CALIFORNIA COMMUNITY COLLEGES
AND
STATE CENTER
COMMUNITY COLLEGE DISTRICT

#90-0028
<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>90-0028</td>
<td>Fresno City</td>
<td>State Center</td>
</tr>
</tbody>
</table>

**PROJECT TITLE**

IDILE: An Extended Family Student Support Services Model

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $36,163</td>
<td>A --- Nontraditional Instruction</td>
<td>Mentor Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook</td>
<td>Retention</td>
<td>Transfer</td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

**PROJECT DIRECTOR**

Walter Brooks, Counselor

**PROJECT SUPERVISOR**

Deborah Ikeda, Associate Dean of Students

**PROPOSAL DESCRIPTION**

Project IDILE is a multifaceted program that will increase enrollment, improve retention and academic success, and increase graduation and transfer rates of underrepresented, academically disadvantaged African American Students. The meaning of the term IDILE (a word derived from a West African Language) implies that the whole is greater (more effective) than its parts. The IDILE program incorporates this idea by combining the cooperative efforts of the community and the total campus (instruction and student services) to accomplish its goals.
IDILE: An Extended Family Student Support Services Model

IDILE is a multifaceted program that will increase enrollment, improve retention and academic success, and increase graduation and transfer rates of underrepresented, academically disadvantaged African American students. The meaning of the term IDILE (a word derived from a West African language) implies that the whole is greater (more-effective) than its parts. The IDILE program incorporates this idea by combining the cooperative efforts of the community and the total campus (instruction and student services) to accomplish its goals.

Representative enrollment numbers in institutions of higher education indicate that the vast majority of African American students are enrolled in community colleges. The community college, then, is indispensable as the primary and most important source of higher educational opportunities for these students.

However, African American representation in the community college system does not come close to its representation in the general population and the success rate of these students in community colleges is despairingly low. At Fresno City College, African Americans have an exceedingly high percentage of students on probation, have one of the highest attrition rates, and one of the lowest graduation and/or transfer rates.

The IDILE Program consists of the following program components:

A. ORGANIZATIONAL COMPONENT WHICH HAS THREE ACTIVITIES:

1. Community Preparation and Support -
The first and most important step in the IDILE program is to gain the support and assistance of the general community and the college campus.

2. Participant Identification and Selection -
Students will be recruited and asked to apply for the program through a community volunteer leader.

3. Participant Orientation -
Two IDILE orientation meetings will be held, during which participants will be selected and organized into study groups.
B. INSTRUCTIONAL COMPONENT:
The foundation of the IDILE program is its curriculum component which utilizes existing course offerings in Guidance Studies, Study Skills and Career Planning, English, Cultural Studies, Math, and Biology. Students will be enrolled in a curriculum package made up of these courses and will complete them during their year in the program. The instructors will be preselected to teach the IDILE sections of English, Guidance Studies, and Cultural Studies. An English instructor and counselor will team teach the English A class and 1A class during the academic year.

C. STUDENT LEADERSHIP COMPONENT:
IDILE students will elect group leaders who will assist with the organization and maintenance of study groups. California State University Fresno students who are Fresno City College alumni will also be hired to assist instructors and students enrolled in the IDILE program. These students will receive training.

D. EARLY ALERT - PROBLEM INTERVENTION
Weekly reports on student progress and attendance will be monitored for every IDILE class with the help of instructional assistants. These reports project coordinator for follow-up the will be given to the project coordinator for follow-up.
1. Specific Educational Program Being Addressed

This program has been designed to meet both AB 1173 (Formerly Parl A Projects) Guidelines and the Board of Governor’s 1989-90 Basic Agenda. Project IDILE addresses specific educational programs and services that will:

1.0 Meet the special learning needs of educationally disadvantaged students.
2.0 Increase the number and academic success of underrepresented students in transfer programs.
3.0 Improved the retention of targeted students.
4.0 Increase the number of these students who graduate and/or transfer to four-year colleges and universities.

AB 1173

1.0 Programs addressing special learning needs of educationally disadvantaged students
Students will qualify for this program based on assessment scores that place them in level English A.

2.0 Efforts that improve traditional instructional programs
English will be one class in a core of classes that will be required during the first semester. Other classes will be Guidance Studies 52, College Study Skills; Cultural Studies 2, The Cultural Adaptation of the African American; and Mathematics 5A, College Arithmetic. Students may elect to take additional courses but will include a weekly one hour small group study session ~or the English and ‘Cultural Studies classes. Each study group will have a peer advisor assigned to assist the students. During the second semester, students will be required to take a second core of classes: English 1A, Reading and Composition; Mathematics/Beginning Algebra; Biology 1 or 3; and Guidance Studies 45, Career Planning. Mini colloquia, guest speakers, and field trips will augment traditional instruction methodologies. the needs of nontraditional

3.0 More adequate means of serving students
The following strategies will address some of the activities originally identified in AB
1173 and have been historically funded by FII. These alternative educational program and services include nontraditional forms, content, and methods of instruction, such as:

3.1 Each subject matter instructor supported by a professional counselor.
3.2 Field trips.
3.3 Required colloquia which will focus on the enhancement and development of interpersonal skills.
3.4 Peer leadership program.
3.5 Community and campus mentors.
3.6 Guest speakers to serve as positive role models. Their function will be to provide motivation and inspiration for African American students.
3.7 Required study groups to facilitate increased retention and transfer rates.

BOARD OF GOVERNORS’ 1989-90 BASIC AGENDA PROJECTS

1.0 Academic Affairs -
Intensify efforts to increase the numbers and success of underrepresented students in transfer programs

This program is intended to track program participants through English 1A, the transfer college English class, Math 1, and Bio 1 or 3. Underrepresented students have found that the requirement of English 1A and a math course higher than Intermediate Algebra to be a barrier to transferring to a four year university. They also have difficulty successfully completing Biology 1 which is a basic prerequisite course for upper division transfer science programs. This serves to limit their career choices. This program would assist students in hurdling the English and math & science obstacles.

2.0 Student Services -
Identify and disseminate effective strategies for recruiting, retaining, and transferring underrepresented students

This project could be duplicated at any community college and would be presented to the Chief Student Service Officers Organization, to the Transfer Center Directors Conference, and to the California Associate for Community Colleges.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS TO BE ADDRESSED

1.0 The poor academic performance as measured by G.P.A. of Afro-American students.
2.0 The significantly high number of Afro-American students on academic and progress probation.
3.0 The low rate of graduation of Afro-American students.
4.0 The despairingly low transfer rate of Afro-American students nationwide.
3. Population To Be Served

POPULATION TO BE SERVED
IDILE is a program that intends to affect the retention, the academic success, and the transfer rate of underrepresented African American students. Presently at Fresno City College there are 1,009 (6.09%) African American students out of a student population of 16,094 full-time and part-time students.

Using the C.G.P. testing results of Spring 1989, Summer 1989 and Fall 1989, hour hundred-twenty (420) Afro-American students tested fell into the following levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1A</td>
<td>6%</td>
<td>24</td>
</tr>
<tr>
<td>English A</td>
<td>38%</td>
<td>160</td>
</tr>
<tr>
<td>English 62</td>
<td>22%</td>
<td>94</td>
</tr>
<tr>
<td>English 60</td>
<td>14%</td>
<td>57</td>
</tr>
<tr>
<td>Undetermined</td>
<td>20%</td>
<td>85</td>
</tr>
</tbody>
</table>

Fifty students of the English A target group will be selected to participate in the IDILE program. Fifty will begin in Spring 1991 with a second group of fifty commencing in Fall 1991.
4. Objectives

[NO "OBJECTIVES" ACCOMPANIES THIS DOCUMENT.]
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

EXPECTED OUTCOMES
A & B. Project Objectives and Impact of the Project

1. By July 1990, obtain the support and commitment of representatives of the African American community and the general campus community (staff and administration) such that community and campus leaders will agree to serve as mentors in the IDILE Program.
   1.1 Twenty community leaders offer to serve as mentors.
   1.2 Ten members of the campus staff offer to serve as mentors.
   1.3 Six instructors who have demonstrated interest and success in working with underprepared students agree to teach the project classes.

2. By August 1990, select and orient qualified program participants and register them into specified core curriculum.
   2.1 Seventy-five qualified prospective participants will be referred by referral form to the program by mentors.
   2.2 Fifty applicants will contract with IDILE for the 1991 fall and spring semesters.
   2.3 Participants will be registered in core classes reserved for the IDILE project.

3. May 18, participants will successfully complete a year of college work including the IDILE core curriculum.
   3.1 Ninety percent of program participants will complete the first semester core curriculum.
   3.2 Ninety percent of these will enroll in the second semester curriculum.
   3.3 Ninety percent of those who enroll for the second semester will complete the second semester core.
   3.4 Eighty percent of participants who begin the program will complete the program within one year.
   3.5 Student who complete the two semester program will have grades of C (2.0) or higher in each core class.
   3.6 Each student completing the program will have a declared major leading to a clearly defined goal.

C. Potential for Continued Support

Once this project is complete, the curriculum revisions necessary will already have been established. The links between Student Services and Instruction will be firmly established to allow for continuation of the project. Contacts with community mentors will be established and easily maintained after the completion of the proposal. The continuation of the IDILE Project will be an institutional commitment assuming the project is successful.
D. Potential for Adaptation to Other Institutions or Programs

The IDILE Project is modeled after the highly successful PUENTE Program for Hispanic students. The PUENTE Project has proven very successful and is now established in several other California Community Colleges. If the IDILE Project is as successful as the PUENTE Project we expect replication would take place easily at other community colleges. The model we develop will be shared through the dissemination plan outlined below. Since the program relies on existing curriculum with slight modifications, it is easily transportable to most any community college.
7. Evaluation Plan

Evaluation Plan

The overall purpose of the evaluation plan will be to measure the extent to which the program services and activities relate to and accomplish the objectives outlined in B and C above. The specific purpose for evaluating this program is to:

1) provide a mechanism to enable project staff and others to determine whether the participant students are receiving the intended services with the desired individual outcomes;
2) determine that the content of activities and processes are effective;
3) demonstrate the extent to which the project achieved its desired outcomes; and
4) provide documentation for reporting. A pre-program evaluation consisting of the CGP English assessment test, a study skills survey, and a career interest inventory will be completed for each student.

In-progress evaluation will be completed at midterm and during finals of each semester for each student. Instructor and counselor evaluations for each student will identify mid-semester and end of the semester progress toward objectives. Final grades, cumulative grade point averages, and academic status will be collected for each student.

Post-Program (Outcome) Evaluation will measure the extent to which the program activities contributed to the success of the participating students. Success will be measured by variables such as academic performance, retention rate, selection of transfer major, and changes in the affective domain.
8. Dissemination Plan

Dissemination Plan

The IDILE Project will be disseminated through the following activities:

1. California Community College Counselors Association
   A workshop on the IDILE Project will be presented at the annual convention.

2. Publications
   A handbook describing the steps necessary to establish an IDILE Program will be developed and sent upon request to any community college wishing to replicate the project. Several articles will be published in the following: local paper, City at Large (FCC newspaper), and the Community and Technical Junior College TIMES.

3. Association of Community Colleges California Association of Community Colleges
   A workshop will be presented at this annual convention.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]