

The Inclusive Caltech Core (IC²) Project

April 10, 2018

- Part 1: Student-Faculty Discussion – Connections Across Courses
- Part 2: Recent student data; plans

Cindy Weinstein, Vice Provost, Chief Diversity Officer, Professor
Kevin Gilmartin, Dean of Undergraduate Students, Professor
Sarah Reisman, Chemistry Executive Officer, Professor
John Hall, Core Steering Committee Chair, Professor
Cassandra Horii and Jennifer Weaver, CTLO
Hanna Song, Caltech Center for Diversity
Lesley Nye and Barbara Green, Undergrad Dean's Office

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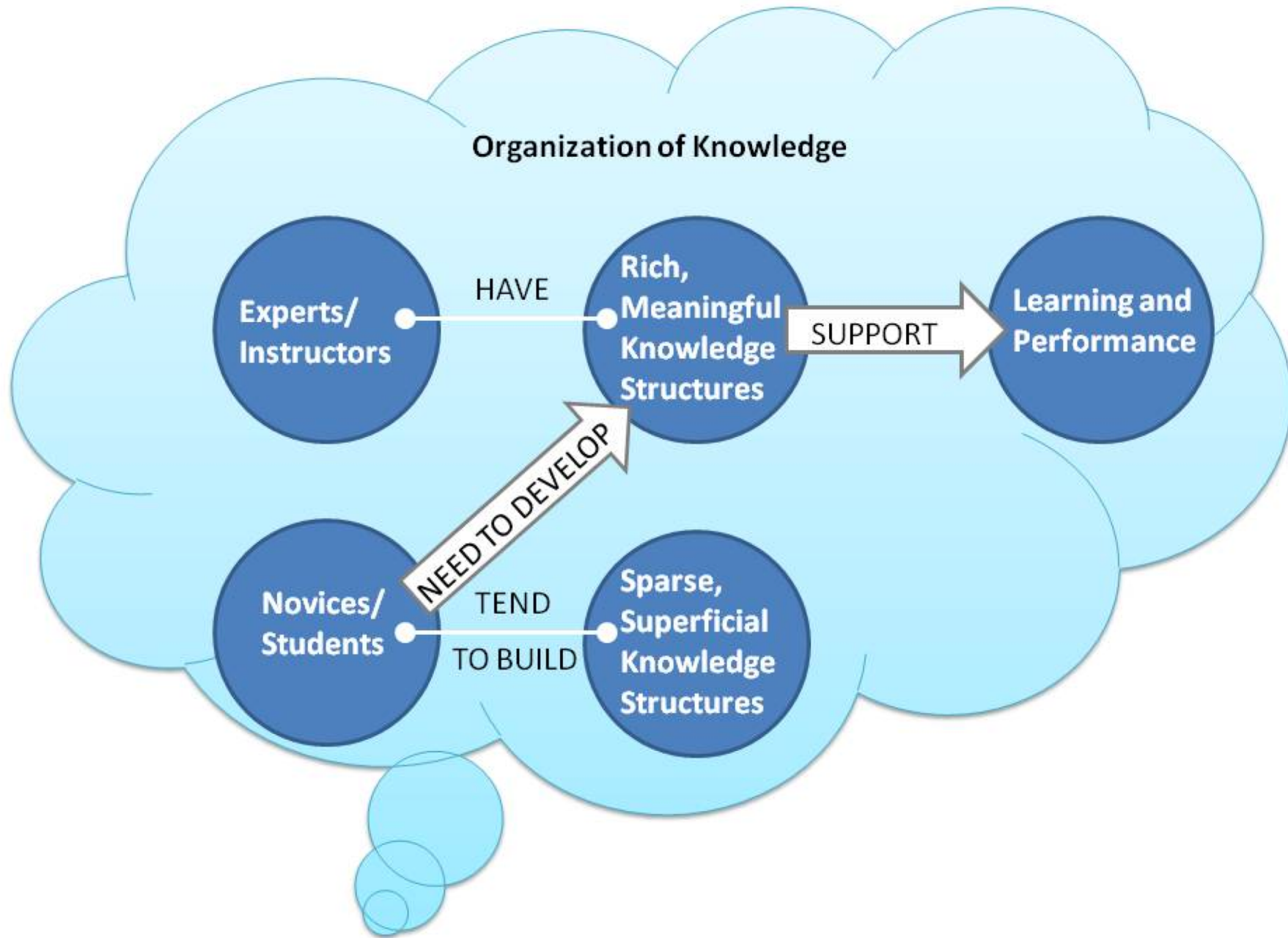


Connections:
Core, Options, Learning & Lunch
A Student-Faculty Discussion

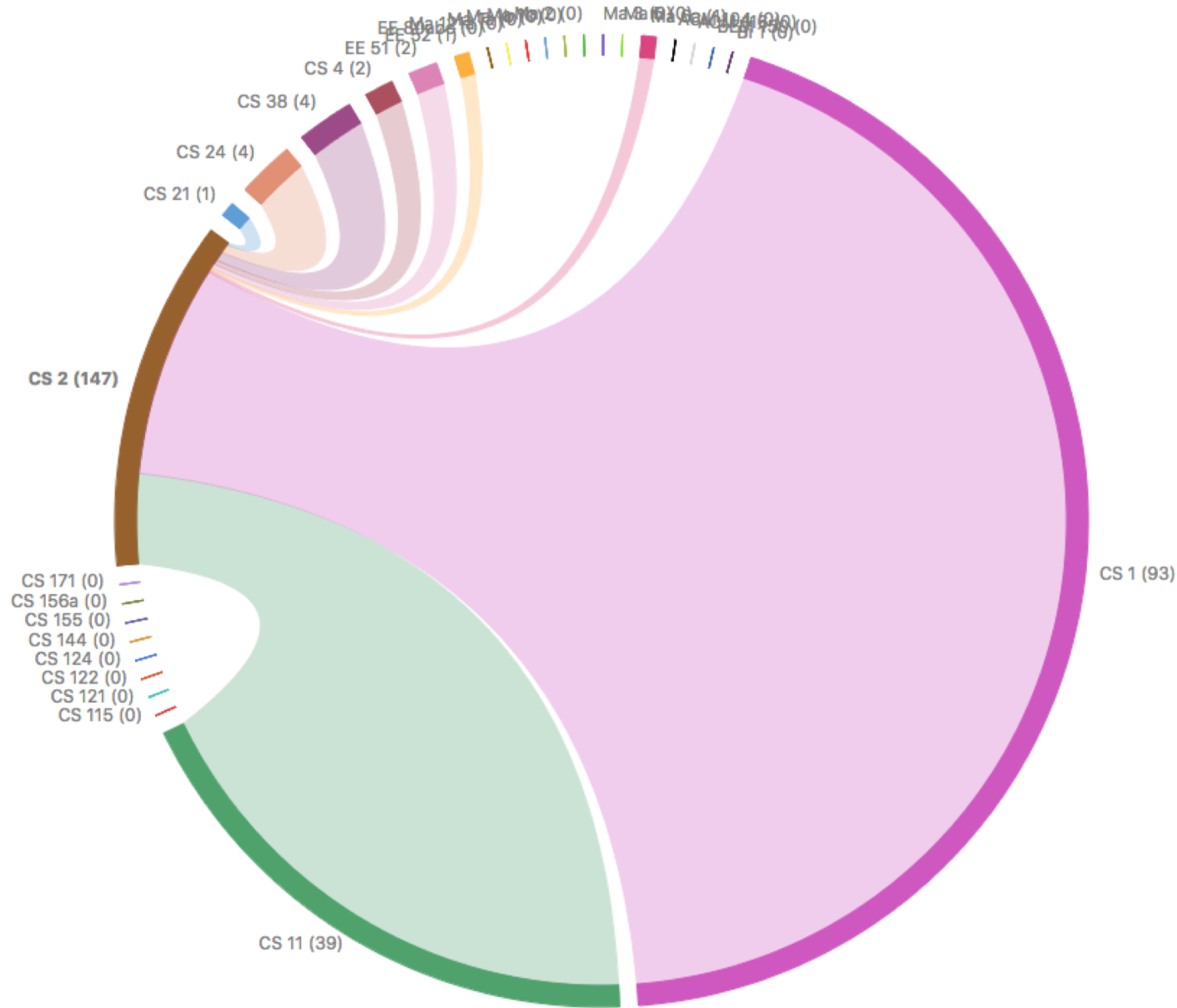
TUESDAY, APRIL 10, 2018

12:00 – 12:50 PM

Brennan Conference Room, CSS Building, 3rd Floor



Caltech CS Curriculum Mapping



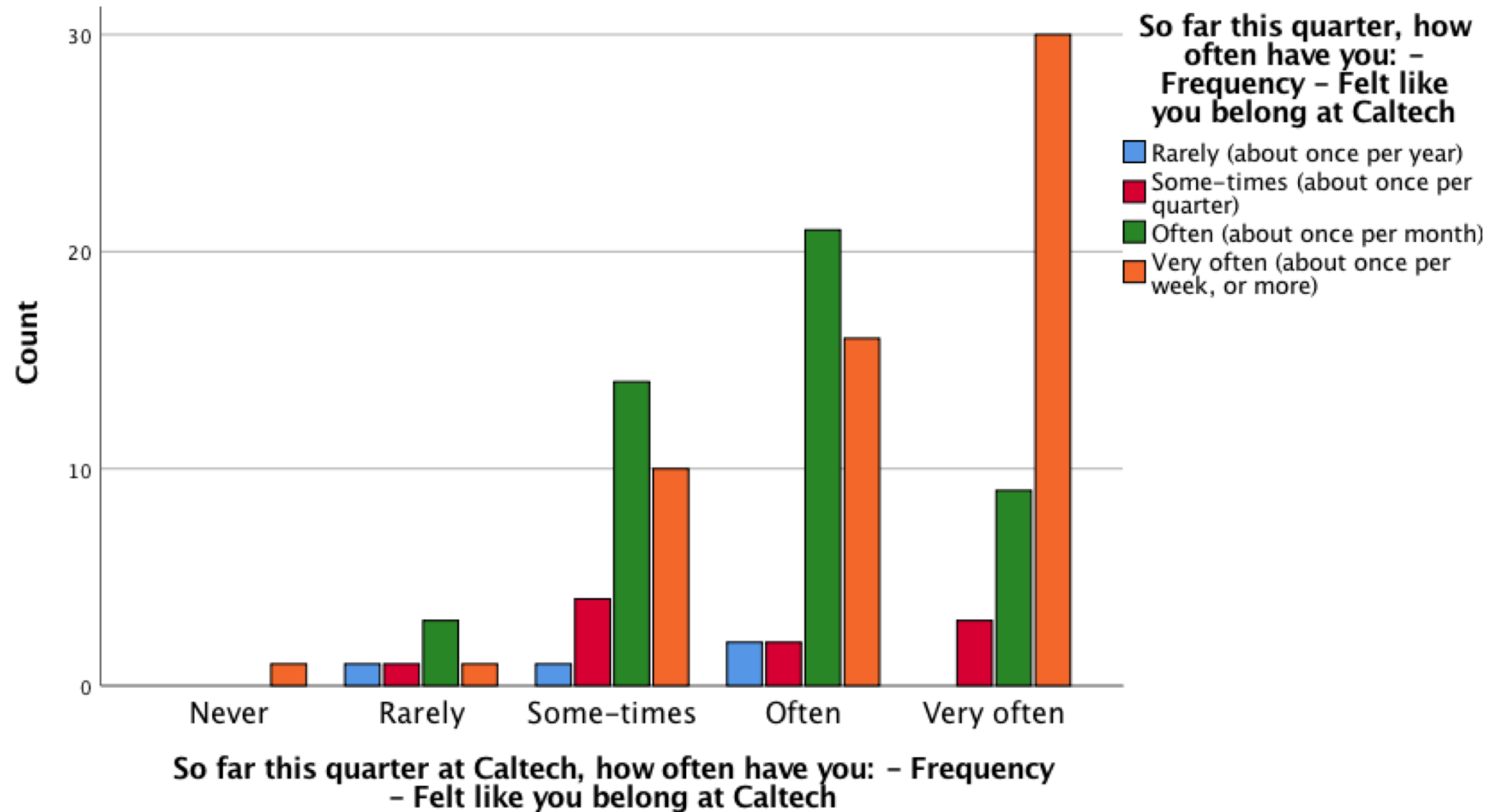
This Year to Date in IC²: Themes of Interest

- Regular feedback at mid-quarter in large Core courses
- Academic confidence, belief in ability to succeed, belonging
 - Changes in early quarters at Caltech
 - Differences that may play out/be mitigated in classes
- Seeking support / using resources
 - Matches and gaps: perceived need and actual use

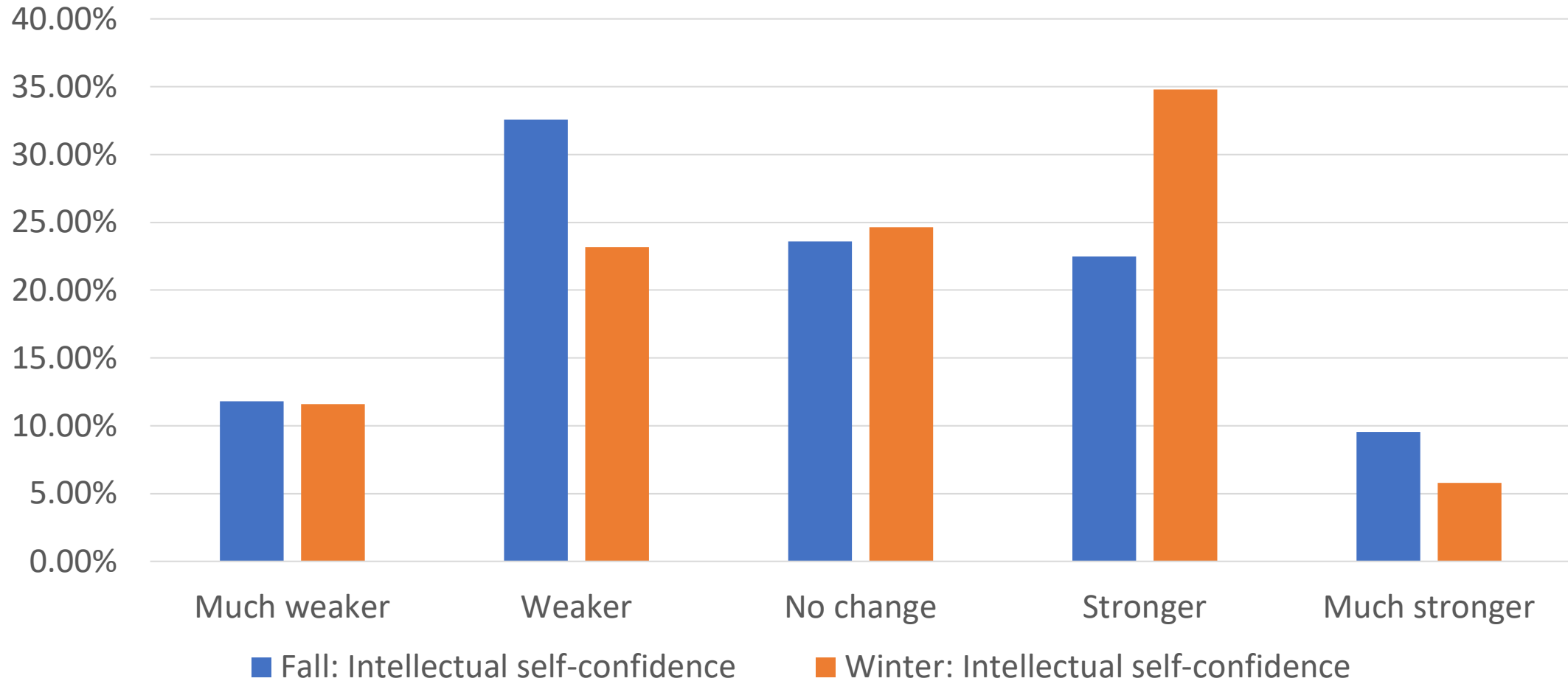
Sense of support, confidence, belonging, self-efficacy: Fall → Winter

- Significant changes from fall to winter
 - Sense of Support, Belonging, Social Fulfilment, and Belief in Ability to Succeed :
 - Movement in both directions, more & less, for individual students
 - “The honeymoon phase” is trailing off for some students (e.g., change from “very often” to “often”, “sometimes”, “rarely”, or “never”)
 - Intellectual self-confidence:
 - A bit of a rebound compared to fall

Example of changes from Fall to Winter



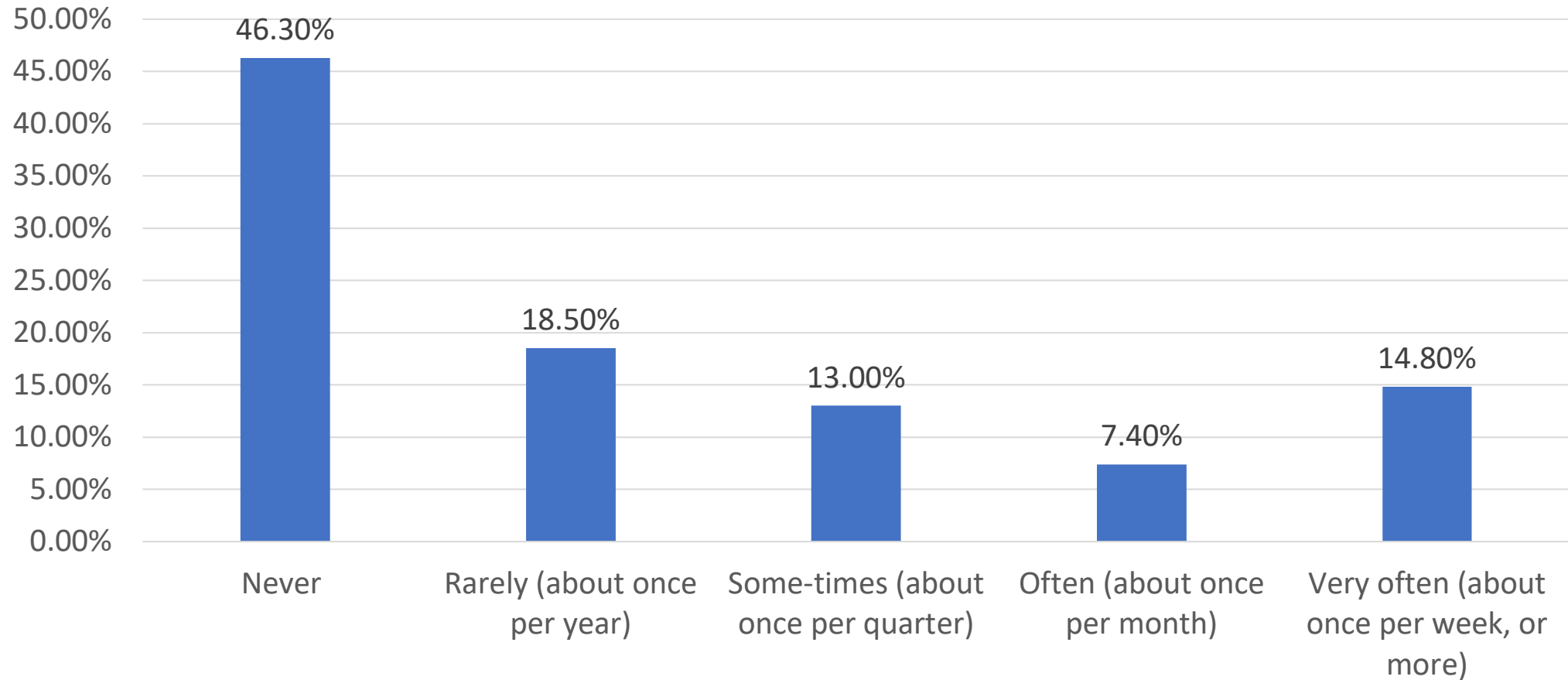
Self-reported change in intellectual self-confidence



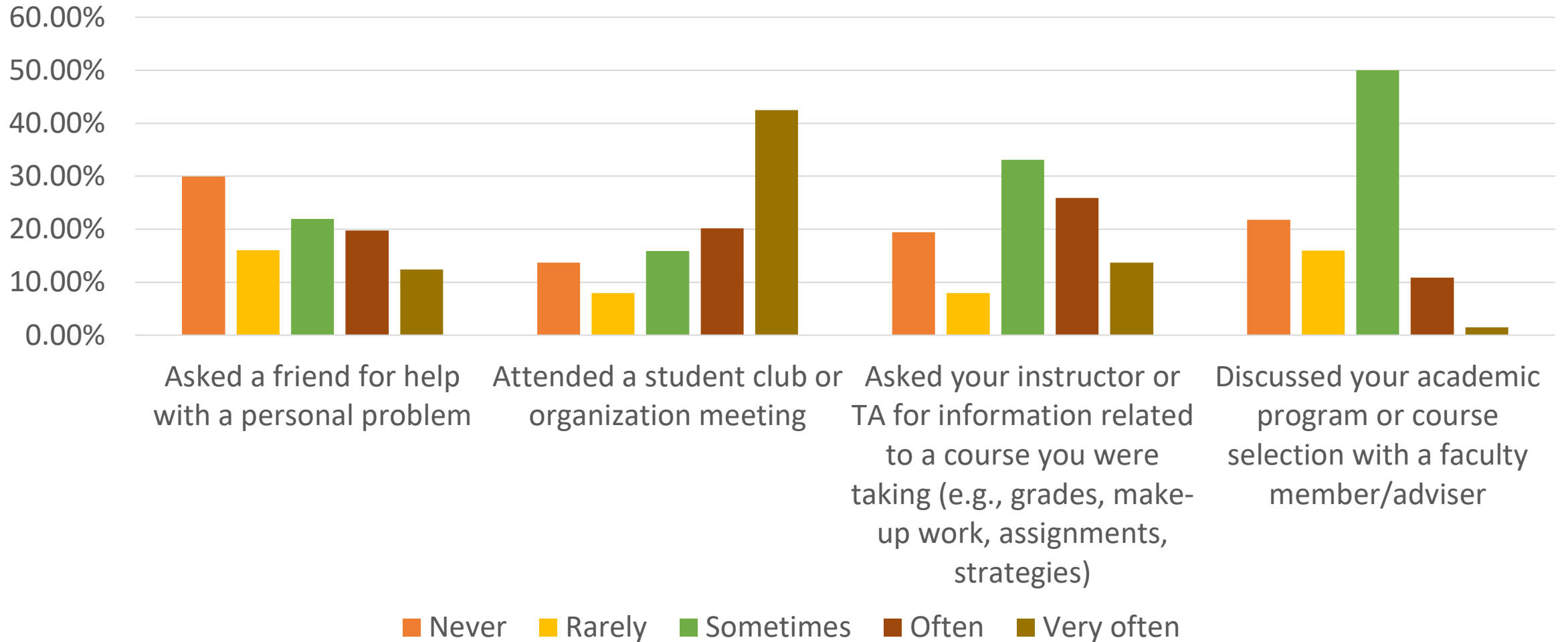
Seeking support / using resources

- Matches and gaps: perceived need and actual use
 - Academic – perceived need and actual support-seeking are largely well matched.
- Non-academic – more students perceive need than actually seek support
 - The largest group neither recognizes the need nor seeks support
 - About half of those who NEVER SOUGHT support perceived a need for it.
 - From fall to winter, some students are newly recognizing the need for support.

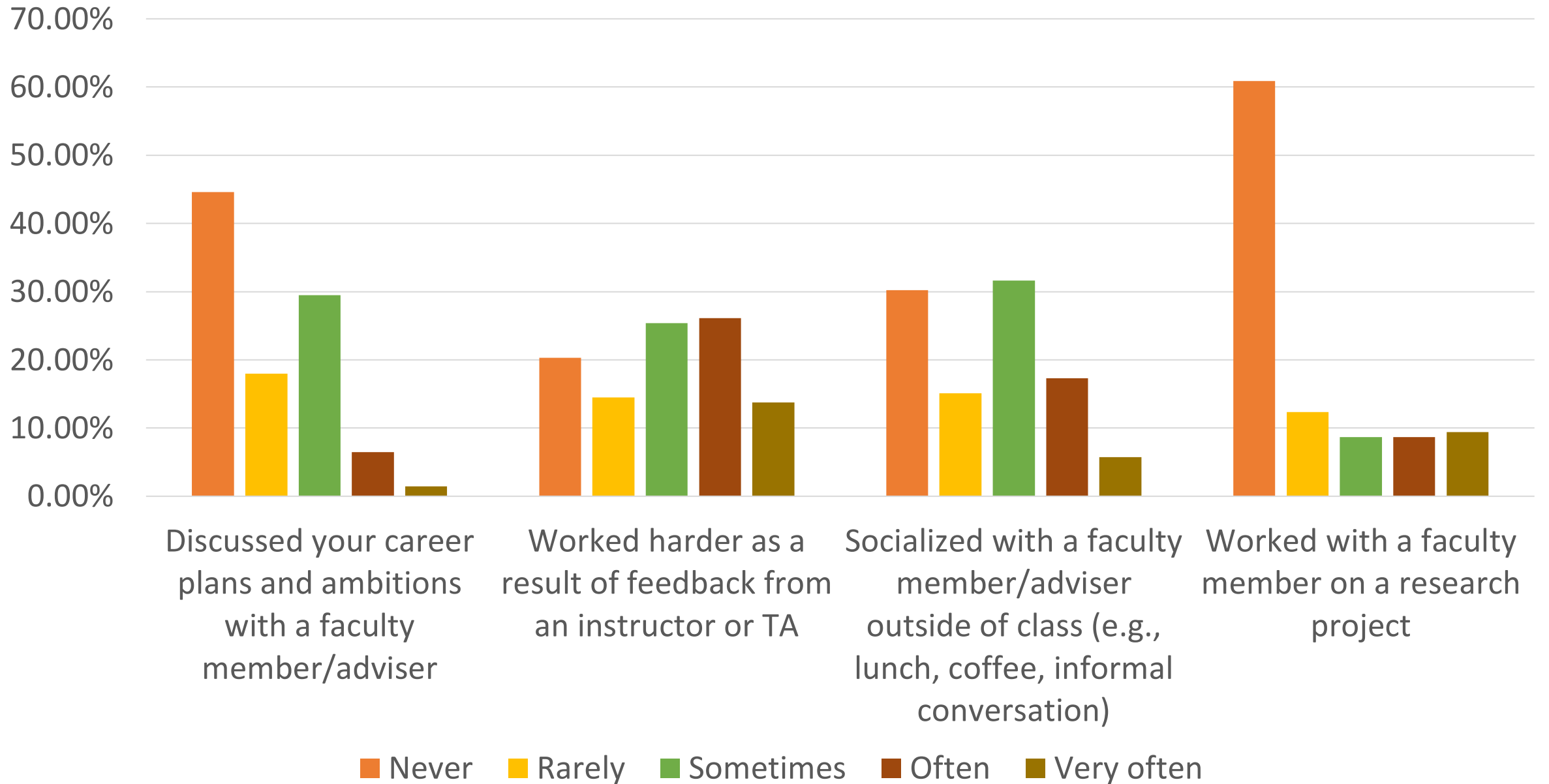
Distribution of Recognizing the Need for Non-Academic Support
of those who never sought it out
n=54



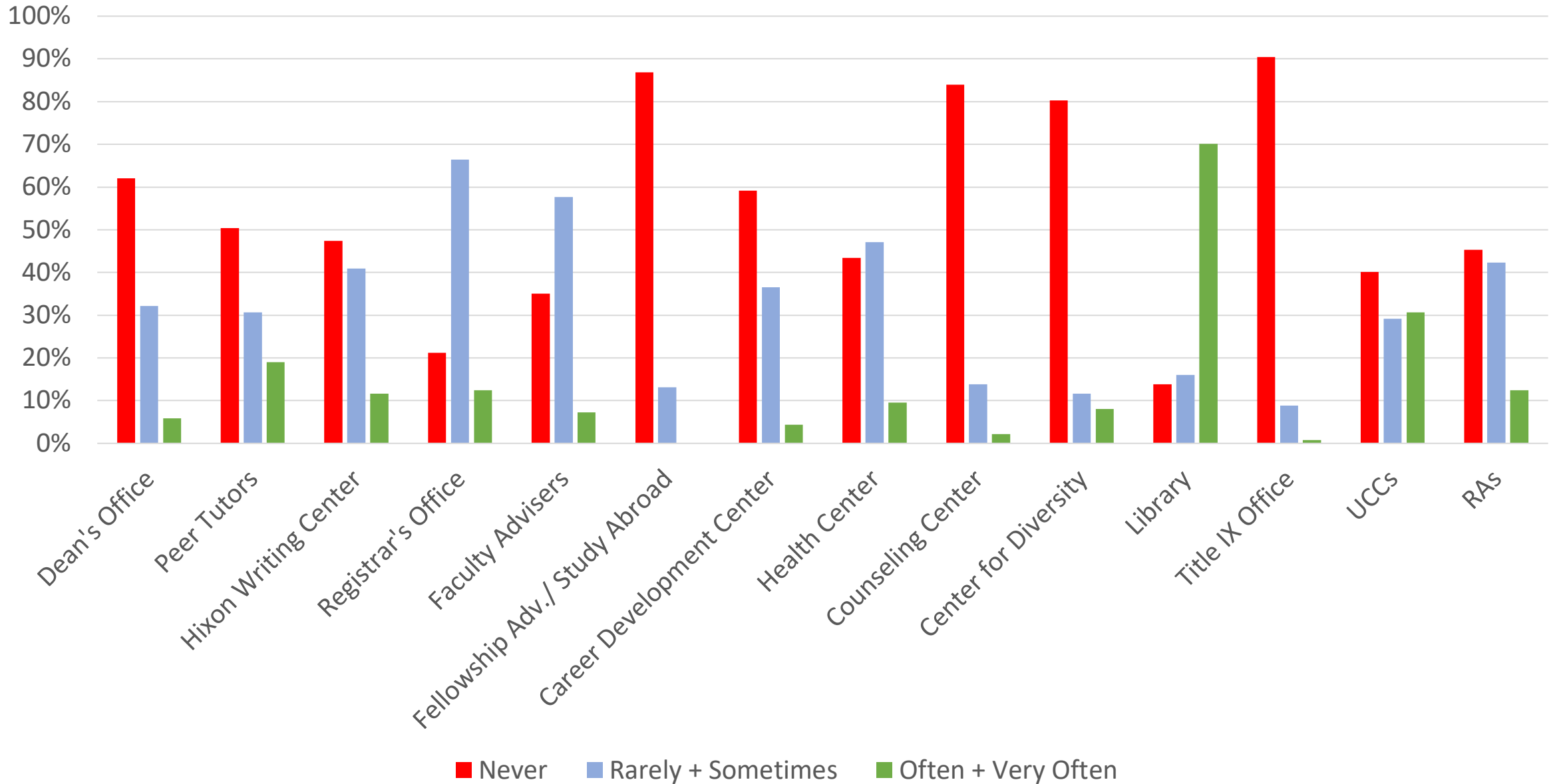
New questions – Winter: Consider what the ideal distribution would be?



New questions - Winter



How often have you used these specific campus resources?



WINTER: How would you describe the climate/environment in your classes?

- I love the environment in classes. It's really refreshing to have everyone care so much about learning, and definitely makes me work harder.
- This term is better, but last term I felt like my professors didn't really care about me.
- I have had some very positive experiences with some professors who don't have any obligation to care about the class but do anyway.
- Classes are fine, but the collaboration is a major key to success.
- Good. Bad part is when you do not do well on a quiz, but everyone else also did badly so I don't know how to feel.
- Classes often make me feel slightly dumb.
- Very difficult, in a positive way for the most part.

Significant differences by gender - winter

ITEMS	Men	Women	Sig Levels
Sought out non-academic forms of support	1.97	2.73	**
Asked a friend for help with a personal problem	2.28	3.05	**
Believed you could succeed	4.43	3.8	***
Recognized the need for help with academic work	4.2	4.55	*
Recognized the need for non-academic forms of support	2.5	3.54	***
Frequency - Dean's Office	1.41	1.84	*
Frequency - Library	3.59	4.21	*
Frequency - Health Center	1.75	2.24	*

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What's next?

- Spring – 3rd round, mid-quarter feedback
- Pre-fall 2018 retreat (date TBD)
 - Topics/focus of special interest?
 - Use insights from this year
- Opportunities (dates TBD)
 - Syllabus intensive - workshop
 - Faculty Summer Short Course
- Next year
 - More student-faculty discussions
 - Other ideas?

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