

## 2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

### A. Organization, including staffing and structure

The organization of the ESL department divides classes into 2 categories, one of which can be further divided into core and elective courses.

- ❖ **Non-credit ESL courses**, (here **ESL 190 and 192**), are courses offered to meet the needs of literacy and beginning level ESL students. The focus of these non-credit courses is on basic life-skills content, offering reading, writing, speaking, listening, and grammar (multi-skill) instruction through content that explores personal, social, and vocational topics. These are levels 1 and 2 of a 6 level ESL program.
- ❖ **Credit ESL courses** begin with level 3 here at Barstow College, and in alignment with state standards as laid out through the Basic Skills recommendations offered in Basic Skills as a Foundation for Success in the California Community Colleges and the CB 21 coding expectations shared by the Chancellor's office, they offer instruction in skill-specific classes: Reading and Vocabulary, Writing and Grammar, and Oral Communication. These credit begin at 4 levels below transfer and progress to one level below transfer, preparing students for success in transfer-level college coursework.
- ❖ The ESL department offers core courses in Reading and Vocabulary (102, 112, 122, and 132) starting with 4 levels below transfer; Writing and Grammar (104, 114, 124, 134); and Oral Communication (106, 116, 126, 136). In addition, we regularly offer an elective: Pronunciation of American English (ESL 107). We also have the elective ESL 103: Learning to Earn in our approved curriculum, (but have yet to offer it).
- ❖ **Staffing:** We have one full-time instructor in ESL, and one part-time instructor who teaches a non-credit course in the evening here on campus. We also have two student workers who assist with providing information to students and prospective students, as well as supporting the learning of existing students, answering questions and working with the instructor. These students workers speak the languages of the two largest linguistic populations we serve: speakers of Spanish and Arabic.

### B. Who do you service (including demographics)?

We have a very diverse group of students – varying in age, gender, ethnicity, country of origin, and life experiences. Our students come from all over the world, representing at least 25 different countries in North America, South America, Africa, Asia, Europe, and the South Pacific.

We have students who participate in DSPS, EOPS, VTEA, and occasionally sports such as baseball and basketball; we have had active military students, as well as family members of active soldiers or veterans.

Educationally, we serve students who have had little to no education in their home countries/languages; students who have junior high or high school educations in their home countries; students who have some college education; students who have degrees and careers in their home countries; students with advanced degrees; and international students who are here to study and then plan to return home. We also serve Generation 1.5 students, who were either born here or came as young children, and though they sound American, with no hint of foreign accent, their reading and writing skills often share many of the same elements as other ESL students. Some of our students are eligible for the Dream Act.

Whatever their backgrounds, we serve students who are here to improve their communication skills in English, and in so doing, improve their lives and their opportunities for success.

### C. What kind of services does your unit provide?

- ❖ Our program works with the Instruction Office to offer instruction in all areas/levels of ESL at multiple times so that we can best meet our community's needs. We offer classes on campus in a computer-supported classroom in Universal Design. The classroom is designed with hardware and software that promote and support student learning, increasing their knowledge of technology and offering learning in multiple modalities, encouraging ever-increasing knowledge and both independent and interdependent learning experiences (rather than dependent ones)
- ❖ We offer ESL 190 and 192 both on campus and in the community, at St. Joseph's church, so that we can serve the needs of students who may have transportation challenges and/or fear of coming to class at the college for a variety of reasons.
- ❖ We assist with questions and needs in many areas of the college, from first meetings and information about what we offer here, to admissions (application, registration, financial aid, and counseling), to instructional content and requirements, and then to supplemental support. We do this in order to encourage and promote success in students' endeavors. We do *not* do the work of other areas of the college but work hard to facilitate communication and clarity for our students, particularly as there tend to be significant barriers to communication and success that we work hard to bridge for them.

**D. How do you provide them?**

We provide these services by scheduling courses at 6 levels of English so that we can maximize our service to the community and to our students. We work with the Dean of Instruction and other members of the Office of Academic Affairs to schedule classes at days and times that best meet student needs. Most of our students are parents, so classes are best offered either in the mornings, (as children are at school and parents may be free to learn) or in the evenings after students get off from work. Classes in the afternoons are difficult due to consideration of the schedules of parents of school-aged children, though we do offer ESL 190/192 from 1-3:15, which allows parents to still pick up their children from school.

Our core credit classes (at levels 3, 4, 5, and 6) are offered on a two-year cycle to maximize student progress, and the full-time instructor has been working on incorporating content areas in these credit classes so that students are introduced to subject matter and vocabulary that will potentially prepare them for academic coursework at college-level.

We have offered classes at Fort Irwin and are working to develop and expand offerings there so as to meet the needs of military personnel and spouses, some of whom have been driving to Barstow to take classes when offerings there for them are slim.

The full-time instructor holds office hours in mornings and in afternoons after classes. Additionally, students have the instructor's google voice number so that they can reach her in the evenings with questions (within courteous time parameters, of course). She works hard to be accessible and support learning whenever possible.

Also, both the full and part-time instructors in the department have worked to collaborate and communicate so that there is support and consistency in the department. The full-time instructors and the student workers have developed the habit of visiting the evening class of the part-time instructor for the first couple weeks in the semester in order to assist new students with registration processes and orienting them to a new environment/learning opportunity.

**E. Does the program have a degree or certificate?**

No, but the full-time instructor will be exploring that as the department works on curriculum revision.