

Community College – Instructional Development Inventory (CC-IDI)



MiraCosta 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 137 MiraCosta 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 concern” 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


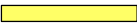


- Performance Monitoring (for all faculty)
- Intrusive Practices (for all faculty)
- Validating Practices (for full-time faculty)
- PD across several areas (for full-time faculty teaching general education)
- PD across several areas and part-time faculty teaching basic skills)

Faculty-Derived Recommendations

- Racial-Gender Microaggressions (for All Faculty)
- Relationship-Building (for All Faculty)
- Culturally Relevant Teaching (for All Faculty)
- Collaborative Learning (for All Faculty)

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)

Legend

Acceptable	
Immediate Concern	
Needs Attention	
Immediate Attention	


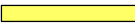


MiraCosta Community College - Overall
Intervention Specifications
Area Type by Time Status, Faculty Report

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

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

COMMUNITY COLLEGE INSTRUCTIONAL DEVELOPMENT INVENTORY (CC-IDI)

Legend

Acceptable	
Immediate Concern	
Needs Attention	
Immediate Attention	


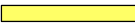


MiraCosta Community College – Full-Time
Intervention Specifications
Area Type by Full-Time Status

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

Note: Scores for “Immediate Concern” 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	





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

Note: Scores for “Immediate Concern” 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	

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

	% Faculty Recommending Professional Development	Recommendation Priority
Collaborative Learning	54.2%	3
Culturally Relevant Teaching	56.3%	2
Performance Monitoring	34.1%	9
Relationship-Building	58.1%	1
High Expectations	47.3%	4
Validating Messages	47.3%	4
Appropriate Disclosing	40.8%	8
Welcoming Engagement (In Class)	44.5%	6
Welcoming Engagement (Out of Class)	44.6%	5
Intrusive Practices	41.9%	7
Microaggressions	58.1%	1

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

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