

Community College – Instructional Development Inventory (CC-IDI)



Calhoun Community 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.

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 Concern* – 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 150 Calhoun Community College faculty participated in the CC-IDI. 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

- Collaborative Learning (for all faculty)
- Institutional Responsibility (for all faculty)
- Intrusive Practices (for full-time faculty)
- High Expectations (for full-time faculty)


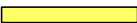


Faculty-Derived Recommendations

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

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)



Legend

Acceptable	
Emerging Concern	
Needs Attention	
Immediate Attention	

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

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	

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



Legend

Acceptable	
Emerging Concern	
Needs Attention	
Immediate Attention	





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

Calhoun Community College – Overall
Intervention Specifications
Faculty-Derived Recommendations
Faculty Report

	% Faculty Recommending Professional Development	Recommendation Priority
Collaborative Learning	52.3%	3
Culturally Relevant Teaching	50.0%	4
Performance Monitoring	41.6%	8
Relationship-Building	53.8%	2
High Expectations	47.7%	6
Validating Messages	49.3%	5
Appropriate Disclosing	33.4%	10
Welcoming Engagement (In Class)	55.0%	1
Welcoming Engagement (Out of Class)	46.6%	7
Intrusive Practices	40.8%	9
Microaggressions	47.7%	6

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

Calhoun Community College Report

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THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB