

Community College – Instructional Development Inventory (CC-IDI)



Fresno City College DRAFT 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.

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).

Recommendations. A total of 242 Fresno City College faculty participated in the CC-IDI during the Fall 2016 semester. Their scores were compared to the nationally normed CC-IDI threshold scores. 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:

CC-IDI Recommendations

- High Expectations (for all faculty)
- Intrusive Practices (for all faculty)
- Collaborative Learning (part-time faculty)
- Welcoming Engagement (Out of Class) (part-time faculty)


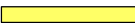


Faculty-Derived Recommendations

- Collaborative Learning (for all faculty)
- Welcoming Engagement (In Class) (for all faculty)
- Relationship Building (for all faculty)

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Legend

Acceptable	
Emerging Concern	
Needs Attention	
Immediate Attention	

Fresno City 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	Needs Attention	Emerging Concern	Immediate Attention	3
Culturally Relevant Teaching	Acceptable	Emerging Concern	Acceptable	9
Performance Monitoring	Needs Attention	Emerging Concern	Needs Attention	5
Relationship-Building	Acceptable	Acceptable	Acceptable	10
Institutional Responsibility	Acceptable	Acceptable	Acceptable	10
High Expectations	Immediate Attention	Immediate Attention	Immediate Attention	1
Validating Messages	Needs Attention	Emerging Concern	Needs Attention	5
Faculty Student Engagement	Emerging Concern	Acceptable	Needs Attention	6
Appropriate Disclosing	Emerging Concern	Acceptable	Emerging Concern	8
Welcoming Engagement (In Class)	Needs Attention	Acceptable	Immediate Attention	4
Welcoming Engagement (Out of Class)	Needs Attention	Emerging Concern	Immediate Attention	3
Empowerment	Emerging Concern	Emerging Concern	Emerging Concern	7
Intrusive Practices	Immediate Attention	Needs Attention	Immediate Attention	2
Microaggressions	Acceptable	Acceptable	Acceptable	10

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

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Fresno City College – Full-Time
Intervention Specifications
Area Type by Full-Time Status

Legend

Acceptable	
Emerging Concern	
Needs Attention	
Immediate Attention	

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	Acceptable	Needs Attention	Immediate Attention	Emerging Concern
Culturally Relevant Teaching	Emerging Concern	Acceptable	Acceptable	Needs Attention	Acceptable
Performance Monitoring	Emerging Concern	Acceptable	Immediate Attention	Needs Attention	Acceptable
Relationship-Building	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Institutional Responsibility	Acceptable	Immediate Attention	Acceptable	Acceptable	Acceptable
High Expectations	Immediate Attention	Acceptable	Needs Attention	Immediate Attention	Needs Attention
Validating Messages	Emerging Concern	Acceptable	Emerging Concern	Emerging Concern	Emerging Concern
Faculty Student Engagement	Acceptable	Acceptable	Immediate Attention	Acceptable	Acceptable
Appropriate Disclosing	Acceptable	Acceptable	Needs Attention	Emerging Concern	Acceptable
Welcoming Engagement (In Class)	Acceptable	Acceptable	Emerging Concern	Acceptable	Acceptable
Welcoming Engagement (Out of Class)	Emerging Concern	Acceptable	Needs Attention	Needs Attention	Acceptable
Empowerment	Emerging Concern	Acceptable	Immediate Attention	Emerging Concern	Acceptable
Intrusive Practices	Needs Attention	Emerging Concern	Immediate Attention	Immediate Attention	Acceptable
Microaggressions	Acceptable	Acceptable	Acceptable	Acceptable	Emerging Concern


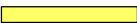


Note: Scores for “Immediate Attention” and “Acceptable” represent statistically significant differences based on national exemplar colleges.

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Fresno City College – Part-Time
Intervention Specifications
Area Type by Part-Time Status

Legend





Acceptable	
Emerging Concern	
Needs Attention	
Immediate Attention	

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	Immediate Attention	Emerging Concern	Immediate Attention	Immediate Attention	Immediate Attention
Culturally Relevant Teaching	Acceptable	Acceptable	Acceptable	Emerging Concern	Acceptable
Performance Monitoring	Needs Attention	Acceptable	Immediate Attention	Needs Attention	Immediate Attention
Relationship-Building	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Institutional Responsibility	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
High Expectations	Immediate Attention	Emerging Concern	Immediate Attention	Immediate Attention	Immediate Attention
Validating Messages	Needs Attention	Needs Attention	Emerging Concern	Immediate Attention	Needs Attention
Faculty Student Engagement	Needs Attention	Acceptable	Immediate Attention	Immediate Attention	Needs Attention
Appropriate Disclosing	Emerging Concern	Acceptable	Immediate Attention	Needs Attention	Acceptable
Welcoming Engagement (In Class)	Immediate Attention	Needs Attention	Immediate Attention	Immediate Attention	Needs Attention
Welcoming Engagement (Out of Class)	Immediate Attention	Acceptable	Immediate Attention	Immediate Attention	Needs Attention
Empowerment	Emerging Concern	Acceptable	Immediate Attention	Acceptable	Acceptable
Intrusive Practices	Immediate Attention	Acceptable	Immediate Attention	Immediate Attention	Immediate Attention
Microaggressions	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable

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

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)

Legend

Low Priority	
Moderate Priority	
Priority	
High Priority	

Fresno City College – Overall
Intervention Specifications
Faculty-Derived Recommendations
Faculty Report

	% Faculty Recommending Professional Development	Recommendation Priority
Collaborative Learning	49.1%	1
Culturally Relevant Teaching	37.6%	7
Performance Monitoring	26.7%	10
Relationship-Building	43.2%	3
High Expectations	37.6%	7
Validating Messages	40.6%	5
Appropriate Disclosing	28.2%	9
Welcoming Engagement (In Class)	45.2%	2
Welcoming Engagement (Out of Class)	39.9%	6
Intrusive Practices	33.3%	8
Microaggressions	41.1%	4

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

Fresno City College Report

Interwork Institute, San Diego State University



THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB