

Community College – Instructional Development Inventory (CC-IDI)



Santiago Canyon College Report

Interwork Institute, San Diego State University



About the Community College – Instructional Development Inventory (CC-IDI)

About the CC-IDI. The CC-IDI is an institutional assessment tool designed to inform professional development programming for instructional faculty. The report has two components, threshold scores based on self-reported practice and faculty members' recommendations for areas of professional development focus.

CC-IDI Methodology. Faculty were asked to participate in an anonymous survey to assess professional development needs with a focus on teaching and learning practices. Responses were collected from faculty via an online survey that was distributed to all instructional faculty at the institution. The CC-IDI is comprised of 14 topical areas with multiple sub-questions. A total of 72 Santiago Canyon College faculty participated in the CC-IDI during the Fall 2017 semester. Their scores were compared to the nationally normed CC-IDI threshold scores. Background demographics are reported in the form of response percentages for all participants. For intervention specifications by area type and time status, findings are categorized into four levels: acceptable, emerging concern, needs attention, and immediate attention. For faculty-derived recommendations, findings are categorized into four levels: high priority, priority, moderate priority, and low priority.

National Benchmarks. CC-IDI national benchmark scores were created based on responses from a random sample of 1,648 faculty members across 125 community colleges. The results from this survey are a function of faculty perspectives on their own teaching practice. Threshold scores were derived from composite scale scores from participants from colleges that were in the top quarter of college success rates nationally ($n=380$). Final CC-IDI threshold scores adhere to a z-distribution and are divided into four categories:

- *Acceptable* - a score significantly higher than the mean of participants from the top quarter colleges
- *Emerging Concern* – a score higher than the mean of participants from the top quarter colleges
- *Needs Attention* – a score lower than the mean of participants from the top quarter colleges
- *Immediate Attention* – a score significantly lower than the mean of participants from the top quarter colleges

The faculty recommendation component of the report follows a more simplistic structure. The aggregated percentage of respondents who reported “definitely need training” or “need training” were coded based on the following thresholds: High Priority (50% or more), Priority (40% to 49%), Moderate Priority (30% to 39%), and Low Priority (29% or less).

Key Findings and Recommendations

Key Findings. Key findings are provided below for intervention specifications by area type and time status and faculty-derived recommendations. Intervention specifications by area type are provided for all faculty, Full-time and Part-time faculty. Given the small number of faculty members that responded that teach part-time, full-time basic skills, full-time general education, full-time major required, full-time multiple areas, part-time basic skills, part-time general education, part-time major required and part-time multiple areas classes, results for these areas should be interpreted with caution.

- Average scores for **All Faculty** were lower than the national averages for 7 out of 14 measures. However, scores for *Faculty Student Engagement* and *Intrusive Practices* both fell within the “Immediate Attention” range.
- Average scores across 9 out of 14 measures for **Full-Time Faculty** fell within the “Acceptable” and “Emerging Concern” ranges. Only average scores for 3 measures fell within the “Immediate Attention” range.
- Average scores across 7 out of 14 measures for **Part-Time Faculty** fell within the “Immediate Attention” and “Needs Attention” ranges.
- 55% of **All Staff** recommended professional development for their peers on *Microaggressions*. This indicates a High Priority need for professional development in that area.

Recommendations. It is recommended that the campus focus professional development activities on items identified as “immediate attention” or “high priority”. Programming can address areas identified as “needs attention”, “priority” and other areas thereafter. Based on these priorities, the campus *may* consider prioritizing professional development in these areas based on findings by area type and staff-derived recommendations:

CC-IDI Recommendations

- Intrusive Practices (for all faculty)
- Faculty Student Engagement (for all faculty)
- Performance Monitoring (for all faculty)

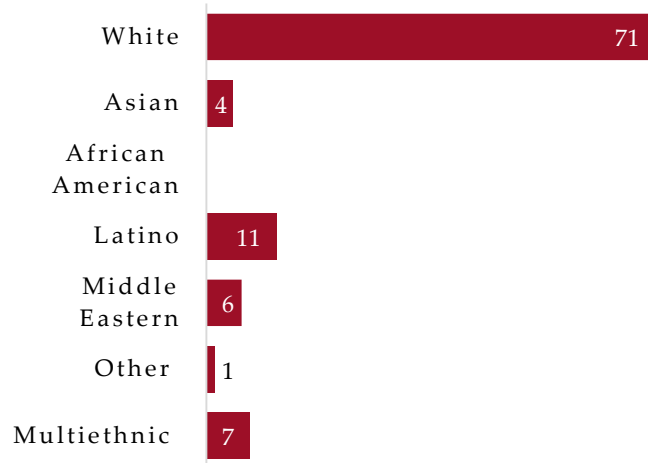
Faculty-Derived Recommendations

- Microaggressions (for all faculty)
- Welcoming Engagement (Out of Class) (for all faculty)
- Validating Messages (for all faculty)

Demographics of Participants

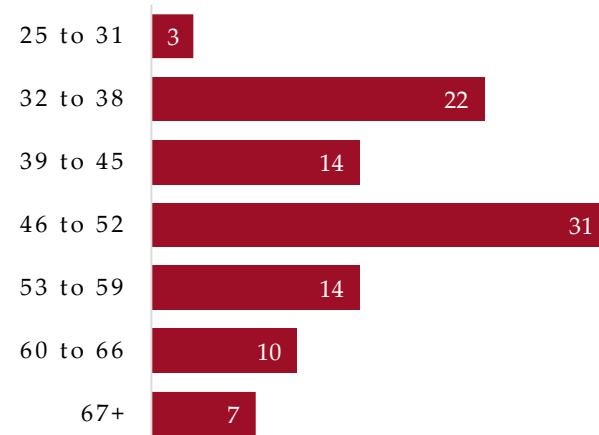
Race/Ethnicity

% identifying as...



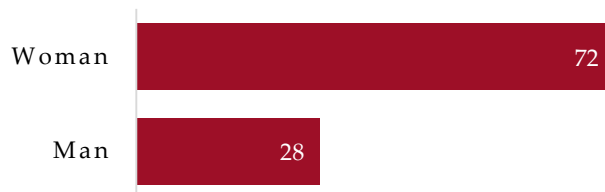
Age

% that are ages...



Gender identity

% identifying as a...



Employment Status

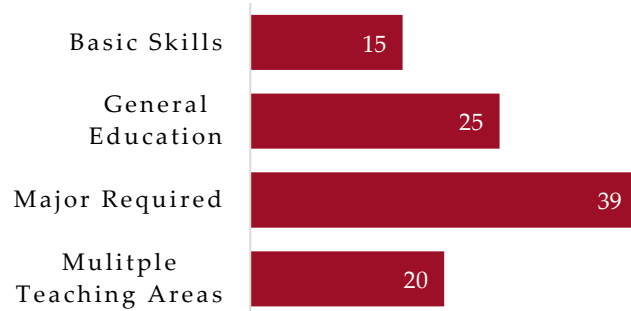
% that are...



Demographics of Participants, continued

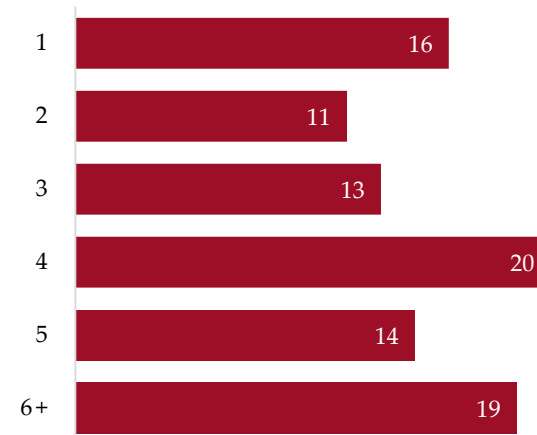
Course Types Taught

% who teach primarily __ classes



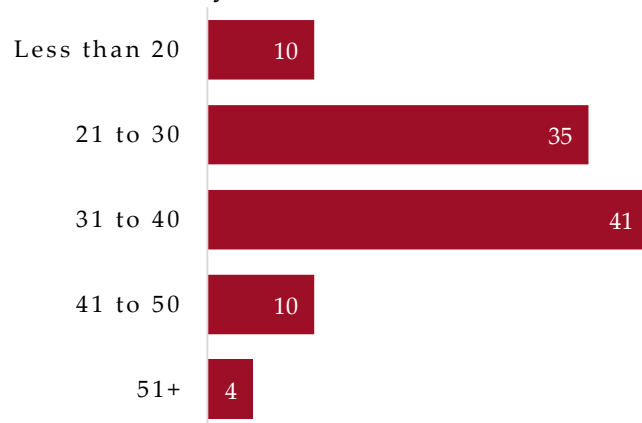
Classes Taught in Current Semester

% that are currently teaching __ classes



Average Class Enrollment

% that currently have __ students in class



Class Modality

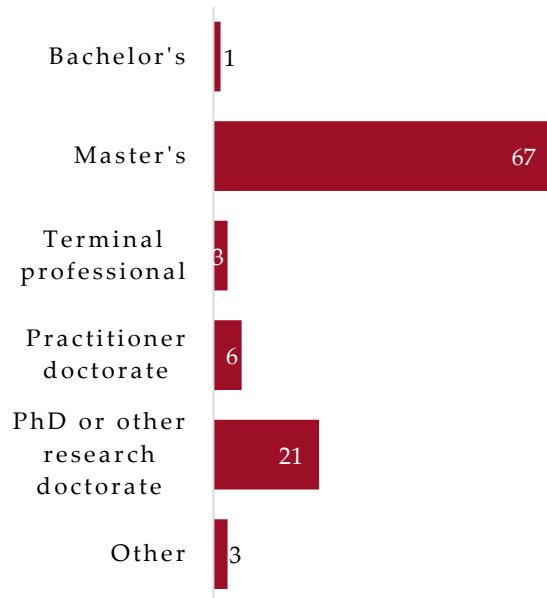
% that teach primarily __ classes



Demographics of Participants, continued

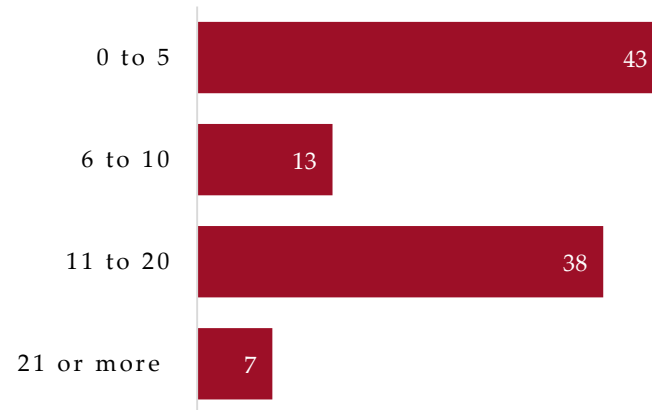
Education

% who have a ___ degree



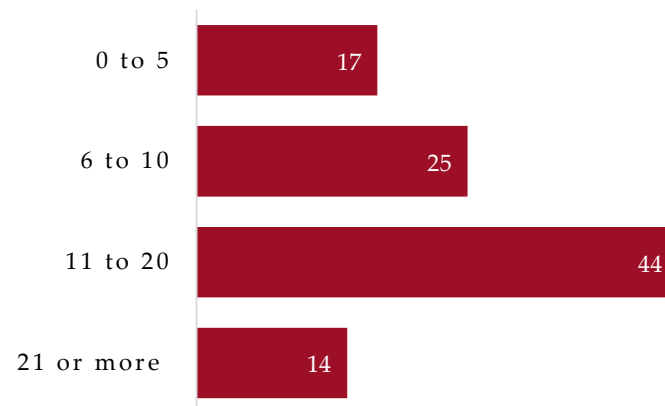
Years Teaching at Institution

% who have been teaching ___ years



Years Teaching in Postsecondary Education


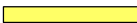


% who have been teaching ___ years



COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Legend

| | |
|---------------------|---|
| Acceptable |  |
| Emerging Concern |  |
| Needs Attention |  |
| Immediate Attention |  |

Santiago Canyon College - Overall
Intervention Specifications
Area Type by Time Status, Faculty Report

| CC-IDI Scores Thresholds | | | | |
|-------------------------------------|---------------------|---------------------|---------------------|----------------|
| | All Faculty | Full-Time Faculty | Part-Time Faculty | Priority Order |
| Collaborative Learning | Acceptable | Emerging Concern | Acceptable | 11 |
| Culturally Relevant Teaching** | Emerging Concern | Emerging Concern | Acceptable | 10 |
| Performance Monitoring | Needs Attention | Immediate Attention | Needs Attention | 3 |
| Relationship-Building | Emerging Concern | Emerging Concern | Acceptable | 9 |
| Institutional Responsibility | Acceptable | Acceptable | Acceptable | 14 |
| High Expectations | Needs Attention | Acceptable | Immediate Attention | 5 |
| Validating Messages | Needs Attention | Needs Attention | Emerging Concern | 6 |
| Faculty Student Engagement | Immediate Attention | Immediate Attention | Immediate Attention | 2 |
| Appropriate Disclosing | Acceptable | Acceptable | Emerging Concern | 12 |
| Welcoming Engagement (In Class) | Emerging Concern | Emerging Concern | Immediate Attention | 8 |
| Welcoming Engagement (Out of Class) | Needs Attention | Emerging Concern | Immediate Attention | 7 |
| Empowerment | Needs Attention | Needs Attention | Immediate Attention | 4 |
| Intrusive Practices | Immediate Attention | Immediate Attention | Immediate Attention | 1 |
| Microaggressions | Acceptable | Acceptable | Acceptable | 13 |
| | n=72 | n=47 | n=25* | |

*The sample size for this area type is low and results should be interpreted with extreme caution. Results are shown for display purposes only.

**This measure contained a higher percentage of missingness in responses. Missing data was not replaced. Therefore, the n size is slightly lower than what is reported for each group.

Note: Scores for "Immediate Attention" and "Acceptable" represent statistically significant differences based on national exemplar colleges.

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Legend

| | |
|---------------------|--|
| Acceptable | |
| Emerging Concern | |
| Needs Attention | |
| Immediate Attention | |

Santiago Canyon College – Full-Time
Intervention Specifications
Area Type by Full-Time Status


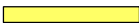


| CC-IDI Scores Thresholds | | | | | |
|-------------------------------------|---------------------|-------------------------|------------------------------|---------------------------|---------------------------|
| | Full-Time Faculty | Full-Time, Basic Skills | Full-Time, General Education | Full-Time, Major Required | Full-Time, Multiple Areas |
| Collaborative Learning | Emerging Concern | Immediate Attention | Acceptable | Emerging Concern | Acceptable |
| Culturally Relevant Teaching** | Emerging Concern | Acceptable | Immediate Attention | Immediate Attention | Acceptable |
| Performance Monitoring | Immediate Attention | Acceptable | Immediate Attention | Needs Attention | Immediate Attention |
| Relationship-Building | Emerging Concern | Acceptable | Acceptable | Immediate Attention | Immediate Attention |
| Institutional Responsibility | Acceptable | Acceptable | Immediate Attention | Acceptable | Acceptable |
| High Expectations | Acceptable | Acceptable | Acceptable | Immediate Attention | Acceptable |
| Validating Messages | Needs Attention | Acceptable | Immediate Attention | Immediate Attention | Emerging Concern |
| Faculty Student Engagement | Immediate Attention | Emerging Concern | Acceptable | Immediate Attention | Immediate Attention |
| Appropriate Disclosing | Acceptable | Acceptable | Acceptable | Emerging Concern | Acceptable |
| Welcoming Engagement (In Class) | Emerging Concern | Emerging Concern | Immediate Attention | Acceptable | Acceptable |
| Welcoming Engagement (Out of Class) | Emerging Concern | Needs Attention | Immediate Attention | Acceptable | Emerging Concern |
| Empowerment | Needs Attention | Emerging Concern | Acceptable | Immediate Attention | Emerging Concern |
| Intrusive Practices | Immediate Attention | Acceptable | Needs Attention | Immediate Attention | Immediate Attention |
| Microaggressions | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable |
| | <i>n=47</i> | <i>n=10*</i> | <i>n=11*</i> | <i>n=15*</i> | <i>n=10*</i> |

*The sample size for this area type is low and results should be interpreted with extreme caution. Results are shown for display purposes only.

**This measure contained a higher percentage of missingness in responses. Missing data was not replaced. Therefore, the n size is slightly lower than what is reported for each group.

Note: Scores for "Immediate Attention" and "Acceptable" represent statistically significant differences based on national exemplar colleges.

Legend

| | |
|---------------------|---|
| Acceptable |  |
| Emerging Concern |  |
| Needs Attention |  |
| Immediate Attention |  |

Santiago Canyon College – Part-Time
Intervention Specifications
Area Type by Part-Time Status

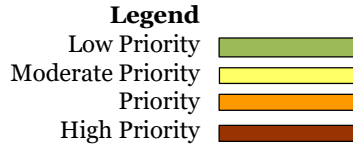
| CC-IDI Scores Thresholds | | | | | |
|-------------------------------------|-------------------|-------------------------|------------------------------|---------------------------|---------------------------|
| | Part-Time Faculty | Part-Time, Basic Skills | Part-Time, General Education | Part-Time, Major Required | Part-Time, Multiple Areas |
| Collaborative Learning | Acceptable | Acceptable | Needs Attention | Acceptable | Acceptable |
| Culturally Relevant Teaching** | Acceptable | Immediate Concern | Needs Attention | Acceptable | Acceptable |
| Performance Monitoring | Needs Attention | Acceptable | Immediate Concern | Needs Attention | Acceptable |
| Relationship-Building | Acceptable | Acceptable | Immediate Concern | Acceptable | Acceptable |
| Institutional Responsibility | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable |
| High Expectations | Immediate Concern | Immediate Concern | Immediate Concern | Immediate Concern | Immediate Concern |
| Validating Messages | Emerging Concern | Acceptable | Immediate Concern | Acceptable | Acceptable |
| Faculty Student Engagement | Immediate Concern | Acceptable | Immediate Concern | Immediate Concern | Acceptable |
| Appropriate Disclosing | Emerging Concern | Acceptable | Needs Attention | Immediate Concern | Acceptable |
| Welcoming Engagement (In Class) | Immediate Concern | Immediate Concern | Acceptable | Immediate Concern | Acceptable |
| Welcoming Engagement (Out of Class) | Immediate Concern | Immediate Concern | Immediate Concern | Needs Attention | Acceptable |
| Empowerment | Immediate Concern | Acceptable | Immediate Concern | Immediate Concern | Acceptable |
| Intrusive Practices | Immediate Concern | Acceptable | Emerging Concern | Immediate Concern | Acceptable |
| Microaggressions | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable |
| | n=25* | n=1* | n=7* | n=13* | n=4* |

*The sample size for this area type is low and results should be interpreted with extreme caution. Results are shown for display purposes only.

**This measure contained a higher percentage of missingness in responses. Missing data was not replaced. Therefore, the n size is slightly lower than what is reported for each group.

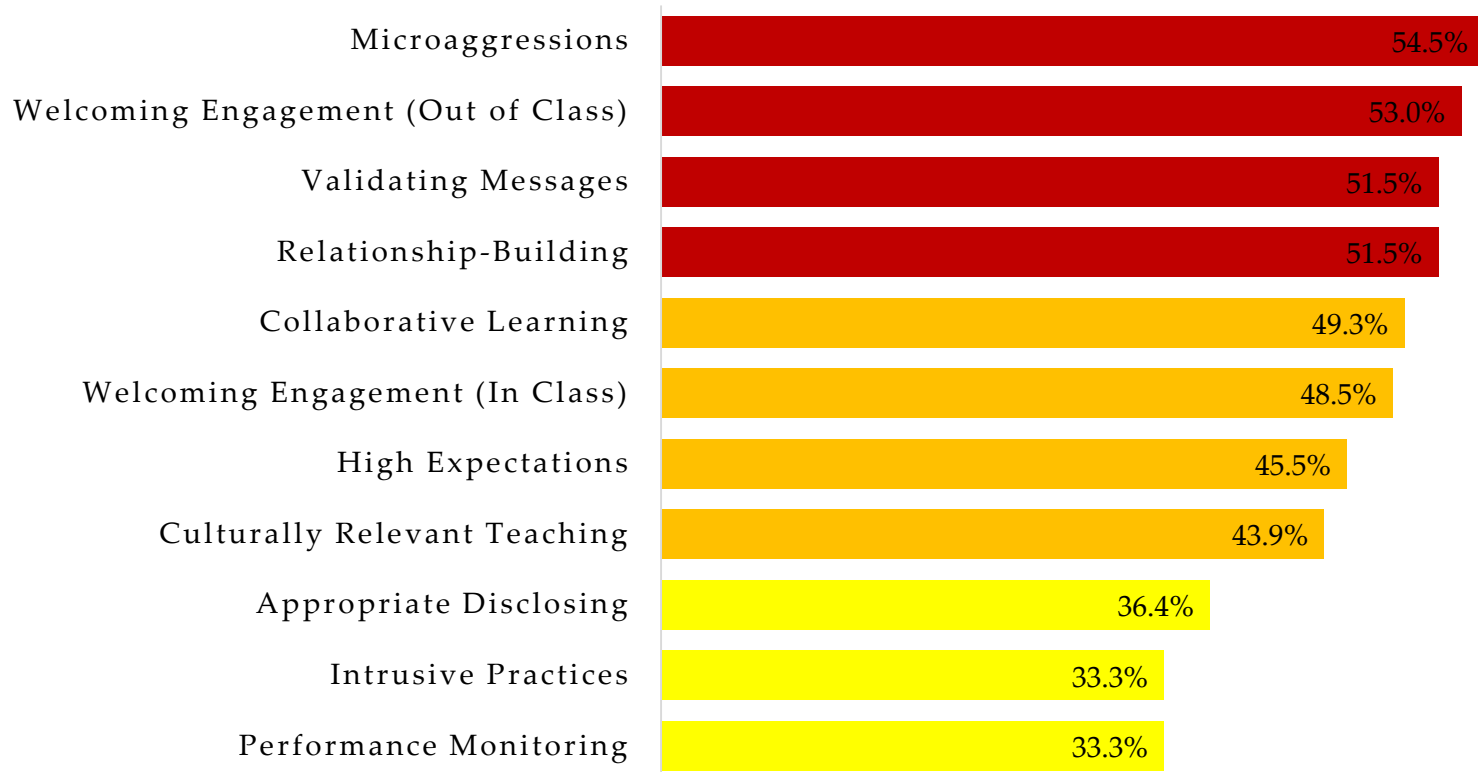
Note: Scores for “Immediate Attention” and “Acceptable” represent statistically significant differences based on national exemplar colleges.

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Santiago Canyon College – Overall
Intervention Specifications
Faculty-Derived Recommendations
Faculty Report

% Of Faculty Recommending Professional Development



Note: Reflects the percent of faculty who marked “definitely need training” or “need training” in this area. Ranked by recommendation priority.

Appendix A: Scale Definitions and Items

| Scale Name | Definition | SPSS Label | Items |
|------------------------------|---|------------|--|
| Collaborative Learning | Faculty self-reported frequency of creating opportunities for students to collaborate with one another on assignments and projects | COLLAB | <p><i>Please indicate how often you have your students participate in the following. Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Small group discussions in class • In class group projects • Out of class group assignments • Out of class group experiential learning (e.g., service learning, community activities) |
| Culturally Relevant Teaching | Faculty perceptions of the cultural relevance of their instruction, including the level of emphasis on contributions of people of color | CRT | <p><i>What percentage of class content emphasizes the following? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • The historical contributions of people of color • The contemporary contributions of people of color • Examples that are relevant to the daily lives of diverse students • Content that expresses differing cultural viewpoint on the same topic |
| Performance Monitoring | Faculty self-reported frequency of monitoring student performance, attendance, and punctuality | MONITOR | <p><i>Please indicate the frequency of your participation in the following. Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • I monitor students' performance on course assignments • I monitor students' attendance at class • I monitor whether students arrive to class on time • I monitor whether students leave class early • I monitor dips in student performance |
| Relationship Building | Faculty perceptions of the degree to which it is important to personally know students and form relationships | REL | <p><i>To what degree are the following critical to your effectiveness in the classroom? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Learning students' names • Learning about students' academic goals • Learning about students' career goals • Learning about students' life aspirations • Learning about students' personal interests |

Appendix A: Scale Definitions and Items, continued

| Scale Name | Definition | SPSS Label | Items |
|------------------------------|--|------------|--|
| Institutional Responsibility | Faculty perceptions of the degree to which faculty and students are responsible for classroom engagement, student learning, and student motivation | INST | <p><i>The following scale ranges on a continuum, please mark where your perspective falls on this continuum.</i></p> <ul style="list-style-type: none"> • Faculty are responsible for creating conditions that foster classroom engagement; Students are responsible for engaging themselves in class • Faculty are responsible for student learning; Students are responsible for their own learning • Faculty should be proactive in providing support to struggling students; Struggling students should be proactive in seeking out faculty for support • Faculty are responsible for motivating students; Students are responsible for being self-motivated |
| High Expectations | Faculty perceptions of students' abilities to succeed in their courses, learn difficult concepts, and complete assignments | HIGHEXP | <p><i>Based on students you typically have in class, what percentage do you believe have the ability to:</i></p> <ul style="list-style-type: none"> • Succeed in your class • Produce high quality work • Learn complex concepts • Complete difficult assignments • Meaningfully contribute to class discussions |
| Validating Messages | Faculty perceptions of the degree to which they communicate validating messages to low-performing students | VALID | <p><i>For low-performing students in your class, how many times a semester do you verbally communicate your confidence in their:</i></p> <ul style="list-style-type: none"> • Ability to succeed • Ability to do high quality work • Ability to complete difficult assignments • Ability to meaningfully contribute to class discussions • Ability to learn complex concepts |

Appendix A: Scale Definitions and Items, continued

| Scale Name | Definition | SPSS Label | Items |
|---------------------------------|--|------------|---|
| Faculty-Student Engagement | Faculty self-reported frequency of interactions with students in educationally meaningful ways | FSE | <p><i>With the average student in your class in mind, how often do you do the following with them (one on one)? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Talk with them about academic matters inside of class • Talk with them about academic matters outside of class • Talk with them about non-academic matters (e.g., personal, family, current events) outside of class • Talk with them about course grade(s) |
| Appropriate Disclosing | Faculty perceptions of the extent to which they disclose information about their personal and academic experiences | DISC | <p><i>To what extent do you do the following in your class? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Discuss how you have overcome challenges in your personal life • Discuss how you have overcome challenges in school • Discuss how you have overcome challenges in your career |
| Welcoming Engagement (In Class) | The degree to which faculty members believe they welcome students' engagement inside of the classroom | WELC | <p><i>How often do you directly encourage students to do the following? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Ask questions in class • Respond to questions during class • Participate in class discussions • Inquire about their progress in class • Visit you during office hours |

Appendix A: Scale Definitions and Items, continued

| Scale Name | Definition | SPSS Label | Items |
|-------------------------------------|---|------------|---|
| Welcoming Engagement (Out of Class) | The degree to which faculty members believe they welcome students' engagement inside of the classroom | OUT | <p><i>How often do you directly encourage students to do the following? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Say "hello" to you on campus • Talk with you about academic matters outside of class • Talk with you about non-academic matters outside of class • Ask for academic support outside of class |
| Empowerment | The degree to which faculty members prioritize promoting students' agency and achievement of their goals | EMPOWER | <p><i>To what degree is it a priority in your course to help students see how course content can enable them to do the following? Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • Gain agency in their personal lives • Reach their career goals • Attain their academic goals • Become more civically engaged |
| Intrusive Practices | The degree to which faculty members engage in supportive practices such as providing academic guidance and connecting students to campus services | INTRUSIVE | <p><i>Please indicate the frequency of your participation in the following. Answers should be based on your first class of the week.</i></p> <ul style="list-style-type: none"> • I proactively provide academic support to students who are underperforming • I proactively provide academic guidance to students who are underperforming • I mandate actions that are critical to students' success in my course (e.g., tutoring, attendance at office hours) • I directly connect students to individuals I know in support services when referring them for help • I follow up with students who don't attend full class sessions (e.g., miss class, arrive late, leave early) |
| Microaggressions | The degree to which faculty members understand microaggressions and their influence on student success | MICRO | <p><i>Please indicate your level of awareness regarding the following:</i></p> <ul style="list-style-type: none"> • I am familiar with the concept of microaggressions • I am able to identify microaggressions when they occur • I understand the influence that microaggressions have on student success • I understand the underlying meanings associated with microaggressions |

Santiago Canyon College Report

Interwork Institute, San Diego State University



THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB