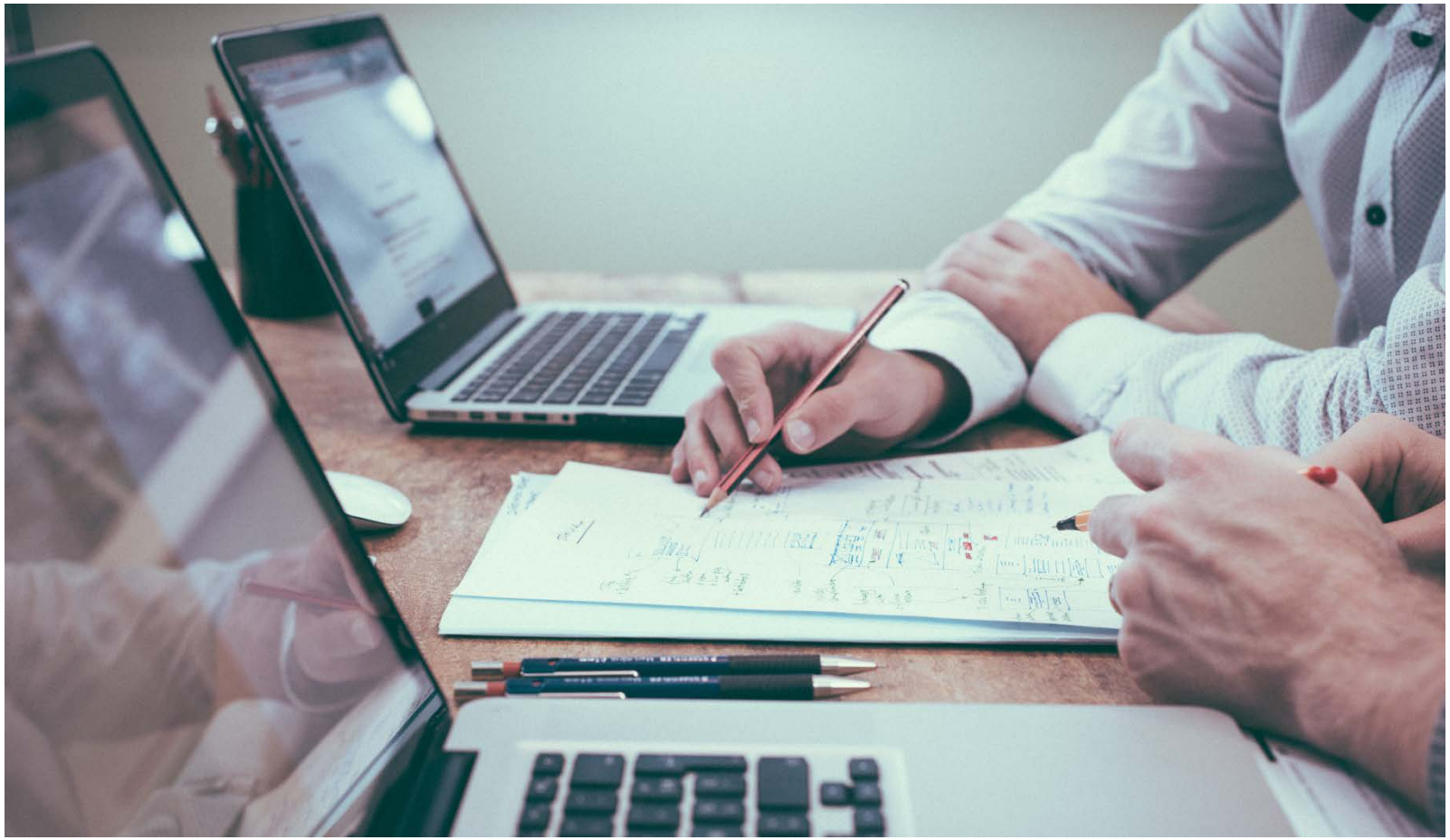
# Community College – Staff Development Inventory (CC-SDI)



## Fresno City College Report

*Interwork Institute, San Diego State University*

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

# About the Community College – Staff Development Inventory (CC-SDI)

**About the CC-SDI.** The CC-SDI is an institutional assessment tool designed to inform professional development programming for student services personnel who support community college students. The report has two components, threshold scores based on self-reported practice and staff members' recommendations for areas of professional development focus.

**CC-SDI Methodology.** Staff were asked to participate in an anonymous survey to assess their engagement with students. Responses were collected from staff via an online survey that was distributed to all student services staff members at the institution. The CC-SDI is comprised of 14 topical areas with multiple sub-questions. A total of 119 Fresno City College (FCC) staff participated in the CC-SDI during the Fall 2017 semester. Background demographics are reported in the form of response percentages for all participants. For intervention specifications by area type, findings are categorized into four levels: acceptable, emerging concern, needs attention, and immediate attention. For staff-derived recommendations, findings are categorized into four levels: high priority, priority, moderate priority, and low priority.

**National Benchmarks.** CC-SDI national benchmark scores were created based on responses from a random sample of 977 staff members across 111 community colleges. The results from this survey are a function of staff perspectives on their own 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=238*). Final CC-SDI 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 staff 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 staff-derived recommendations. Intervention specifications by area type are provided for all staff and staff in Matriculation, Student Services, Academic Services, Campus Life, and Other area types. Given the small number of staff members that responded from Academic Services, Campus Life, and Other, results for these areas should be interpreted with caution.

- Average scores for **All Staff** across the 14 measures were significantly higher than the national averages.
- Average scores across most of the measures (8 out of 14) for **Matriculation Staff** fell within the "Immediate Attention" range. Only average scores for *Institutional Responsibility* and *Equity-Mindedness (Institution)* fell within the "Acceptable" range.
- Average scores across most of the measures (9 out of 14) for **Student Services Staff** fell within the "Acceptable" range. Averages scores for *Welcoming Engagement (Inside)* and *Welcoming Engagement* (*Outside)* fell within the "Needs Attention" range.
- More than half to two-thirds of **All Staff** recommended professional development for their peers on all 14 measures. This indicates a High Priority need for professional development in all areas.

**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-SDI Recommendations**

- Equity Mindedness (Matriculation and Student Services)
- Welcoming Engagement (Inside) (Matriculation and Student Services)
- Microagressions (Matriculation and Academic Services)

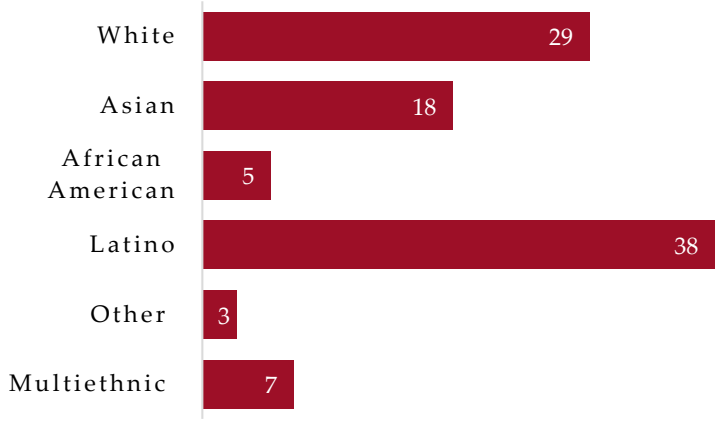
**Staff-Derived Recommendations**

- Intrusive Practices (for all staff)
- Empowerment (for all staff)
- Equity Mindedness (for all staff)

# Demographics of Participants

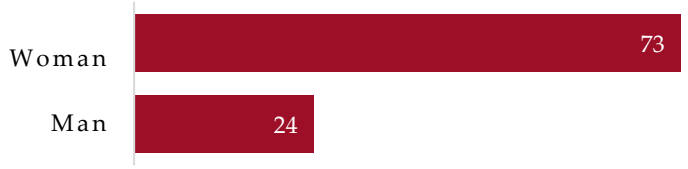
## Race/Ethnicity

*% identifying as...*



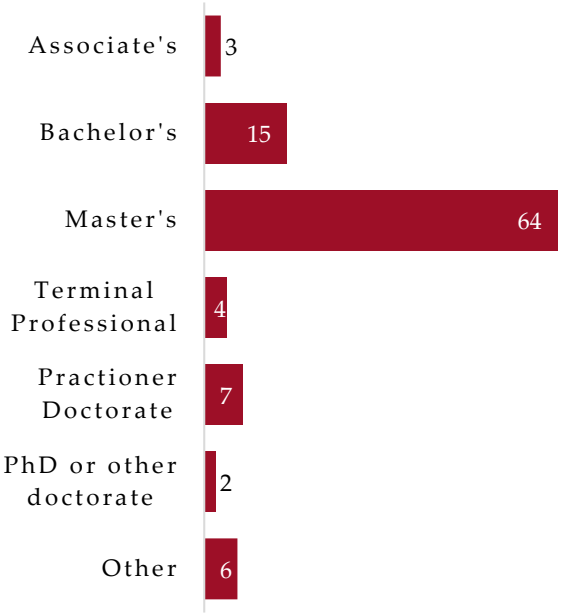

## Gender identity

*% identifying as a...*



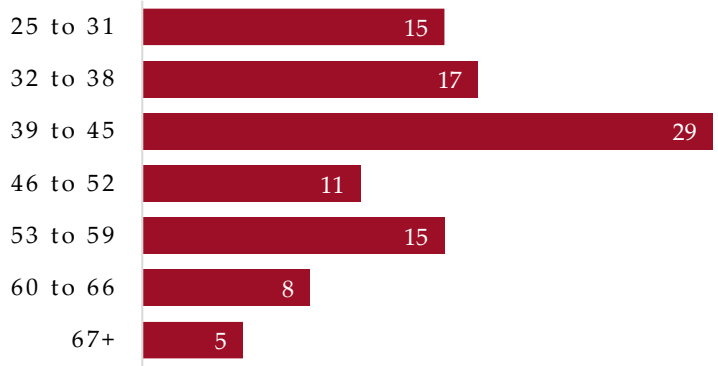

## Education

*% who have a ___ degree*




## Age

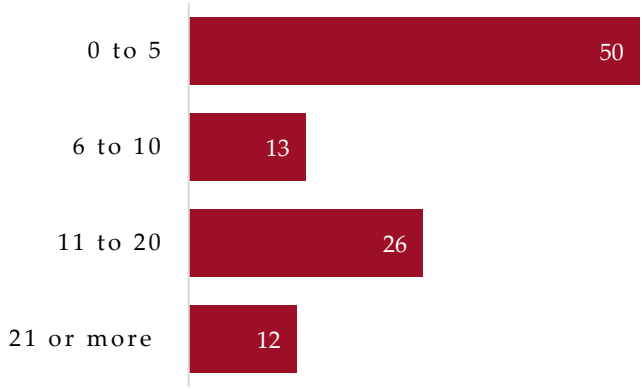
*% that are ages…*



# Demographics of Participants, continued

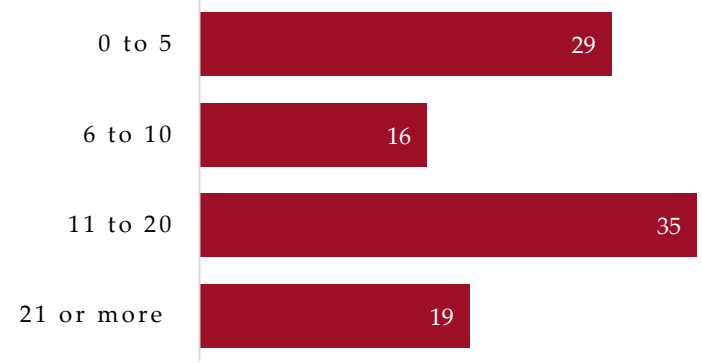
## Years in Student Services at Institution

*% who have been teaching ___ years*



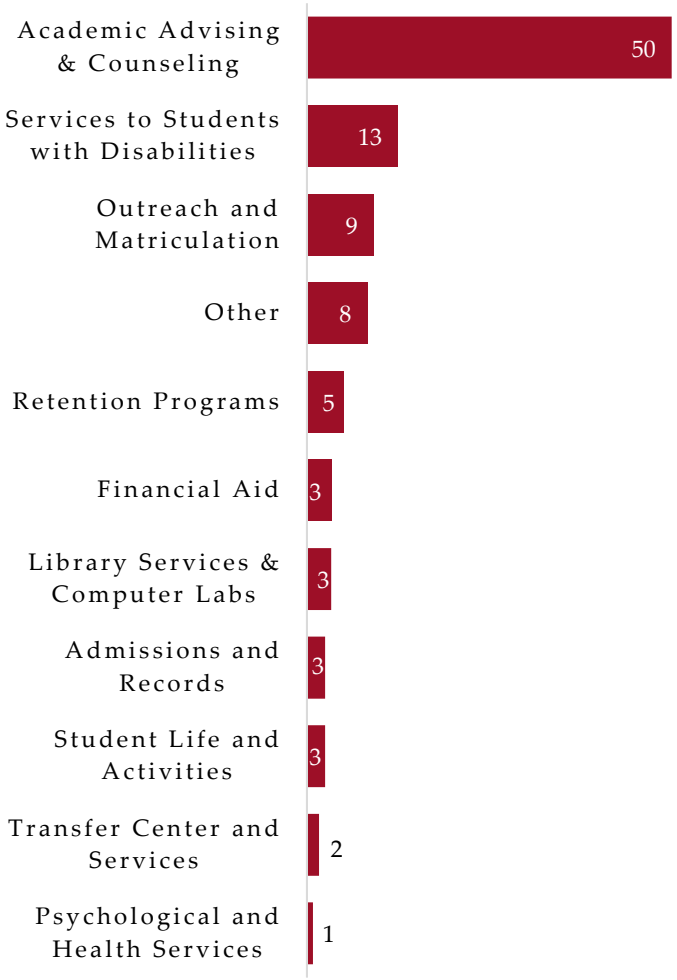

## Years in Student Services in Postsecondary Education

*% who have been teaching ___ years*




## Area of Employment

*% who work in ___*



**Legend**
Acceptable
Emerging Concern
Needs Attention
Immediate Attention

# COMMUNITY COLLEGE STAFF DEVELOPMENT INVENTORY (CC-SDI)

THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

## Fresno City College – Overall

*Intervention Specifications*
*Area Type*

| CC-SDI Scores Thresholds | | | | | | |
|---|---|---|---|---|---|---|
| | *All Staff* | *Matriculation* | *Student Services* | *Academic Services* | *Campus Life* | *Other* |
| Relationship-Building | Acceptable | Immediate Attention | Acceptable | Immediate Attention | Acceptable | Acceptable |
| Institutional Responsibility | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable |
| High Expectations | Acceptable | Emerging Concern | Emerging Concern | Acceptable | Immediate Attention | Acceptable |
| Validating Messages | Acceptable | Emerging Concern | Acceptable | Needs Attention | Acceptable | Acceptable |
| Student Engagement | Acceptable | Immediate Attention | Acceptable | Immediate Attention | Acceptable | Acceptable |
| Appropriate Disclosing | Acceptable | Emerging Concern | Acceptable | Acceptable | Acceptable | Acceptable |
| Empowerment | Acceptable | Immediate Attention | Acceptable | Emerging Concern | Acceptable | Acceptable |
| Intrusive Practices | Acceptable | Immediate Attention | Acceptable | Needs Attention | Acceptable | Acceptable |
| Microaggressions | Acceptable | Immediate Attention | Emerging Concern | Immediate Attention | Acceptable | Acceptable |
| Equity-Mindedness (Institution) | Acceptable | Acceptable | Acceptable | Emerging Concern | Acceptable | Acceptable |
| Equity-Mindedness (Educator) | Acceptable | Immediate Attention | Emerging Concern | Immediate Attention | Needs Attention | Acceptable |
| Welcoming Engagement (Inside) | Acceptable | Immediate Attention | Needs Attention | Immediate Attention | Acceptable | Acceptable |
| Welcoming Engagement (Outside) | Acceptable | Immediate Attention | Needs Attention | Needs Attention | Acceptable | Acceptable |
| Culturally-Relevant Practices | Acceptable | Needs Attention | Acceptable | Needs Attention | Acceptable | Acceptable |
| | *n=119* | *n=18* | *n=81* | *n=6** | *n=4** | *n=10** |

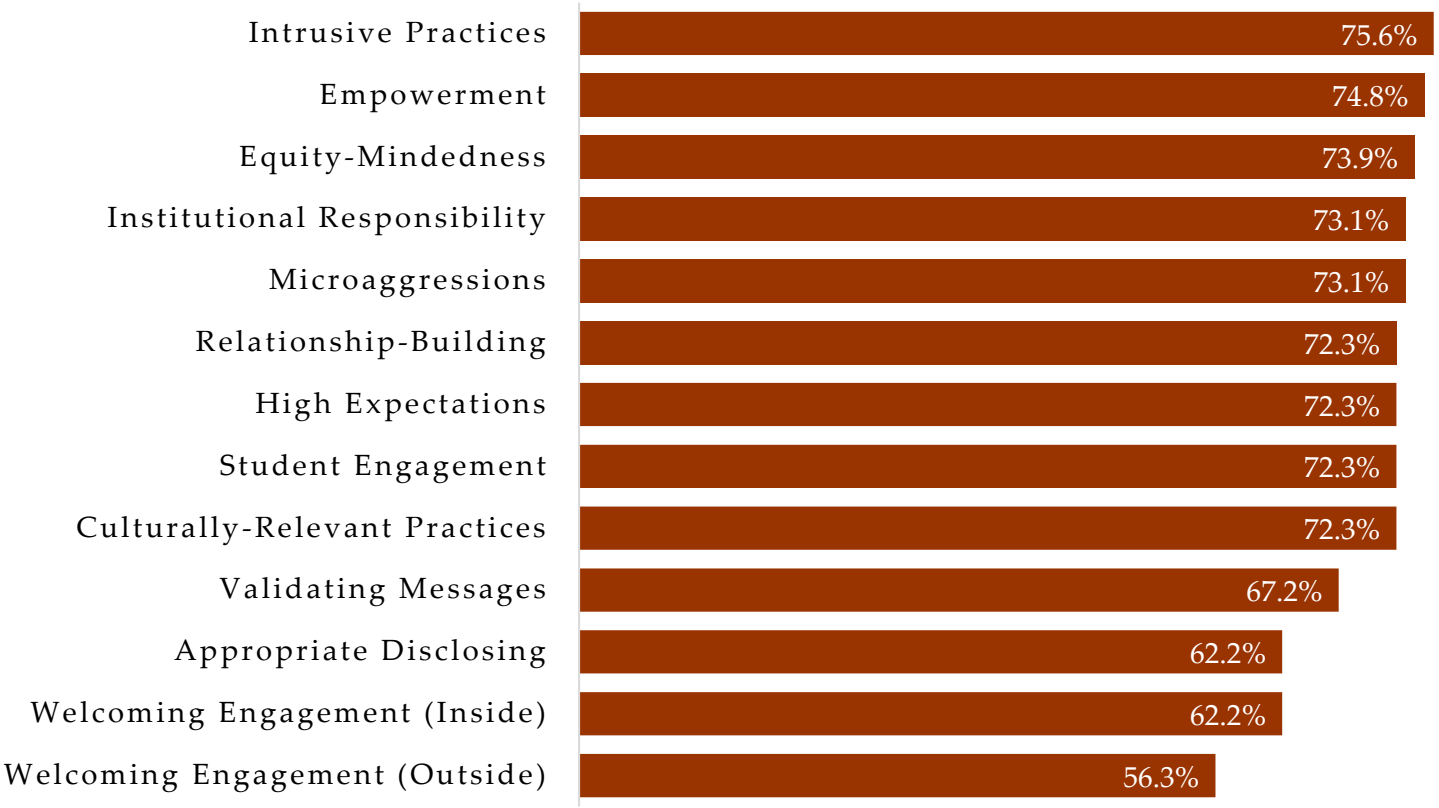
**The sample size for this area type is low and results should be interpreted with extreme caution. Results are shown for display purposes only.*
*Note: Scores for "Immediate Attention" and "Acceptable" represent statistically significant differences based on national exemplar colleges.*

**Legend**
Low Priority
Moderate Priority
Priority
High Priority

## COMMUNITY COLLEGE STAFF DEVELOPMENT INVENTORY (CC-SDI)

**Fresno City College – Overall**
*Intervention Specifications*
*Staff-Derived Recommendations*

### % Of Staff Recommending Professional Development For Their Peers




*Note: Reflects the percent of staff 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 |
|---|---|---|---|
| Personal Relationships | Staff perceptions of the degree to which it is important to personally know students and form relationships. | RELATION | *To what degree is the following critical to your effectiveness in serving students?*<br>• Learning students' names<br>• Learning about student's academic goals<br>• Learning about students' career goals<br>• Learning about students' life aspirations<br>• Learning about students' personal interests |
| Institutional Responsibility | Staff perceptions of the degree to which staff and students are responsible for student engagement, student development, and student motivation. | INSTRESP_REVERSECODED | *The following scale ranges on a continuum, please mark where your perspective falls on this continuum.*<br>• Student service professionals are responsible for creating conditions that foster students' engagement – Staff are responsible for engaging themselves with student services<br>• Student service professionals are responsible for supporting students' development – Students are responsible for supporting their own development.<br>• Student service professionals are responsible for proactively identifying students in need of enhanced support – Students in need of enhanced support are responsible for proactively seeking out assistance.<br>• Student services professionals are responsible for helping to motivate students – Students are responsible for being self-motivated. |
| High Expectations | Staff perceptions of students' abilities to succeed and persist in college, overcome obstacles and complete their goals. | HIGHEXP | *What percentage of students you serve do you believe have the ability to do the following?*<br>• Succeed in college<br>• Persist in college<br>• Overcome obstacles that they face<br>• Achieve high marks/grades in their classes<br>• Complete their goals (e.g. certificate, degree, transfer) |

# Appendix A: Scale Definitions and Items, continued

| Scale Name | Definition | SPSS Label | Items |
|---|---|---|---|
| Validation | Staff perceptions of the degree to which it is important to communicate validating messages to students. | VALID | *To what degree is doing the following critical to your effectiveness with students? Communicating my belief in students' ability to:*<br>• Succeed in college<br>• Persist in college<br>• Overcome obstacles that they face<br>• Achieve high marks/grades in their classes<br>• Complete their goals (e.g. certificate, degree, transfer) |
| Student Engagement | Staff perceptions of the degree to which it is important to engage with students in educationally meaningful ways. | ENGAGE | *To what degree is doing the following critical to your effectiveness with students?*<br>• Talking with them about academic matters inside the office<br>• Talking with them about academic matters outside of the office<br>• Talking with them about non-academic matters (e.g., personal, family, current events) inside of the office<br>• Talking with them about non-academic matters (e.g., personal, family, current events) outside of the office |
| Appropriate Disclosing | Staff perceptions of the degree to which it is important to disclose information about their personal and academic experiences. | DISCLOSE | *To what degree is doing the following critical to your effectiveness with students?*<br>• Discussing how you have overcome challenges in your personal life<br>• Discussing how you have overcome challenges in school<br>• Discussing how you have overcome challenges in your career |
| Empowerment | The degree to which staff members prioritize promoting students' agency and achievement of their goals. | EMPOWER | *To what degree is it a priority to help students see how their success in college can enable them to?*<br>• Gain agency in their personal lives<br>• Reach their career goals<br>• Attain their academic goals<br>• Become more civically engaged |

# Appendix A: Scale Definitions and Items, continued

| Scale Name | Definition | SPSS Label | Items |
|---|---|---|---|
| Intrusiveness | Staff perceptions of the degree to which it is important to engage in supportive practices such as providing academic guidance and connecting students to campus services. | INTRUSIVE | *To what degree is doing the following critical to your effectiveness with students?*<br>• Proactively encouraging students<br>• Proactively reaching out to students in need of additional support<br>• Proactively engaging students in using services that are critical to their success<br>• Proactively making a direct connection between students and individuals I know in support services<br>• Proactively following up with students to see how they are doing |
| Microaggressions | The degree to which staff members understand microagressions and their influence on student success. | MICRO | *Please indicate your level of awareness regarding the following*<br>• I am familiar with the concept of microaggressions<br>• I am able to identify microaggressions when they occur<br>• I understand the influence that microaggressions have on student success<br>• I understand the underlying meanings associated with microaggressions |
| Equity Mindedness (Institution) | The degree to which staff members agree on their institution's role and responsibility in ensuring students' equity. | EQUITY1-3 | *Please indicate the level to which you agree with the following statements*<br>• Exclusionary practices at my institution lead to inequitable outcomes for students<br>• I have identified systemic practices that lead to inequitable outcomes for students in my institution<br>• I primarily attribute outcome disparities to breakdowns in institutional performance as opposed to student behaviors |
| Equity Mindedness (Educator) | The degree to which staff members agree on their and colleague's roles and responsibilities in ensuring students' equity. | EQUITY4-5 | *Please indicate the level to which you agree with the following statements*<br>• I continuously reflect upon my role in supporting student success<br>• I hold colleagues accountable for their roles in supporting student success |

# Appendix A: Scale Definitions and Items, continued

| Scale Name | Definition | SPSS Label | Items |
|---|---|---|---|
| Welcomeness to Engage (Inside) | Staff self-reported frequency of directly encouraging students to engage with them inside of the office. | INSIDE | *How often do you directly encourage students to do the following when meeting with you in the office:*<br>• Ensure that all their questions are answered before they leave<br>• Come visit you when they have further questions<br>• Participate in student services programming (e.g., trainings, events, clubs)<br>• To regularly come check in with you about how they are doing |
| Welcomeness to Engage (Outside) | Staff self-reported frequency of directly encouraging students to engage with them outside of the office. | OUTSIDE | *How often do you directly encourage students to do the following if they see you on campus (outside of the office):*<br>• To say "hello" to you on campus<br>• To talk with you about academic matters outside of the office<br>• To talk with you about non-academic matters outside the office<br>• To ask for support outside of the office<br>• To check in with you about how they are doing |
| Culturally Relevant Practices | Staff perceptions of the degree to which it is important to use culturally relevant practices when engaging with students. | CULTURAL | *Please indicate the degree to which the following is critical to your success with students*<br>• Learning about students' cultural experiences<br>• Engaging in ongoing training to understand different cultures<br>• Learning about students' worldviews<br>• Revising the manner in which I communicate information to students' based on their cultural background<br>• Being cognizant to employ culturally appropriate body language |

# Appendix B: Area Type Categories

The following area type categories were used to disaggregate the intervention specifications data. Area types were coded as follows:

- **Matriculation:** Financial Aid, Administration and Records, and Outreach and Matriculation.
- **Student Services:** Academic Advising and Counseling, Retention Programs, and Services to Students With Disabilities.
- **Academic Services:** Transfer Center & Services and Library Services & Computer Labs.
- **Campus Life:** Student Life and Activities, Athletics (Coaching & Administration), and Psychological & Health Services.
- **Other:** *Includes write-in responses and any other area types that did not fit under the above categories.*

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