking support for her plan to reach out to high school Latinx students and mentor them through the college application process. While college enrollment numbers for high school graduates aged 18–24 is on the rise for Latinx students, completion of a 4-year degree still lags far behind other groups, demonstrating a continued need for outreach to and advocacy on behalf of Latinx youth (Gramlich, 2017; Krogstad, 2016). Barnes enthusiastically responded to Leslie's idea, having long recognized that the current ESL program successfully reaches its adult participants and their young children but not adolescent and teen community members. Leslie and her volunteers piloted the program in the fall of 2019 and hosted sessions on college admissions and financial aid at the local high school.

Campus and Community Partnerships

Our campus has also benefited from the presence of the ESL program in ways that we did not initially anticipate. Students in the teaching English as a foreign language minor, housed in our Charter School of Education, visit the ESL program each semester to observe classes. Also, students in the capstone Education 465 course teach one of the ESL classes each semester under the guidance of Hirano, who is one of their professors. As Hirano explains:

If we did not have the ESL program on campus, my students would only be able to develop their teaching skills through microteaching their peers. As you can imagine, this would be far from ideal. The opportunity to teach repeatedly in the ESL program helps my students become better teachers, gives me the chance to observe them teach[ing] and provide them with constructive feedback, and makes my students more confident that they can teach nonnative speakers. All of this together makes them stronger candidates when they go on the job market after graduation. (E. Hirano, personal communication, August 14, 2019)

In reciprocation, Hirano has assisted our program in important ways. She guided our student leadership through a review of possible textbooks, which resulted in the adoption of Cambridge's

Ventures series. She also provides pedagogical training for ESL volunteer teachers each semester. Topics have included proper use of textbooks, use of target language in class, pronunciation, and other communicative teaching skills.

Recently, another unexpected cross-disciplinary relationship bore fruit when the Campbell School of Business included Spanish 300, with our accompanying ESL component, as an elective for Berry's new social entrepreneurship minor. As a feature of this minor, the business school's entrepreneurship program has shared \$500 from a Hearst Foundation grant with the SPA 300 class to support Leslie's new mentorship initiative.

In addition to new intracampus partnerships, the ESL program inspired the establishment of Berry's relatively new ACE course designation and certificate. As a result of her work with ESL, Tate became interested in the growing field of service-learning pedagogy, and in 2013 she became the first faculty associate with Berry's Center for Community Engagement. In this capacity, she has helped unite interested faculty members around service-learning pedagogy and has connected them with community partners through a series of workshops. The tangible results of this work include an ACE course designation, which identifies classes with a community engagement component, as well as a new ACE certificate program for students who complete an approved ACE program of study. Perhaps most importantly, this work has made available to faculty the trainings and tools necessary to deliver ACE courses, like SPA 300, following best practices. This integration of service with academics was also an essential element of Berry's recent reclassification as a Carnegie Foundation community-engaged institution.

Finally, the ESL program's impact has reached beyond our campus and into our local community. Under Barnes's directorship, the ESL program has branched into a local elementary school that was awarded a federal ASPIRE grant with the goal of increasing positive family associations with the elementary school system. As part of a collaborative effort, Berry student volunteers offer ESL classes and childcare to the families of children in the ASPIRE program. This partnership has allowed us to reach participants who would not otherwise know about the ESL program or who had difficulty accessing the college campus. In exchange, our student leadership has greater access to the educational community in our town.

Our impact on the local community has extended beyond educational institutions to reach

different organizations and address a variety of issues that affect local immigrants. Each semester, various community partners are invited to the program in order to educate our participants about services available to them. In the past, these have included immigration lawyers, food agencies, and most recently, census workers. As a noteworthy example, in March 2017, Roberto Mendoza, an immigrant activist and a founder of Dignidad Migrante, an advocacy organization based in Athens, Georgia, conducted an Immigration and Customs Enforcement (ICE) preparedness training for the ESL program. As a result of this meeting, a coalition of community members and Berry students founded the group Romanos Unidos, which advocates for immigrant rights in the community.

Beyond Our Campus and Local Community

A ripple effect that we did not anticipate was that our program would inspire similar colleges to adopt a program mirroring ours—a direct result of the dissemination of information about our program at a professional conference. This outcome confirms Hellebrandt and Jorge's (2013) assertion that departments and institutions can benefit when scholars publish and present the results of their community-engaged work. That has certainly been our experience. For example, Professor Bridgette Gunnels of Emory University's Oxford College reached out to Tate after learning about Berry's ESL program through Tate's presentation at the Mountain Interstate Foreign Languages Conference in 2014. Gunnels was interested in starting an ESL program to serve community members and to give her Spanish students a high-impact service-learning experience. After the initial meeting at the conference, Gunnels followed up with Tate and the Berry ESL student director, who provided support in the form of curricular materials and guidance on administration and publicity.

When we reached out to Gunnels in January 2019, she reported that Oxford of Emory was in the 4th year of its on-campus program. Their program is staffed by a regular rotation of between three and five student teachers, two of whom serve as principal teachers while the others circulate to help ESL students one-on-one. In terms of community participants, numbers have fluctuated from as many as 20 to as few as three. Gunnels reported that students in their program have a great variety of needs that they are endeavoring to address in addition to ESL. Those needs are similar to ones that we have encountered in our own program: help in prepping for the citizenship exam and, in

some cases, the GED exam. Gunnels reported that positive outcomes of the program have included increased town-gown interaction: “We have begun to solidify relationships with the area public schools and are in much better communication about how our students can help address needs there (outside of ESL programming as well), which has been excellent for our . . . community-based learning efforts” (personal communication, December 3, 2018).

Similarly, Professor Laura Barbas-Rhoden of Wofford College in Spartanburg, South Carolina, learned about our program through collaboration with Tate and encouraged one of her students to start a similar program. After consultation with Tate, that student, a heritage speaker and Spanish major, piloted an on-campus ESL program in 2009. According to Barbas-Rhoden, the classes were well attended, with several dozen students at their peak. By 2012–2013, Wofford students were offering classes off-campus at a Title I elementary school with high Latinx enrollment. After a couple of years at that site, they began a partnership with Spartanburg’s Adult Learning Center, a United Way community partner, to offer classes at night with free childcare. Essentially, what began as a small program at Wofford has morphed into something owned and delivered by a community center, where classes are taught by certified teachers whose students not only study English but also take preparation courses that enable them to earn their GED.

Challenges and Recommendations

The student outcomes that we have documented while directing the Berry College ESL program suggest to us that, in the correct environment, an in-house community program has several advantages. By administering the program ourselves, we control variables that would be out of our hands if we had to rely on off-campus community partners. We are also able to provide our students with important leadership opportunities that are generally not attainable at local organizations that already have established leadership structures. By having student leaders report directly to a faculty director, we are better able to mentor and guide students while offering them sufficient license to take risks and experiment with new approaches.

In the spirit of full disclosure, there are also a number of challenges that we have faced with varying degrees of success. First, before attempting to create an in-house service-learning ESL program, faculty must be able to demonstrate a true

community-defined need. We were lucky that we were able to adapt an already existing program and bring it on campus. We were initially concerned that participants who had previously attended classes in a known safe space (their church) might not feel comfortable venturing onto our campus. However, we were pleasantly surprised to discover that students seemed even more excited to attend classes on a “real” campus, and attendance more than doubled the first semester that we offered the program at Berry. This was even more surprising in light of our concern that lack of access to public transportation in our area would be an obstacle to attendance. We found that our participants were creative in finding solutions, which included using local taxis and carpooling. Had this not been the case, we likely would not have been able to maintain the program, since it would have been cost prohibitive for us to offer transportation. With this in mind, faculty who may be considering starting a similar program should first consider whether their campus is accessible to the target population.

We also caution faculty against creating such a program unless they are assured of institutional support, both to run the program and for promotion and tenure. Our ESL program benefits from an institutional culture that values and rewards service and meaningful student work. Service and civic engagement are part of Berry College’s history, mission, and statement of purpose. The college has invested both time and funds to secure the Carnegie Foundation’s Classification for Community Engagement, and it hosts a Bonner Center for Community Engagement in addition to its Bonner Scholars program. The college guarantees students on-campus employment over eight semesters, and the ESL program has been able to remunerate the student leaders, allowing them to dedicate themselves to the program rather than to a more traditional work-study placement. For the faculty, the college recognizes ACE work as applicable to the promotion and tenure process.

While faculty who engage in service-learning are well aware of the demands of this type of work, hosting an on-campus community program has the potential to reduce some of the time and energy needed to cultivate multiple relationships with community partners and to deal with the logistical hurdles of managing students. Other duties, however, present themselves. The current director, Barnes, regularly deals with payroll, background checks, walk-in information requests, and training in addition to perennial concerns about enrollment of both participants and student volunteers. As the

official face of the program, the faculty director is on the front lines when events occur that affect both students and participants. A case in point is when Berry College added a new welcome center in 2015 that required all drivers entering the campus to present a valid driver's license. Barnes had to negotiate with administration and campus security to ensure that participants would still be welcomed on campus. The 2016 election also proved to be a stressful moment for the program, as some participants became wary of coming onto campus for fear of ICE raids. In both cases, Barnes had to assume the position of advocate not only for her students but also for her community participants, something that any faculty member considering a similar enterprise must bear in mind.

When we concluded this article, the coronavirus had closed campuses across the country, and the student leadership of the ESL program had to pivot to an online platform. Moving forward, we will need to continue to adjust to changing circumstances that have impacted many facets of our program, including how we deliver and promote our classes to the local community. In terms of promotion, we once relied primarily upon word-of-mouth publicity and targeted placement of fliers in schools, churches, and businesses. In order to rebuild after COVID, we will have to continue these efforts while also exploring new ways to promote our classes to new community members. We also see opportunities for improving our program's impact, as well as our understanding of that impact, on students and community participants. As for students, we see an opportunity to further help them recognize their own privileged positionality through more focused reflection activities. As for community participants, we hope to explore ways to capture and assess their goals and experiences in the program. Previous attempts to solicit feedback have fallen short because participants are so grateful for the opportunity that they are reluctant to offer constructive feedback. These are short-term goals that we plan to pursue and would recommend to others.

Conclusion

When Tate started the Berry ESL program in 2008, her goals were to meet a community-identified need, to provide a venue for the acquisition of cross-cultural competencies, and to increase empathy and civic engagement among students. In retrospect, we believe that our program has performed well beyond

these initial objectives. A significant number of ESL volunteers and leaders have combined their work in ESL with other HIPs such as undergraduate research, and many of our students' postgraduation academic and career choices have clearly been influenced by their experiences in the ESL program. On our own campus, we have attracted allies who have benefited from and contributed to our efforts, and our local community has also tapped into our program by partnering with us in a variety of ways. Beyond our campus and local community, other colleges have benefited by modeling their ESL programs and community outreach efforts on our program. The unintended ripple effects we outline above are in some ways as important as the goals we initially established for the program and our students. This is proved by the fact that the impact of the program has grown well beyond our campus and community as a result of the propagation of program initiatives by former students and collaboration with faculty members at other institutions. We hope that by sharing our experiences, others might benefit by identifying similar ripple effects of their own HIPs or by working intentionally to make such effects an intended outcome of their practice.

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